A Study to Assess the Knowledge and Practice Regarding the Use of ChatGPT Among Nursing Teachers in a Selected College.

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Abstract: As artificial intelligence continues to transform education, tools like ChatGPT are becoming valuable resources for enhancing teaching, research, and administrative tasks. This study aims to understand how familiar nursing faculty at a selected college are with ChatGPT, and how they incorporate it into their professional responsibilities. Adopting a quantitative approach with a descriptive research design, data will be gathered through a structured knowledge questionnaire and a practice checklist. The primary focus is to assess both the awareness and practical use of ChatGPT among nursing educators. The study also looks at how factors like age, experience, and educational background may influence this knowledge and use. Ultimately, the findings are expected to shed light on the current level of digital literacy among nursing faculty and support the responsible, effective integration of AI tools like ChatGPT into nursing education.

Keywords: *ChatGPT, Artificial Intelligence, Nursing Education, Digital Literacy ,Knowledge and Practice, Nursing Teachers, Educational Technology*

I. INTRODUCTION

This study explores how well nursing teachers at a selected college understand and use ChatGPT, a powerful AI language tool that's quickly gaining traction in education. As artificial intelligence becomes more integrated into teaching, research, and administrative tasks, tools like ChatGPT are proving to be both helpful and transformative. Knowing how nursing educators are engaging with this technology is important for promoting digital literacy and enhancing educational practices. To achieve this, the study will follow a descriptive research design and gather data through a structured questionnaire on knowledge and a checklist on usage. The insights gained aim to identify existing knowledge gaps and support the thoughtful and ethical use of AI tools in nursing education.

Objectives:
Primary Objective:
- To assess the level of knowledge and the extent of practice regarding the use of ChatGPT among nursing faculty members in a selected college.

Secondary Objectives:
- To examine the association between knowledge about ChatGPT and selected demographic variables (such as age, teaching experience, academic qualification, etc.).
- To examine the association between practice of using ChatGPT and selected demographic variables.
- To determine the correlation between knowledge and practice related to the use of ChatGPT among nursing faculty.

Hypotheses:
Null Hypothesis (H_0): There is no significant relationship between knowledge and practice regarding the use of ChatGPT among nursing teachers in a selected college.
Alternative Hypothesis (H_1): There is a significant relationship between knowledge and practice regarding the use of ChatGPT among nursing teachers in a selected college.

RESEARCH METHODOLOGY

- **Research Approach**: Quantitative
- **Research Design**: Descriptive cross-sectional design
- **Setting**: A selected nursing college
- **Population**: Nursing faculty members currently employed at the selected institution
- **Sample**: 50 nursing teachers
- **Sampling Technique**: Non-probability purposive sampling, selected based on their relevance to the study objectives

MATERIALS & METHODS

DATA INTERPRETATION, ORGANIZATION OF DATA: TABLES, FIGURES AND GRAPHS

The data collected of the study was classified, organized and analyzed under following sections:-

SECTION I

Deals with analysis of demographic data of nursing teachers of a selected college in terms of frequency and percentage.

SECTION II

Deals with analysis of data related to assessment of level of knowledge and practice regarding use of ChatGPT among the nursing teachers of a selected college in terms of frequency and percentage.

SECTION III

Deals with analysis of data related to the association between knowledge and practice score regarding use of ChatGPT among the nursing teachers of a selected college with their selected demographic variables.

SECTION I

Deals with analysis of demographic data of nursing teachers of a selected college in terms of frequency and percentage.

