Unveiling Nepali Students' Lived Experiences of ChatGPT in Secondary School Education: Opportunities and Challenges

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Abstract

ChatGPT, a generative language model developed by OpenAI, has received global discourse regarding its transformative potential and associated challenges in educational contexts. This study examines the lived experiences and perceptions of secondary-level students in Nepal, focusing on the integration of ChatGPT within academic settings. Adopting a phenomenological research design, data were accumulated through Google Forms and semi-structured interviews with 15 purposefully sampled respondents from three distinct schools. The participants were selected based on their active use of ChatGPT in their academic activities. The findings highlight ChatGPT is viewed as a user-friendly and time-eficient cum collaborative tool, facilitating self-directed learning, enhancing vocabulary, and aiding in the exploration of complex concepts. However, participants expressed concerns regarding its accuracy, the risk of academic dishonesty, and the potential for over-reliance, which might compromise critical thinking and creativity. Additionally, participants stressed the necessity of ethical guidelines, awareness programs, and teacher training to mitigate these challenges and ensure responsible and ethical use. The study underscores the importance of thoughtful implementation of AI technologies like ChatGPT in resource-constrained academic milieus. Future research should focus on the long-term implications of AI on critical thinking, creativity, and overall educational outcomes while incorporating Key stakeholders like educators' perspectives for a comprehensive understanding of ChatGPT's role in secondary education.

Keywords: *ChatGPT, secondary education, academic integrity, self-directed learning, AI in education*

Introduction

Artificial intelligence (AI) is a transformative computational system designed to simulate human behaviour (Brazdil & Jorge, 2023; Ministry of Communication and Information Technology, 2024). OpenAI, an American AI research centre, released its large-scale model on November 30, 2022. Leveraging extensive data consumption, AI systems are designed to accomplish their intended goals (Brazdil et al., 2022). Over the past decades, AI has impacted and transformed numerous sectors, comprising healthcare,

finance, manufacturing, and education (Lund et al., 2023). In recent years, these domains have spanned a wide spectrum, for instance, cutting-edge research arenas, rapid growth in medicine, the development of robotics, and the inspection of autonomous driving technologies (Brazdil et al., 2023). Among these diversified areas, AI has significantly disrupted the traditional academic landscape and brought a paradigm shift as AI-powered apparatuses like ChatGPT become easy to access. ChatGPT, an artificial intelligence (AI) chatbot, usages this shift by using natural language processing to enable human-like interactions, create new content and ideas through human feedback, and express them in real-time (Ngo, 2023). Its integration promises personalized tutoring, adapting to the needs and interests of students, and offering real-time feedback (Garcia et. al., 2020; Shoufan, 2023; Zayoud et al., 2023). Moreover, AI has noticeably upgraded the efficiency and effectiveness of academics, fostered the advancement of global learning, facilitated the creation of smarter educational content, and augmented educational management systems (Garcia et. al., 2020). This paper argues that although AI tools like ChatGPT offer momentous advantages in academic settings, they also present challenges that demand careful navigation. Key issues, including their impact on critical thinking, equitable access, and ethical concerns

remain unexplored. By examining these distinct dimensions, this study aims to contribute to the ongoing discourse on AI in education.

ChatGPT has swiftly appeared as a transformativetool,showcasingexceptional capabilities in human-machine interaction, academic performance, and personalized learning. In a short time, it has gained global recognition for its complex task execution (Baidoo-Anu & Owusu, 2023) along with academic prowess is evident in passing standardized tests and professional exams (Campbell-Kelly et al., 2023, Giannos & Delardas, 2023; Sabry et. al., 2023). Its key strengths lie in human-machine interaction, text generation, and translation are notable (Houston & Corrado, 2023; Rospigliosi; 2023 & Zhai, 2023). Besides, its competencies extend to text creation, translation, and creative writing. The potential to revolutionize student-teacher interactions and learning methodologies is momentous. Integrating ChatGPT with curricular objectives and standards is decisive for stressing its educational impact (Mai et. al., 2024). This accords the broader concept of personalized learning and tailoring education to individual needs (Makinde et al., 2024).

