Research Article

Exploring the use of ChatGPT among media students in Egypt: Opportunities and challenges

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ARTICLE INFO	ABSTRACT
	The research study examines the usage of ChatGPT, an artificial intelligence (AI)-based language model, among media students in Egypt, focusing on the opportunities and challenges it presents. Through a survey, undergraduate media students shared their familiarity with ChatGPT, frequency of usage, and the media tasks performed using the tool. The study investigates the perceptions and experiences of undergraduate media students in Egypt about the benefits, challenges and implications of using ChatGPT for various aspects of media projects in their academic curriculum. It also examines the experiences of media students about content quality, creativity, organization of content, efficiency of expression, ethical concerns, and potential effects on authenticity and originality in media projects. The study adopted a mixed methods approach with a survey questionnaire and semi-structured interviews. The participants were media students belonging to three institutions in Egypt. Findings revealed ChatGPT's utility as a valuable tool in various media tasks while highlighting its limitations and ethical considerations. The research offers media educators and professionals insights into using ChatGPT for media projects. It also raises specific issues that can benefit AI tool developers to meet academic rigor and transparency requirements.

Keywords: ChatGPT usage, AI writing tools, media education, Egyptian media education |

INTRODUCTION

Artificial intelligence (AI)-enabled education is becoming increasingly crucial as the demands of learning evolve (Rus et al., 2013). Intelligent education systems offer prompt and personalized guidance and feedback to both educators and learners. AI-enabled learning systems aim to enhance the quality and efficiency of learning through various computing technologies, notably those associated with machine learning (Kahraman et al., 2010). AI-enabled technologies are deeply interconnected with statistical models and cognitive learning theories. AI plays an important role in several scenarios like assessment of students and schools, assessment for learning, grading and evaluation of paper and exams, personalized intelligent teaching, learning analytics and online and mobile remote education with the support of virtual personalized assistants and real-time analysis (Chen et al., 2020).

AI is an interdisciplinary field that has developed through insights gathered from various domains such as science, mathematics, philosophy, sociology, computing, among others. As a result, it is entirely reasonable for educational institutions to acknowledge the necessity of integrating AI Readiness to enhance learning across diverse subjects. The influence of AI advancements is evident in numerous areas, ranging from domestic settings to media studies and the healthcare sector, with the field of education being no different (Mariappan & Krishnan, 2022).

The recent developments in AI and natural language processing (NLP) technologies have revolutionized our ability to interact with machines and created unprecedented opportunities for content creation (Shoufan, 2023). Conversational AI, Chatbots and virtual assistants have spread across various industries, opening up a new era in automated content generation. Open AI's ChatGPT, considered one of the most disruptive

technologies of the century, has taken the world by storm with its unique capabilities in content creation (OpenAI, 2022). ChatGPT3.5, unveiled in late November 2022, is a substantial large language models (LLMs) chatbot catering to both professionals and non-professionals alike. The impressive capability of ChatGPT in generating human-like, personalized automated responses enhancing overall user experience has witnessed a surge globally. Just as Google has been a trusted source for information, ChatGPT has emerged as the go-to AI. As the new technology continually develops and expands its efficiency and productivity with a more significant impact across various domains, it is imperative to study its influence on different industries. Media and journalism, along with customer service, healthcare, finance, and education, are consistently highlighted by experts as sectors expected to undergo significant impact due to this technology (Connected World, 2023). With the backdrop of unprecedented technological transformations, this current study examines the perceptions and utilization of ChatGPT by media students in Egypt within the context of their media assignments and projects and the opportunities and challenges that arise from this innovative technology. It also investigates the potential of integrating ChatGPT into the media curriculum and the need for policy and training in the ethical use of the new technology.

The emergence of LLMs represents a groundbreaking advancement in the field of AI, especially in the area of NLP (Owens, 2023). ChatGPT, developed by OpenAI, represents a state-of-the-art model in conversational AI, demonstrating remarkable capabilities in understanding and generating human-like text (Wang et al., 2023). Since its launch in November 2022, ChatGPT has become the fastest-growing consumer application ever recorded (Hu, 2023; Stanford News, 2023). A UBS study revealed that it garnered around 100 million monthly active users within two months (Hu, 2023). It has brought in a paradigm shift with its ability to generate human-like content at a faster pace and lower cost based on user-provided prompts. With its design aimed at interactive dialogue, ChatGPT is equipped to engage in conversation, answer questions, acknowledge errors, question incorrect assumptions, and refuse inappropriate requests. These features make it a versatile AI tool for various conversational tasks, including providing information, engaging in discussions, and maintaining a respectful and ethical conversation with users (OpenAI, 2022).