IV. RESULTS AND DISCUSSION
Table 1: Frequency & percentage distribution of nursing teachers of a selected college

Sr. No.	Variable	Groups	Frequency	Percentage
1	Age (in years)	21-30	37	74.00
		31-40	13	26.00
		41-50	0	0.00
		above 50	0	0.00
2	Gender	Male	8	16.00
		Female	42	84.00
		Other	0	0.00
3	Educational Qualification	BSc Nursing	9	18.00
		MSc Nursing	41	82.00
		Ph.D. Nursing	0	0.00
		Other	0	0.00
4	Teaching Experience	Less than 1 year	15	30.00
		1-5 years	19	38.00

		6-10 years	11	22.00
		More than 10 years	5	10.00
5	**Prior Exposure to ChatGPT**	Yes	42	84.00
		No	8	16.00

Table 2: Frequency & percentage distribution of nursing teachers of a selected college

| Sr. No.	Variable	Groups	Frequency	Percentage
6	**Frequency of ChatGPT Usage**	Daily	13	26.00
		Weekly	36	72.00
		Monthly	1	2.00
		Rarely	0	0.00
		Never	0	0.00
7	**Purpose of Using ChatGPT**	Teaching	16	32.00
		Research	9	18.00
		Personal Learning	25	50.00
		Not used	0	0.00
8	**Access to Digital Devices**	Smartphone	10	20.00
		Laptop / Desktop	10	20.00
		Both	29	58.00
		None	1	2.00
9	**Internet Availability**	Always	36	72.00
		Sometimes	13	26.00
		Rarely	1	2.00
		Not available	0	0.00
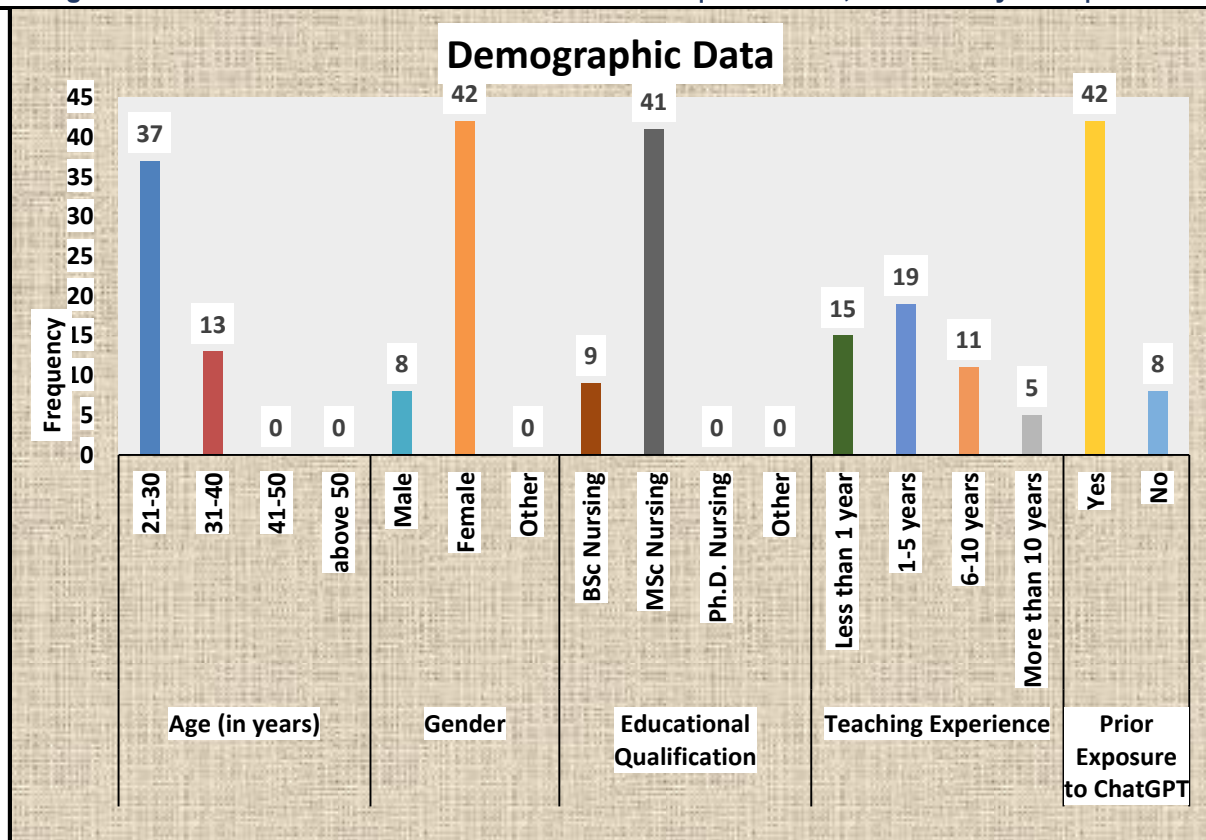
Figure No-1: Distribution of nursing teachers of a selected college
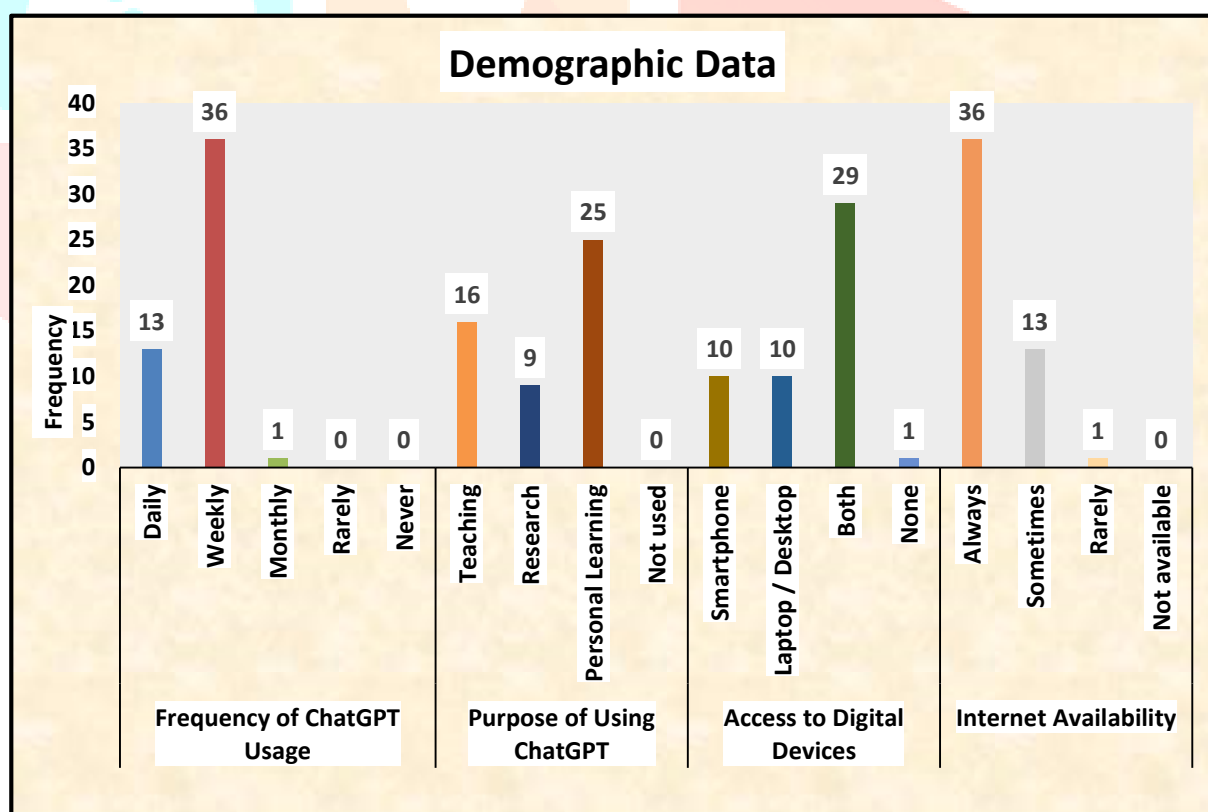

Figure No-2: Distribution of nursing teachers of a selected college

SECTION II

Deals with analysis of data related to assessment of level of knowledge regarding use of ChatGPT among the nursing teachers of a selected college in terms of frequency and percentage.