However, concerns about overreliance, data privacy, and the potential dehumanization of academic sectors cannot be ignored. While some view ChatGPT as an apparatus

for enhancing teaching and learning (Ali et al., 2023; Eager & Brunton, 2023), others highlight its merits in sensible usage (Baidoo-Anu & Owusu Ansah, 2023; Kooli & Yusuf, 2024). Learners can use it, particularly to improve creativity, critical thinking, and problem-solving skills (Zhai, 2022). Additionally, it supports information accessibility, instruction, personalized learning, and administrative efficiency (Zayoud et al., 2023).

The aforementioned literature illustrates how ChatGPT and other AI technologies have transformed academia by empowering individualized tutoring, intensifying global access, and increasing efficiency. However, issues including security threats, employment displacement, and data privacy need to be addressed. Therefore, a sensible strategy is essential for optimizing gains while reducing hazards.

AI in Education: Opportunities and Challenges in Nepali Context

AI in academia represents a double-edged sword, offering both opportunities and challenges. Ojha (2023) identifies the creative possibilities of AI writing tools while highlighting the risks of plagiarism associated with platforms like ChatGPT. He emphasizes the need for a balanced approach to prevent the erosion of students' intellectual growth. Similarly, Lamichhane (2024) argues that

AI-generated content undermines learners' self-esteem and promotes superficial engagement, democratizing copying and pasting over critical analysis. Ghimire et al. (2024) found that most higher education students acknowledged AI's significance in improving learning and writing practices. However, both Ojha (2023) and Lamichhane (2024) caution against the misuse of AI, which could foster academic dishonesty, and advocate for government policies to regulate its use in academia. These concerns align with GC (2024), who underscores the importance of clear policy frameworks to guide the responsible adaptation of AI tools in education.

The integration of technology holds particular promise in Nepal, a country where the scarcity of qualified educators poses significant challenges, especially in remote areas. GC (2024) highlights the potential of AI to improve student engagement, support skill development, and reduce the workload of faculty members. Similarly, Acharya and Bansyat (2024) stress ChatGPT's utility as a tool for prompt feedback, particularly in enhancing vocabulary and linguistic proficiency. However, they reiterate the importance of critically evaluating and contextualizing AI-generated content to mitigate biases and promote inclusivity in learning environments.

While these studies provide valuable

insights, their scope and methodologies vary significantly. Ghimire et al. (2024) conducted a qualitative study that explored Nepali university students' perspectives on ChatGPT, focusing on Bachelor's to MPhil-level students through semi-structured interviews with open-ended questions. In contrast, the works of Lamichhane (2024) and Ojha (2023) are opinion pieces published in newspapers, offering anecdotal observations rather than empirical evidence. Acharya and Bansyat (2024) investigated teachers' perspectives, interviewing five university teacher educators and five school teachers to gather content-rich data. Despite these contributions, a critical gap remains in understanding the lived experiences of secondary-level students regarding their use of AI tools like ChatGPT in Nepal.

This study addresses these gaps by investigating how Nepali secondary school students perceive, and utilize AI tools like ChatGPT. Specifically, it examines their understandings and lived experiences on the benefits and challenges of integrating ChatGPT into their learning process. By focusing on secondary education, this research extends the existing discourse, which has largely concentrated on higher education and educators' views. It aims to provide actionable insights for policymakers and educators to ensure the effective and ethical integration of AI in Nepalese classrooms.

Research Questions

This research examines the following questions:

1. What are Nepali secondary school students' perceptions, understandings, and experiences of using ChatGPT for educational context?
2. How do Nepali secondary school students perceive the benefits and challenges of using ChatGPT in their learning process?