The uniqueness of ChatGPT lies in its capacity to generate highly advanced and coherent text through engaging conversational interactions, making it an invaluable tool for many applications within a short period (Al Ahmed & Sharo, 2023). With its capability to tackle tasks that span a spectrum of writing tasks, from essay writing to research idea brainstorming, literature reviews, and even code generation (Acar, 2023), it has proven to be a versatile companion for users seeking AI-powered assistance. One of the standout features of ChatGPT is its remarkable ability to rapidly acquire and incorporate new knowledge through interactions with users (Chowdhury & Haque, 2023), making it an ever-evolving resource for information and text generation.

A prevailing sentiment among many experts is that AI-driven applications like ChatGPT are poised to become foundational tools in writing, much like calculators and computers have entrenched themselves in mathematics and science (Ibrahim et al., 2023). Just as these technological innovations revolutionized how mathematics and science are approached and practiced, AI-driven writing tools are redefining the landscape of written communication and content generation. With its ability to provide real-time assistance and feedback, Open AI tools fundamentally change how individuals, particularly students, engage with writing and textual and image creation (Santhosh et al., 2023). ChatGPT holds the potential to empower students by assisting them in developing a wide array of skills essential to academic and professional success in media studies, primarily digital media. In addition to its content-creating capability, it can also serve as a catalyst for honing their writing, editing and critical thinking skills, facilitating their research in many ways (Elsayed, 2023). When students interact with AI-driven writing tools like ChatGPT, they have the opportunity to refine their abilities in a holistic and multidisciplinary manner. It enables them to be future-ready to deal with the complex demands of contemporary education and the evolving landscape of professional communication. Using AI tools in writing enhances their competence and instils a sense of adaptability to the dynamic digital age, where effective written communication is indispensable.

In the dynamic landscape of modern media, integrating emerging technologies into educational practices becomes indispensable. In this context, researching ChatGPT by media students in Egypt represents a timely and pertinent endeavor. With the ever-evolving media industry, media students in Egypt need to be equipped with the knowledge and skills necessary to adapt to new technologies. The integration of ChatGPT into the media curriculum enhances students' understanding of cutting-edge tools and their applications in content

creation, media analysis, and journalism. Moreover, it is imperative to underscore such technology's ethical application when assessing the need for appropriate policies and training (Stanford University, 2022).

The objectives of the study include:

(1) assessing familiarity and usage of ChatGPT among Egyptian media students,

(2) identifying specific applications media students utilize ChatGPT,

(3) exploring the perceptions of students on perceived improvement in efficiency and added value with the use of ChatGPT,

(4) understanding challenges and ethical considerations students experienced while using ChatGPT, and

(5) exploring students views on how ChatGPT has impacted the authenticity and originality of their professional work.

Keeping the objectives of the study, the present study aimed to explore the opportunities and challenges presented by ChatGPT to media students in Egypt. The research questions include:

1. To what extent are media students familiar with ChatGPT, and how do they utilize this tool in their academic and professional media tasks?

2. What specific media tasks do students employ ChatGPT?

3. How do students perceive the efficiency and value addition provided by ChatGPT in these tasks?

4. What challenges do students encounter when using ChatGPT in media projects, and what ethical considerations are associated with its usage?

5. Do the students believe that the utilization of ChatGPT impacts the perceived authenticity and originality of media projects among students?

The study will contribute to a deeper understanding of how this tool can empower the next generation of media professionals in an era of technological innovation. The study gains significance as there has been very little research on the impact of ChatGPT on media students and their experiences and perceptions in using the latest Open AI technologies with a particular focus on the Egyptian context.

LITERATURE REVIEW

The literature review briefly covers how AI tools like ChatGPT were introduced in the broad field of education and proceeds how it is being used in education media students with a special focus on Egyptian media students.

Research indicated that the use of AI tools and Smartphone applications have a profound impact in improving the learning process of mathematics. It was supported by research studies including the latest by Alneyadi et al. (2023) who explored the effect of smart applications on eighth graders' understanding of science in Al Ain, UAE. This underscores the value of integrating smart apps and AI tools in education.