Table 3: General assessments of Knowledge regarding use of ChatGPT among the nursing teachers of a selected college

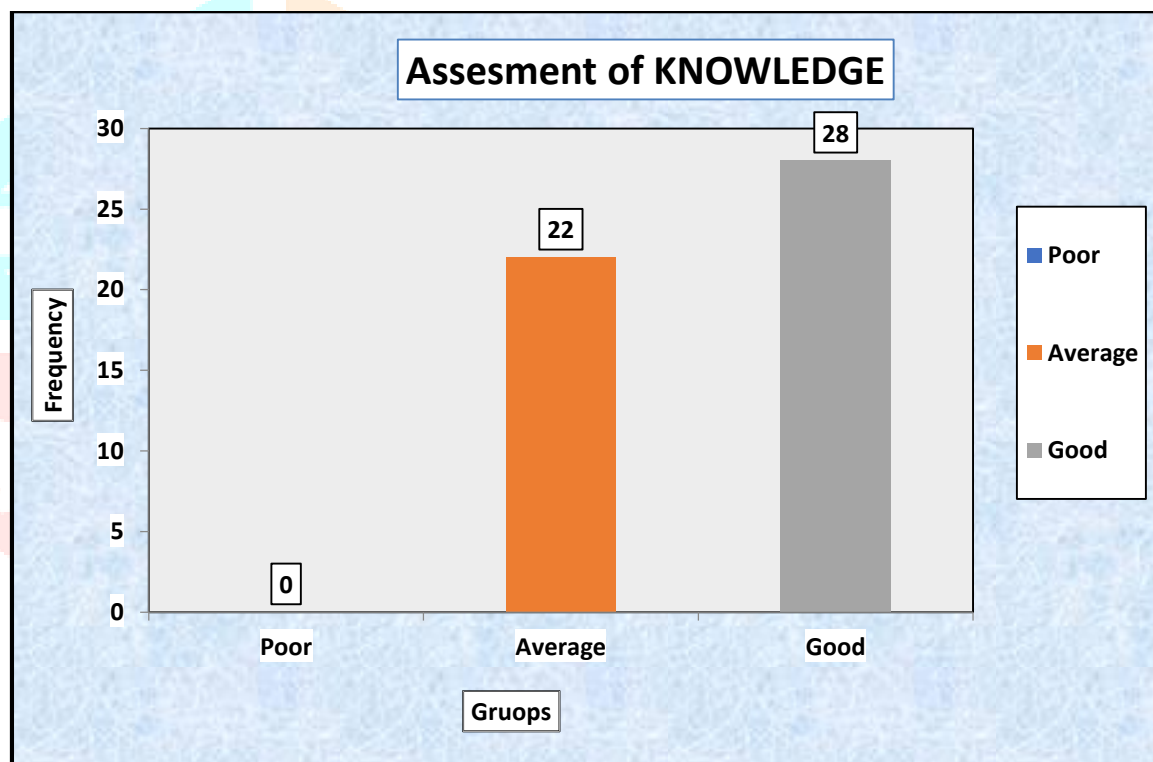| Variable	Groups	Score	Frequency	Percentage
KNOWLEDGE	Poor	0-5	0	0.00
	Average	6-10	22	44.00
	Good	11-15	28	56.00
KNOWLEDGE	Minimum		6	
	Maximum		15	
	Average (SD)		10.50 (2.41)	

Figure No-3: General assessments of Knowledge regarding use of ChatGPT among the nursing teachers

GENERAL ASSESSMENTS OF KNOWLEDGE REGARDING USE OF CHATGPT AMONG THE NURSING TEACHERS

For assessment purpose the total score of knowledge regarding use of ChatGPT among the nursing teachers of a selected college was divided in to three groups like poor (0-5 score), average (6-10 score) and good (11-15 score).