Literature Review

ChatGPT in Education: Opportunities, Challenges and Ethical Implications

The integration of ChatGPT into educational settings has introduced transformative possibilities. As a valued pedagogical tool, ChatGPT supports brainstorming, enhances writing skills, and fosters innovative learning experiences (Halaweh, 2023). Its ability to transform traditional instructional practices through interaction and collaboration is well-documented (Ghimire et al., 2024). Baidoo and Ansah (2023) highlight its potential to foster collaboration among policymakers, educators, learners, and technology experts, creating a more interconnected and efficient educational ecosystem.

ChatGPT offers significant advantages, including enhanced student engagement

in activities such as assignments, research, coding, and programming. It provides real-time feedback, reduces teachers' workloads, and expands educational access for students in remote areas with limited access to qualified instructors (Ghimire et al., 2024). Additionally, it empowers instructors in curriculum development, lesson planning, and materials production, thereby supporting pedagogical innovation and improving student outcomes through personalized tutoring (Karakose, 2023).

However, these advancements come with challenges. The reliability and authenticity of ChatGPT-generated content remain concerns, as does its potential to produce biased or inaccurate information (Baidoo & Ansah, 2023). Ethical issues, including plagiarism, copyright infringement, transparency, and originality, have been raised by scholars (Sallam, 2023; Haque et al., 2022). Moreover, overreliance on AI tools like ChatGPT may hinder creativity, critical thinking, and analytical skills, ultimately impacting learners' and educators' academic growth (Kozub, 2023).

Despite these challenges, disciplines such as journalism, education, software development, and creative endeavours have experienced substantial innovation with ChatGPT's assistance (Haque et al., 2022; Luan et al., 2023). Its scalability, time efficiency, and user-friendly interfaces have made it increasingly popular in academia (Kayali et al., 2023). Nevertheless, researchers caution against over-dependence on ChatGPT, which may reduce human interaction time and compromise the development of essential skills (Lo, 2023; Stepanechko & Kozub, 2023).

In light of these considerations, the effective and ethical integration of ChatGPT into education requires robust teacher training, clear ethical guidelines, and continuous evaluation (Rueda et al., 2023). With personalized learning, task automation, and enhanced collaboration, ChatGPT has the potential to revolutionize education. However, addressing concerns about accuracy, biases, and misuse is crucial to ensure its positive impact.

Students and Teachers' Perceptions Towards ChatGPT

The emergence of ChatGPT has sparked a multifaceted discourse within the academic community. While some educators' express concerns about its potential to facilitate academic dishonesty, including cheating and plagiarism (Ngo, 2023), others view it as a supplementary tool for enhancing learning. For example, Wardat et al. (2023) highlighted its role in improving basic mathematical skills, particularly in geometry, while emphasizing the importance of its responsible use. Similarly,

Batra and Verma (2023) conducted a comparative analysis of students' and faculty perceptions, revealing that students primarily use ChatGPT to support academic tasks, while faculty members leverage it for broader instructional purposes.

ChatGPT has also been recognized as an effective tool for foreign language learning, especially English, by fostering linguistic proficiency, problem-solving skills, and communication abilities (Syahid et al., 2023). It serves as a scaffold for English language acquisition, aiding in lesson planning and delivering instant, individualized feedback. However, prior research has identified several limitations, including its susceptibility to errors, the potential to exacerbate academic inequity, and risk of plagiarism, as well as concerns about privacy, bias, and the displacement of human instructors (Kohnke et al., 2023; Meniado, 2023; Syahid et al., 2023).

Kohnke et al. (2023) advocated for integrating ChatGPT into language pedagogy while underscoring the need for robust digital literacy to ensure ethical and effective application. This aligns with Ma et al.'s (2023) findings, which presented ChatGPT as a virtual pedagogical agent in higher education. Ali et al. (2023) emphasized its motivational potential, urging educators to focus on its benefits rather than its drawbacks. Conversely, Berrezueta and Krusche

(2023) highlighted its negative impacts, including reduced classroom engagement and hindered academic development. In contrast, Ghimire et al. (2024) argued that ChatGPT's user-friendly interface and accessibility make it a widely adopted and appreciated educational tool for efficient task completion.