A recent study on teaching mathematics through AI tools and ChatGPT by Wardat et al. (2023) investigated stakeholder perspectives, including students and educators, on using AI, particularly ChatGPT, in mathematics education. The qualitative research study revealed that the role of ChatGPT in enhancing mathematics teaching capabilities and educational success. It provides foundational knowledge in mathematics and supports learning in areas like geometry, with social media discussions generally reflecting a positive and enthusiastic response to its integration into math education. However, some reservations and cautious viewpoints are also noted. However, the study found, certain limitations in deeply understanding the complexity of problems and correcting misconceptions. The study argues for careful integration of AI tools in the field of education for improving the learning processes (Wardat et al., 2023).

The experimental study by Alneyadi and Wardat (2023) examined the impact of ChatGPT on 11th graders in a UAE school, focusing on electronic magnetism. It compared students using ChatGPT with those without access to ChatGPT for over four weeks. Utilizing mixed methods, it gathered quantitative data on achievement and perceptions, and qualitative feedback. Results showed significant improvements in the group that used ChatGPT in their learning and achievement. The study highlights ChatGPT's potential in education but calls for more research across various contexts (Alneyadi & Wardat, 2023).

Though there have been many research studies on AI writing tools and ChatGPT, only a few studies are available on the role and impact of the latest content-generating technologies on journalism and media. Adami (2023) analyzed the views of five experts in AI on journalism. According to Francesco Marconi, a computational journalist and co-founder of *AppliedXL*, the use of AI in journalism is not a new concept and has evolved over the past decade in three waves: automation, augmentation, and generation (Adami, 2023). Journalists have been testing chatbots' capabilities for writing and editing. The current generative AI wave is powered by LLMs, enabling chatbots to write longer, balanced articles opinion pieces and even mimic the style of well-known writers in the field. Adami (2023) states that Professor Charlie Beckett, leading the *JournalismAI* research project at the London School of Economics, emphasized the importance of caution when adopting AI tools in journalism.

Beckett discourages the complete automation of content production and suggests that AI should be seen as a means of augmentation, enabling professionals to work more efficiently while allowing them to focus on human strengths (LSE, 2023). Charlie Beckett and Mira Yaseen conducted a global survey on implementing AI in news organizations. They published the results in "Generating Change" (*NEW | JournalismAI's Generating Change Report 2023*, 2023). The findings reveal that over 75.0% of the survey respondents have integrated AI into various aspects of the news value chain, including news gathering, production, and distribution. The report says that one of the critical drivers of adopting AI is the pursuit of increased operational efficiency and productivity. Additionally, the survey indicates that around one-third of the respondents have either developed an institutional AI strategy or are actively in the process of creating one. This observation highlights a growing recognition of the strategic significance of AI within the news sector, emphasizing its potential as a valuable asset for future journalistic endeavors. These precise findings underscore the pivotal role of AI in enhancing productivity and shaping the strategic direction of journalism (*NEW | JournalismAI's Generating Change Report 2023*, 2023) .

News organizations aim to optimize their workflows through AI, thus enabling journalists to focus on more creative and value-added tasks. ChatGPT provides responses that are clear, precise, relevant, and logically cohesive, displaying substantial depth and breadth. This proficiency signifies ChatGPT's potential to facilitate the creation of contextually rich and comprehensive content, which is particularly valuable for students pursuing studies in media and communication, where effective communication and content generation are paramount (Marcel et al., 2023). Within the sphere of media and communication studies, the viewpoints and perspectives of students hold exceptional importance. The benefits of using ChatGPT can exert significant influence over their motivation, engagement, and academic accomplishments, and their feedback plays a crucial role in shaping the pedagogical approaches and curricula. By valuing and incorporating student insights, educators can foster an environment that empowers, motivates, and equips media and communication students for success in this ever-evolving field (Wu et al., 2023). Though there have been many research studies on the perceptions of students on ChatGPT in higher education institutions around the world, there needs to be more research from the perspective of media students. The present study gains significance as no published research is available in the Egyptian context.

In Egypt, a country that has long celebrated its rich heritage of media and communication, integrating AI technologies such as ChatGPT can potentially transform the education and practice of media studies. However, while opportunities abound, challenges loom, ranging from cultural and linguistic adaptation issues to ethical considerations and data privacy concerns. Thus, this paper explores the experiences, expectations, and challenges media students in Egypt face as they engage with ChatGPT and similar AI tools. By investigating their perceptions and attitudes towards Open AI technologies, the current research aims to shed light on the potential benefits and obstacles in integrating AI into media education and, by extension, the broader field of media and communication.