Assessment of knowledge regarding use of ChatGPT among the nursing teachers of a selected college shows that, no one of teachers had poor, 44% average knowledge and 56% of them had good knowledge.

Average knowledge score was 10.50 with standard deviation of 2.41. The minimum score of knowledge was 6 with maximum score of 15.

Deals with analysis of data related to assessment of level of practice regarding use of ChatGPT among the nursing teachers of a selected college in terms of frequency and percentage.

Table 4: General assessments of Practice regarding use of ChatGPT among the nursing teachers of a selected college

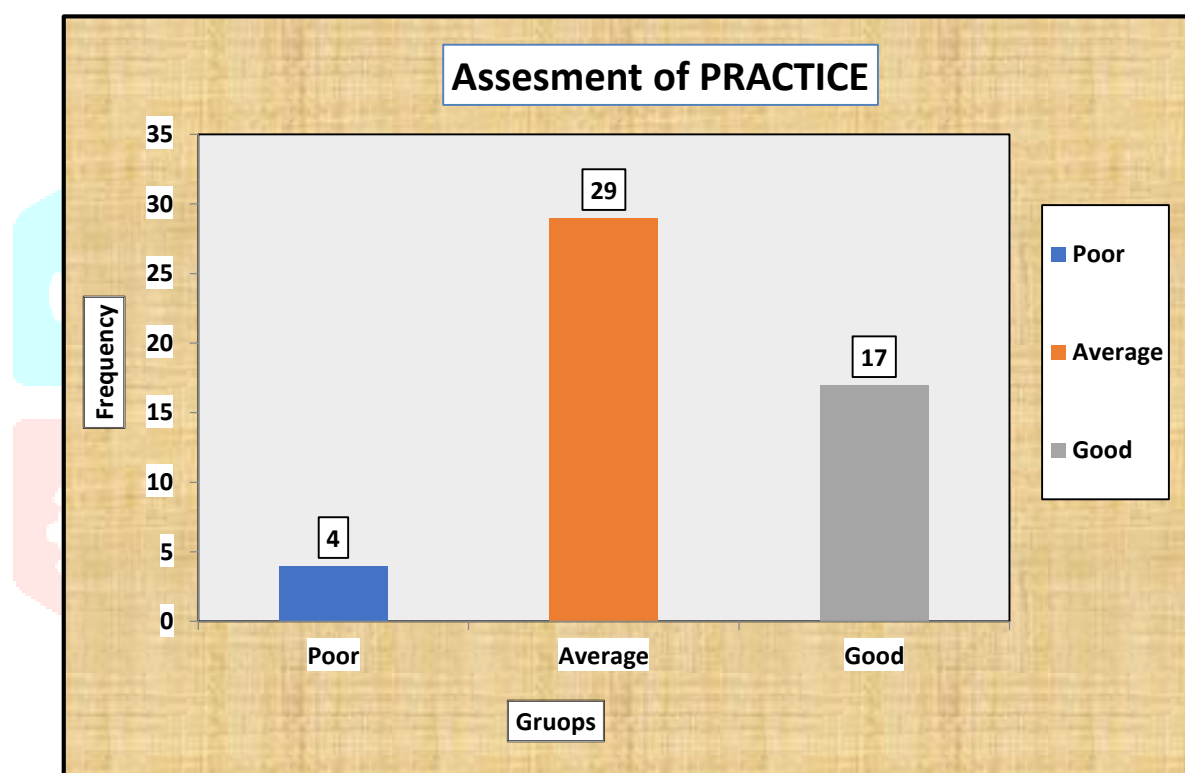| Variable	Groups	Score	Frequency	Percentage
PRACTICE	Poor	0-3	4	8.00
	Average	4-7	29	58.00
	Good	8-10	17	34.00
PRACTICE	Minimum		2	
	Maximum		10	
	Average (SD)		6.68 (2.18)	

Figure No-4: General assessments of Practice regarding use of ChatGPT among the nursing teachers

GENERAL ASSESSMENTS OF PRACTICE REGARDING USE OF CHATGPT AMONG THE NURSING TEACHERS

For assessment purpose the total score of practice regarding use of ChatGPT among the nursing teachers of a selected college was divided in to three groups like poor (0-5 score), average (6-10 score) and good (11-15 score).