The reviewed studies illustrate the complex dynamics of ChatGPT's use in academia. While proponents highlight its potential to enhance learning and streamline educational processes, critics raise valid concerns about its adverse effects, such as academic misconduct and diminished engagement. These perspectives underscore the need for a balanced and strategic approach to integrating ChatGPT into educational practices.

Methodology

This study employs a phenomenological research design to investigate the lived experiences of Nepali secondary school students regarding their use of ChatGPT in academic contexts. While existing literature predominantly centers on higher education and the perspectives of educators, this research seeks to address a significant gap by examining the experiences of secondary-level students in a developing nation, such as Nepal.

Research Design

Adopting Denzin and Lincoln's (2005) qualitative research framework, this study utilizes a phenomenological approach to gain a comprehensive understanding of students' subjective experiences. The research is grounded in purposeful sampling, which facilitated the selection of 15 participants—five students from each of three secondary schools (renamed as Shree Sangam Secondary School, Janata Siksha Niketan, and Prithivi Secondary School) to preserve confidentiality. These schools were purposefully selected for their advanced technological infrastructure, including Wi-Fi facilities and well-equipped computer labs, which are conducive to the use of AI tools like ChatGPT.

Participant Selection

Participants were chosen based on their active engagement with ChatGPT for academic purposes. The purposeful sampling technique was employed to ensure the inclusion of students who had substantial experience using ChatGPT in their learning activities, thereby ensuring the richness of the data. The selection criteria required participants to have frequently used ChatGPT for academic tasks, thus ensuring a direct correlation between the tool's usage and the research focus. Data collection continued until saturation was achieved, in line with the principle articulated by Saunders et al. (2018), which posits that saturation occurs when no new information emerges from further interviews.

Demographic Profile of Respondents
The study involved 15 secondary school students, aged between 15 to 18, from three schools in Nepal. The participants were selected based on their active use of ChatGPT in their academic activities. The demographic breakdown of the respondents is as follows: Table 1.

Table: 1 Participant Profile

S.N.	Name	Grade	Age	Location of School
1	Nabin	11	15	Suburban/inner Terai
2	Prem	11	15	Suburban/inner Terai
3	Mukti	12	18	Suburban/inner Terai
4	Sabin	11	16	Suburban/inner Terai
5	Nivriti	11	15	Suburban/inner Terai
6	Babita	11	15	Suburban/inner Terai
7	Sneha	12	18	Suburban/inner Terai
8	Manisha	11	16	Suburban/inner Terai

9	Anju	12	18	Suburban/inner Terai
10	Mahendra	11	17	Suburban/inner Terai
11	Bibisha	12	17	Suburban/inner Terai
12	Shristi	12	18	Suburban/inner Terai
13	Punam	12	18	Suburban/inner Terai
14	Sashita	12	18	Suburban/inner Terai
15	Nischal	12	16	Suburban/inner Terai

Data Collection

Datawerecollectedthroughsemi-structured interviews, which provided a platform for participants to share their detailed experiences and perceptions regarding the use of ChatGPT in their academic pursuits. In addition to the interviews, Google Forms were utilized to corroborate and triangulate the data, ensuring the validity and reliability of the findings. The semi-structured format allowed for flexibility in exploring participants' views while maintaining consistency across interviews.

Data Analysis

Thematic analysis, as outlined by Braun and Clarke (2006), was employed to analyze the qualitative data. Following transcription, the interview data were subjected to inductive coding, enabling the identification of key themes related to students' experiences with ChatGPT. This process was iterative, with themes being refined and revisited as new insights emerged. The analysis focused on exploring the opportunities and challenges faced by students in integrating ChatGPT into their learning processes, with particular attention to the implications for educational practices in Nepal.