METHODOLOGY

Research Design & Approach

The research adopted a mixed methods approach to explore the opportunities and challenges experienced by media students of three universities in Egypt while using ChatGPT.

As the research paper aims to gain insights into students' perceptions of AI tool and explore the opportunities and challenges associated with its use, a survey with quantitative and qualitative questions and semi-structured interview methods was selected. Semi-structured interviews were conducted to complement the survey data and for more in-depth exploration and understanding of participants' opinions and experiences with ChatGPT. The study aimed at achieving a balanced approach for the study. Survey questionnaires provide general trends and patterns, while interviews offer qualitative insights.

Opting for a mixed methods approach in this study is advantageous as it merges the strengths of both quantitative and qualitative research. It provides a more nuanced and substantiated perspective of the current topic under study. This integration allows for comprehensive data collection–quantitative methods provide statistical insights, while qualitative methods offer depth and context. The mixed methods approach provides scope for a thorough understanding the present research. It also enables a deeper interpretation of the data, effectively addressing complex research questions by combining numerical analysis with detailed narratives.

Participants & Sample Selection

The survey was conducted in three university colleges in Egypt as the study aimed at how the Egyptian media students perceive and use ChatGPT. The colleges included Alexandria Media Institute, Pharos University and Kafr El Sheik University. The participants were undergraduate students of media studies. The survey was shared with more than 260 students and a total of a total of 200 responses (n=200) were received from three university colleges. 131 students from Alexandria Media Institute belonging to the departments of press and electronic publishing, radio and TV, public relations, and advertising, 54 students from Pharos University from the department of mass communication, 15 students from Kafr El Sheikh university from the department of mass communication participated in the survey. The participants in the survey included 110 women and 90 male students. The participants belong to the age group of 20 to 24 years. All the participants had exposure to Chat GPT.

Data Collection & Data Analysis

Following the mixed methods approach, data was collected through a survey questionnaire with 30 items and semi-structured personal interviews with randomly selected students who volunteered to share their views (n=24). The data from the survey has been analyzed using descriptive statistical methods, and the qualitative responses from the survey and semi-structured interviews were coded, and patterns were identified.

Media Assignments & Projects

Media students were given various engaging projects regularly as part of their curriculum–the projects aimed to enhance their practical skills and deepen their understanding of the media's impact. The assignments included crafting a short film, producing a podcast series, curating a photojournalism essay, designing a digital marketing campaign, critically analyzing media content, and creating a documentary film. Some assignments included news reporting packages, interactive web storytelling, music video production, and media ethics case studies. The present research did not specify any particular assignment or project for the study. The participants used the freely accessible version of Open AI ChatGPT version 3.5 only, and no students accessed the premium version of the tool. Students also used other AI tools for images and video production. The current research did not focus on them as it is beyond the scope of the paper.

RESULTS

The survey results indicated that 65.0% of the respondents were from Alexandria Media Institute, 27.0% were from Pharos University, and 7.5% were from Kafr El Sheikh University Egypt. The respondents were students from the departments of Mass Communication, Literature, and Radio and TV in their second, third, and fourth years. Among the participants, 55.0% were female students, and 45.0% were men. The results indicated that 27.0% of the respondents were from mass communication, 24.0% from radio and TV, and 48.5% were from literature background.
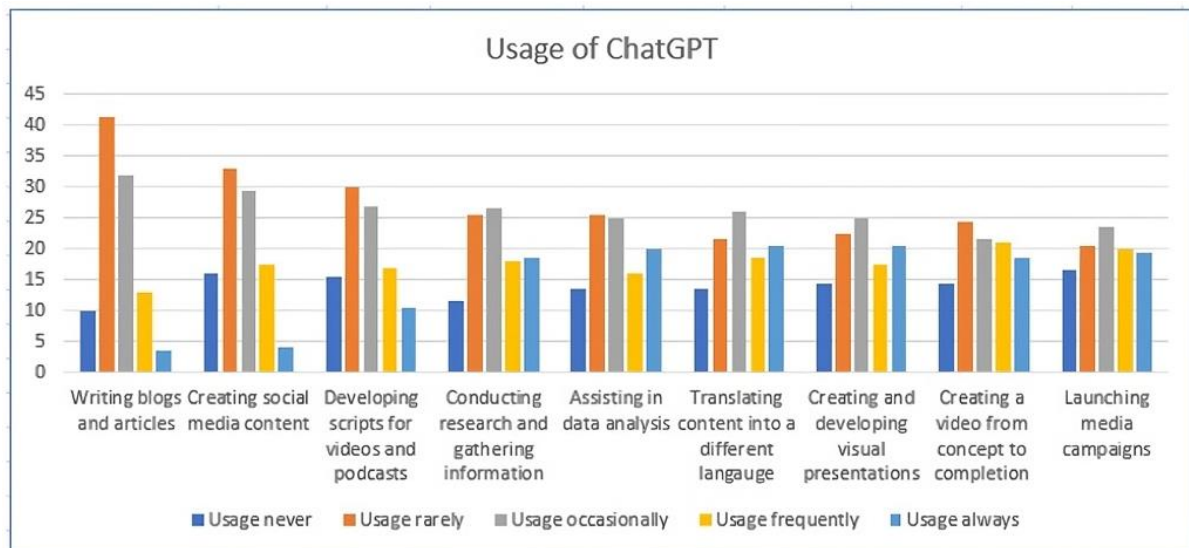
Figure 1. Usage of ChatGPT (Source: Author)