Assessment of practice regarding use of ChatGPT among the nursing teachers of a selected college shows that, 8% of teachers had poor, 58% average practice and 34% of them had good practice.

Average practice score was 6.68 with standard deviation of 2.18. The minimum score of practice was 2 with maximum score of 10.

SECTION III

Deals with analysis of data related to the association between knowledge score regarding use of ChatGPT among the nursing teachers of a selected college with their selected demographic variables.

ASSOCIATION OF KNOWLEDGE SCORE IN RELATION TO DEMOGRAPHIC VARIABLES

Table 5: Association of Knowledge with demographic variables

Variable	Groups	KNOWLEDGE		Chi Square	d.f.	p value	Significance
		below Md	Above Md				
Age (in years)	21-30	26	11	4.13	1	**0.042**	**Significant**
	31-40	5	8				
	41-50	0	0				
	above 50	0	0				
Gender	Male	3	5	2.42	1	0.12	Not Significant
	Female	28	14				
	Other	0	0				
Educational Qualification	BSc Nursing	5	4	0.19	1	0.66	Not Significant
	MSc Nursing	29	12				
	Ph.D. Nursing	0	0				
	Other	0	0				
Teaching Experience	Less than 1 year	11	4	2.11	3	0.54	Not Significant
	1-5 years	12	7				
	6-10 years	6	5				
	More than 10 years	2	3				
Prior Exposure to ChatGPT	Yes	25	17	0.68	1	0.4	Not Significant
	No	3	5				

Table 6: Association of Knowledge with demographic variables

Variable	Groups	KNOWLEDGE		Chi Square	d.f.	p value	Significance
		below Md	Above Md				
Frequency of ChatGPT Usage	Daily	8	5	0.626	2	0.73	Not Significant
	Weekly	22	14				
	Monthly	1	0				
	Rarely	0	0				
	Never	0	0				
Purpose of Using ChatGPT	Teaching	11	5	0.77	2	0.67	Not Significant
	Research	6	3				
	Personal Learning	14	11				
	Not used	0	0				

Access to Digital Devices	Smartphone	7	3	1.49	3	0.68
	Laptop / Desktop	5	5			Not Significant
	Both	18	11			
	None	1	0			
Internet Availability	Always	18	18	7.88	2	**0.019**
	Sometimes	12	1			**Significant**
	Rarely	1	0			
	Not available	0	0			

ASSOCIATION OF KNOWLEDGE SCORE IN RELATION TO DEMOGRAPHIC VARIABLES

The chi square test was used to see association between knowledge score regarding use of ChatGPT among the nursing teachers of a selected college with their selected demographic variables.

The test was conducted at 5% level of significance.

Significant Association:

For demographic variables, age and internet availability, p value of the association test with knowledge was less than 0.05. That means, the knowledge regarding use of ChatGPT among the nursing teachers of a selected college was associated with these demographic variables.

Concludes that, there was significant association of these demographic variables with the knowledge.

No Significant Association:

For demographic variables, gender, educational qualification, teaching experience etc., p value of the association test with knowledge was more than 0.05. That means, the knowledge regarding use of ChatGPT among the nursing teachers of a selected college was not associated with these demographic variables.

Concludes that, there was no significant association of these demographic variables with the knowledge.

Deals with analysis of data related to the association between practice score regarding use of ChatGPT among the nursing teachers of a selected college with their selected demographic variables.