Ethical Considerations

Ethical approval for the study was obtained from the relevant institutional review board prior to data collection. Informed consent was secured from all participants, ensuring their voluntary participation and awareness of the study's purpose. Confidentiality was rigorously maintained, with pseudonyms assigned to all participants to protect their identities. Data were stored securely, and participants were assured of their right to withdraw from the study at any point without consequence.

Findings
Nepali Secondary School Students' Lived Experiences and Perception of Using ChatGPT: Opportunities and Challenges

The application of AI technologies such as ChatGPT has greatly influenced students'

learning techniques, encouraging distinct viewpoints on its benefits anddownsides.All the participants in this study concurred that ChatGPT serves as an effective instrument for exploring noble and innovative concepts, with many appreciating its ability to simplify complex ideas and save time. One participant observed *AI is perceived as one of the easiest ways to learn something new.* However, concerns about accuracy and academic honesty also emerged prominently, highlighting the need for caution and appropriate usage, as Sneha mentioned. Another participant, Nabin reported the constraint of ChatGPT, particularly its tendency to offer inaccurate responses. He recommended implementing AI-detection software, supported by clear and robust guidelines, to address potential academic dishonesty. Concerning its usage in academic settings, he argued:

> I have observed students using ChatGPT to search for solutions to numerical problems, copying them, and submitting them without fully understanding the concepts.

These practices reflect the concern that students may overly depend on AI tools, bypassing the critical learning process. Nabin shared his use of ChatGPT for solving mathematical problems, indicating a growing trend of dependency on AI for completing assignments. Prem highlighted ChatGPT's role in studying programming languages, completing projects, refining writing skills, and pursuing other academic goals, highlighting its benefits of instant feedback, along with assisting exam preparation. Similar to Nabin, both Prem and Mukti noted that ChatGPT can be used to generate ideas, save time and support self-directed learning. Mukti further argued that, while technologies like ChatGPT might offer valuable information, they can impede students from engaging in self-directed research. Despite their benefits, such gadgets, smartphones, and other media platforms can become significant distractions, ultimately reducing academic productivity. In sharing their further comments:

> Students mostly use ChatGPT to search for challenging topics and prepare presentations, which eventually assists in self-learning. However, it has limitations, lacking creativity, outdated information only available in the free version, and occasional misleading information. (Sabin)
> ChatGPT helps me explore complex topics and stay updated with the latest information. It's also useful for improving vocabulary, though it sometimes lacks the most current information. (Nivriti)
> I believe ChatGPT can be harmful to young students as it can violate academic integrity, shift the focus of education, and ultimately

diminish the effectiveness of learning. (Babita)

I consider ChatGPT helps us to address our inquiries… that are difficult to address through Google searches or traditional resources like books…. (Sneha)

Respondents' viewpoints on ChatGPT use are diverse in academic contexts. Sabin and Nivriti both viewed it as a useful apparatus for self-learning, especially for researching complex topics and preparing presentations. They acknowledged its benefits for vocabulary expansion and staying updated. Nevertheless, they also accepted its shortcomings, comprising outdated content in free verse, often inaccuracies as well as the high costs for the latest version. In contrast, Sabin and Babita expressed concern about ChatGPT's lack of originality and comprehensive information it supports, which could jeopardise academic integrity. They argued that the ease of access to information could hinder students' critical thinking and creativity. Sabita advised that students should focus on enhancing their unique voice and writing style, rather than relying on AI-generated content. Regarding it, she argued:

I think over-reliance on modern technology like ChatGPT is not good. It can be harmful to young learners. It can lead to laziness, and inactivity and ultimately ruin their creativity and imagination.