Media Students' Familiarity with ChatGPT

The results indicate that every participant was familiar with ChatGPT. So, familiarity with ChatGPT is 100%. However, their familiarity with the other AI tools was found to be different from ChatGPT. Among the respondents, 87.0% were familiar with various other AI tools, while 13.0% were not. Regarding the utilization of ChatGPT, the study indicates that 11.0% of the participants use it daily, 34.0% use it at least once a week, 31.5% use it at least once a month, and 23.5% rarely employ it.

When asked about the factors that led to the use of ChatGPT, the respondents expressed that time-saving potential, improved written content and data analysis capabilities of the tool were some of the significant factors that contributed to the growing use of ChatGPT. While some participants explored it out of curiosity, some others used it on the recommendation of their peers and instructors.

The research findings indicate that 12.0% of the participants received formal training using ChatGPT, while 53.0% acquired proficiency through self-guided trial and error methods. Moreover, 35.0% of the respondents strongly desired to enhance their proficiency using this AI tool.

Media Tasks Using ChatGPT

Among the different purposes for which the media students used ChatGPT, data analysis, language translation, and launching media campaigns were the primary areas, followed by conducting research, gathering information and writing blog posts and articles.

The research findings indicate that nearly 20.0% of the participants were heavy users of AI tools and ChatGPT for data analysis, translation, creating video content, launching media campaigns and writing articles and blog posts, creating social media content witnessed less than 5% in the usage of the content generation tool by the mass media students.

Among the different purposes for which the media students used ChatGPT, data analysis, language translation, and launching media campaigns were the primary areas, followed by conducting research, gathering information and writing blog posts and articles. **Figure 1** shows usage of ChatGPT.