ASSOCIATION OF PRACTICE SCORE IN RELATION TO DEMOGRAPHIC VARIABLES

Table 7: Association of Practice with demographic variables

Variable	Groups	PRACTICE		Chi Square	d.f.	p value	Significance
		below Md	Above Md				
Age (in years)	21-30	25	12	0.15	1	0.69	Not Significant
	31-40	8	5				
	41-50	0	0				
	above 50	0	0				
Gender	Male	5	3	0.052	1	0.82	Not Significant
	Female	28	14				
	Other	0	0				
Educational Qualification	BSc Nursing	8	1	2.56	1	0.109	Not Significant
	MSc Nursing	25	16				
	Ph.D. Nursing	0	0				
	Other	0	0				
Teaching Experience	Less than 1 year	12	3	11.28	3	**0.01**	**Significant**
	1-5 years	13	6				
	6-10 years	3	8				
	More than 10 years	5	0				
Prior Exposure to ChatGPT	Yes	28	14	0.052	1	0.82	Not Significant
	No	5	3				

TABLE 8: ASSOCIATION OF PRACTICE WITH DEMOGRAPHIC VARIABLES

Variable	Groups	PRACTICE		Chi Square	d.f.	p value	Significance
		below Md	Above Md				
Frequency of ChatGPT Usage	Daily	5	8	6.2	2	**0.045**	**Significant**
	Weekly	27	9				
	Monthly	1	0				
	Rarely	0	0				
	Never	0	0				
Purpose of Using ChatGPT	Teaching	10	6	0.92	2	0.629	Not Significant
	Research	5	4				
	Personal Learning	18	7				

	Not used	0	0				
Access to Digital Devices	Smartphone	9	1	3.94	3	0.26	Not Significant
	Laptop / Desktop	6	4				
	Both	17	12				
	None	1	0				
Internet Availability	Always	22	14	1.59	2	0.45	Not Significant
	Sometimes	10	3				
	Rarely	1	0				
	Not available	0	0				

ASSOCIATION OF PRACTICE SCORE IN RELATION TO DEMOGRAPHIC VARIABLES

The chi square test was used to see association between practice score regarding use of ChatGPT among the nursing teachers of a selected college with their selected demographic variables.

The test was conducted at 5% level of significance.

Significant Association:

For demographic variables, teaching experience and Frequency of ChatGPT Usage, p value of the association test with practice was less than 0.05. That means, the practice regarding use of ChatGPT among the nursing teachers of a selected college was associated with these demographic variables.

Concludes that, there was significant association of these demographic variables with the practice.

No Significant Association:

For demographic variables, age, gender, educational qualification etc., p value of the association test with practice was more than 0.05. That means, the practice regarding use of ChatGPT among the nursing teachers of a selected college was not associated with these demographic variables.

Concludes that, there was no significant association of these demographic variables with the practice.

DISCUSSION

The growing presence of AI tools like ChatGPT is drawing increasing interest from nursing educators across India and around the world. While many are enthusiastic about its potential to improve teaching and learning, bringing these tools into actual classroom practice is not without challenges. Research by Sharma, and Kumar & Rajput, reveals that although faculty are generally open to adopting AI, they often struggle with barriers such as lack of training, limited access to resources, and concerns about ethics. Similarly, Mehta & Bansal, along with Chatterjee, emphasize the value of ChatGPT in creating interactive lessons and simulating clinical scenarios, making learning more engaging and practical. However, as Reddy points out, concerns about student privacy and academic honesty still need to be addressed. These insights underline the importance of implementing AI in education thoughtfully—with clear guidelines, institutional support, and strong ethical frameworks.

CONCLUSION

AI tools like ChatGPT hold exciting potential to transform nursing education by making learning more engaging, supporting clinical simulations, and offering instant access to up-to-date information. Educators in India and around the world are beginning to see the value these technologies bring to the classroom. However, turning that interest into everyday practice remains a challenge. Many face obstacles such as limited training opportunities, concerns about privacy and ethics, and gaps in digital infrastructure. To truly benefit from these tools, there's a need for dedicated support—both at the institutional level and through well-crafted policies—to help educators use AI confidently and responsibly.

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