This underscores the potential undesirable consequences of excessive dependence on ChatGPT, incorporating lessened motivation, reduced engagement, and impaired cognitive development. Such dependence can impede critical thinking, creativity, and imagination- key skills vital for both academic and personal growth. Given its easy accessibility, it is decisive to use ChatGPT judiciously to mitigate these risks and ensure active learning and intellectual engagement. While pointing negative impact of ChatGPT:

Our teachers always complain about the similarity of students' homework, suggesting that they might be copying from the same source. So, teachers aren't serious while checking. They only tick our answers without properly reading… it's an issue of plagiarism. (Manisha)

I see some students rely on ChatGPT even during exam sessions to solve questions. (Sneha).

Manisha shared the growing concern about the similarity of students' homework, attributing it to the potential use of AI tools like ChatGPT, which could lead to plagiarism. This practice undermines academic standards and promotes the submission of content that lacks individual contribution. Students may fail to properly cite sources, even when

utilizing information generated by AI, thereby compromising the integrity of their work. Similarly, Sneha reported that some students use ChatGPT during exams to solve questions, further raising concerns about the erosion of academic integrity and fairness in assessments. However, other respondents expressed mixed feelings regarding their use.

> I feel ChatGPT is very learner-friendly and helpful for academic activities. Personally, I find it more convenient, effective and instant. It too saves time and assists in understanding even complex ideas quickly. (Anju)
>
> To my knowledge, tools like ChatGPT can be beneficial when you're assigned homework and don't know how to start. They're good for generating useful ideas. But we have to be careful… sometimes the information it offers is inaccurate. (Mahendra)
>
> Awareness programs should be conducted for students… need to communicate clear policies on academic dishonesty or cheating to prevent misuse of tools like ChatGPT (Sneha)

These responses from Anju, Mahendra, and Sneha stressed the conflicting perceptions of ChatGPT. Anju viewed ChatGPT as a user-friendly tool that simplifies complex content, while Mahendra emphasized the

need for critical evaluation and careful use. Similarly, Bibisha highlighted its ability to provide quick responses and write summaries, definitions, and references. Unlike them, Sneha raised concerns about academic dishonesty stemming from the misuse of tools like ChatGPT, stressing the modern trend of students relying on AI-generated content inappropriately, thereby declining the integrity of academic work.

While global literature highlights ChatGPT's potential to augment personalized learning and alleviate teaching workloads, they also warn of challenges like academic dishonesty, i.e. plagiarism and reduced critical and creative thinking skills. In Nepal, these issues are compounded by limited digital literacy and access to technology, making it crucial to explore how AI tools can be effectively integrated into secondary education.

Discussion and Conclusions

The study offers valued insights into the rising popularity and implications of ChatGPT among secondary-level students in Nepal, shedding light on its potential to revolutionize education while raising critical concerns about its limitations.

Benefits of ChatGPT in Nepali Education

The findings unveil that ChatGPT is widely perceived as a user-friendly, time-efficient, and effective tool for

enhancing learning outcomes. One of the participants, Anju, emphasized its ability to simplify complex topics, improve vocabulary, and provide instant access to information. Similarly, another participant, Nivriti remarked, "*ChatGPT helps me explore complex issues and stay updated with latest information. It's also useful for improving vocabulary, though it sometimes lacks the most current information*." These observations align with prior research (Ghimire et al., 2024; Halaweh, 2023; Ma et al., 2023), which highlights ChatGPT's role in fostering self-learning, refining writing skills, and supporting academic efficiency. Furthermore, its ability to assist students in brainstorming ideas and proofreading content illustrates its adaptability to diverse learning needs, a key aspect of its growing appeal.

A notable strength of ChatGPT is its capacity to democratize access to education in remote areas of Nepal. Sneha observed that ChatGPT provides answers to questions that are often difficult to address through traditional resources like Google searches. This finding is particularly significant in the Nepali context, where rural and underserved regions often tackle challenges such as the absence of qualified instructors and limited access to quality learning materials. Another key finding reveals that AI tools like ChatGPT can aid bridge educational disparities, particularly in semi-urban and Terai belt regions where access to resources and qualified teachers is limited

Moreover, participants like Sabin emphasized its role in fostering self-directed learning, as students frequently use ChatGPT to explore challenging lessons and prepare presentations. This aligns with the growing emphasis on student-centred pedagogies (Isiaku et. al., 2024), where learners take greater responsibility for their academic growth. ChatGPT's ability to function as a virtual assistant complements these pedagogical approaches, enabling students to engage with content at their own pace.

Challenges and Ethical Concerns

Although the advantages of ChatGPT are evident, the study also identifies significant challenges that necessitate thorough examination and critical reflection. Participants expressed concerns about the accuracy, originality, and ethical use of AI-generated content. For instance, Mahendra and Sabin noted instances of outdated or misleading information, particularly in the free version of ChatGPT. This limitation is consistent with findings from Haque et al. (2022), which caution against over-reliance on AI tools due to their occasional inaccuracies.

Another critical issue is the potential for ChatGPT to undermine academic integrity. Manisha and Sneha

observed that students frequently use ChatGPT to complete assignments or even during exams, leading to concerns about plagiarism and reduced critical thinking skills. These findings resonate with prior research (Lamichhane, 2024; Stepanechko & Kozub, 2023), which highlights the risks of over-reliance on AI tools, including diminished creativity, reduced motivation, and impaired cognitive development. The risk of academic dishonesty is further intensified by the absence of robust institutional policies and effective monitoring mechanisms in many educational institutions.

Babita's observation that ChatGPT could "violate academic integrity and shift the focus of education" underlines a broader concern about the role of AI in shaping educational priorities. As AI tools simplify complex tasks, there is a risk that students may become less engaged in critical thinking and problem-solving, which are essential for holistic development. These findings address the study's research question on the challenges associated with ChatGPT and highlight the need for balanced and responsible use of such technologies.

Ethical Guidelines and Policy Recommendations

To mitigate these challenges, participants recommended the formulation of ethical guidelines, awareness programs, and institutional policies. Sneha suggested conducting awareness campaigns to educate students about the responsible use of AI tools and implementing clear policies to prevent academic dishonesty. These recommendations align with prior studies (Lamichhane, 2024; Khan et al., 2023), which emphasize the importance of teacher training and institutional frameworks in promoting ethical AI usage.

The use of AI-detection software was also highlighted as a potential solution to address plagiarism and ensure academic integrity. However, such measures must be complemented by efforts to cultivate a culture of ethical awareness among students and educators. For instance, integrating lessons on digital literacy and ethical AI use into the curriculum could empower students to use tools like ChatGPT responsibly while understanding their limitations.

Implication for Pedagogy

The findings of this study also have broader implications for pedagogy and curriculum design. The integration of AI tools like ChatGPT into educational practices should be guided by a balanced approach that leverages their strengths while addressing their limitations. For example, educators can incorporate ChatGPT into classroom activities as a

supplementary tool for brainstorming, idea generation, or language learning, while highlighting the importance of critical thinking and originality.

Teacher training programs should also focus on equipping educators with the skills to effectively integrate AI tools into their teaching practices. This includes understanding the capabilities and limitations of AI, designing assignments that promote critical engagement, and fostering a collaborative learning environment where students can discuss and evaluate AI-generated content.

Overall, this study highlights the dual role of ChatGPT as both a transformative educational tool and a source of ethical and pedagogical challenges. While its potential to democratize education and support self-directed learning is undeniable, concerns about accuracy, originality, and academic integrity underscore the need for a cautious and balanced approach. By developing ethical guidelines, promoting awareness, and fostering responsible usage, educational institutions can harness the benefits of ChatGPT while mitigating its risks. Ultimately, the findings of this study contribute to an in-depth understanding of the role of AI in education, particularly in the context of Nepal, and provide a foundation for future research on the integration of emerging technologies into teaching and learning practices.

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