Perceived Efficiency & Value Addition With ChatGPT

When questioned about the perceived usefulness of the content generation tool, the students' responses suggest a wide variety of views. The analysis noted that students felt the greater usefulness of the tool in supporting and strategizing social media engagement and data analysis. Most students did not perceive the tool's usefulness for enhancing content creation, research and gathering information. Nearly 35.0% of the students felt the tool was helpful for language translation, and more than 25.0% felt it was helpful for research and gathering information. **Figure 2** shows perceived usefulness of ChatGPT for media projects.
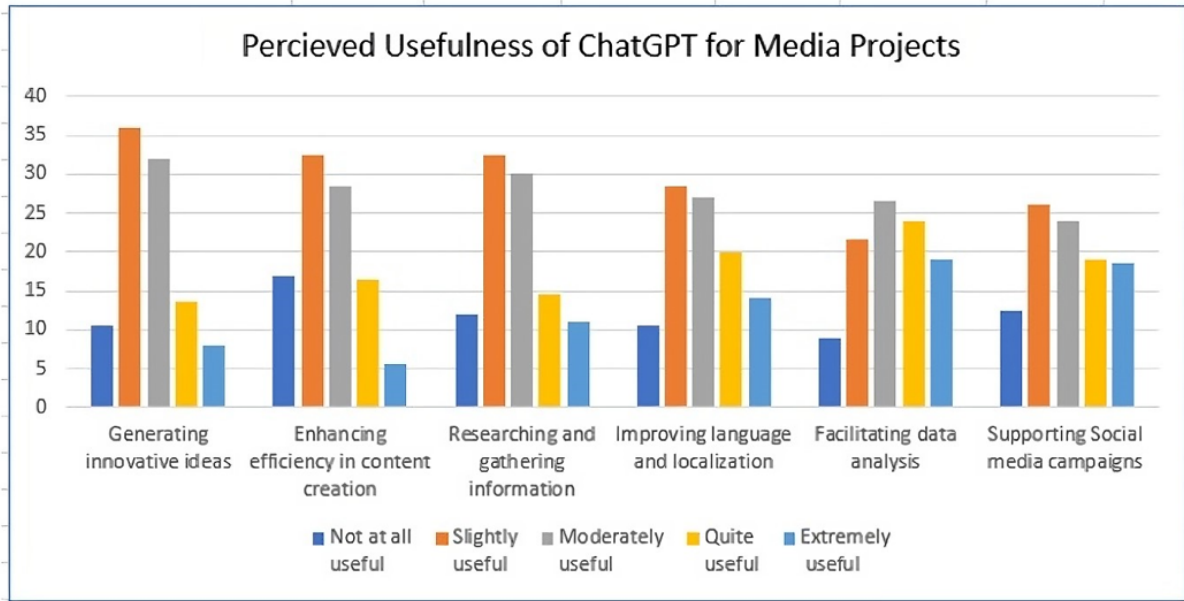
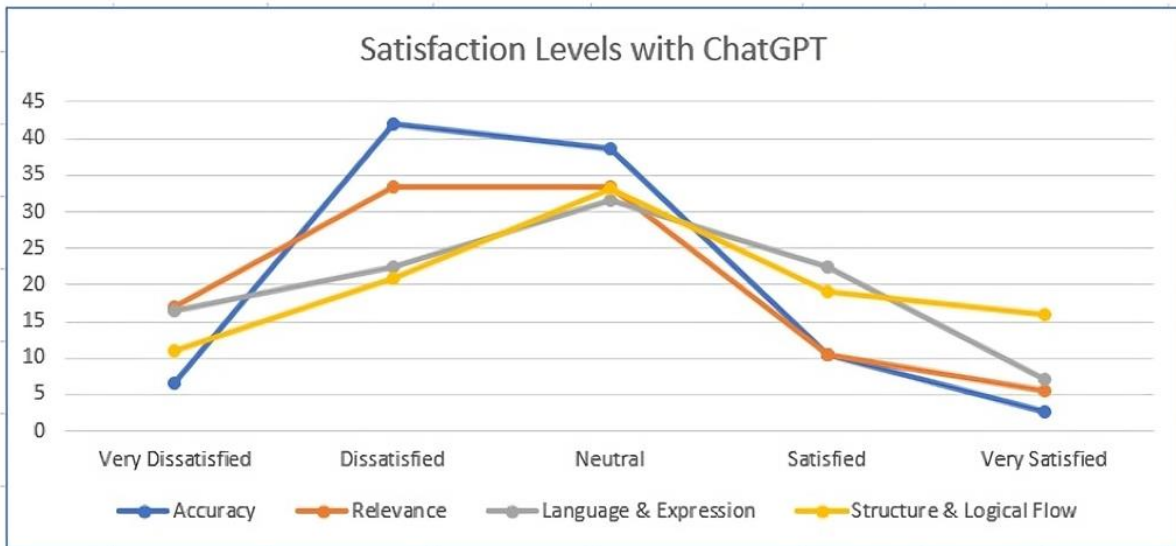**Figure 2.** Perceived usefulness of ChatGPT for media projects (Source: Author)

Figure 3. Satisfaction levels of media students with ChatGPT (Source: Author)

The participants were asked to rate their satisfaction with four aspects of the tool's productivity. There are

(1) accuracy,

(2) relevance,

(3) language and expression, and

(4) structure and logical flow.

The data suggests that user satisfaction with ChatGPT varies across different categories, with the highest dissatisfaction (80.5%) in the *accuracy* and (67.0%) in the *relevance* categories. Users have mixed opinions regarding *language, expression*, *structure, and logical flow*. In the *language and expression* category, the neutral rating is the most common at 31.5%, and there is a relatively even distribution of responses across various satisfaction levels, distinguishing it from the other categories. In the *structure and logical flow* category, responses are distributed relatively evenly across different satisfaction levels, resembling the pattern observed in the language and expression category, with a slight majority (52.0%) falling within the neutral to satisfied range. **Figure 3** shows satisfaction levels of media students with ChatGPT.
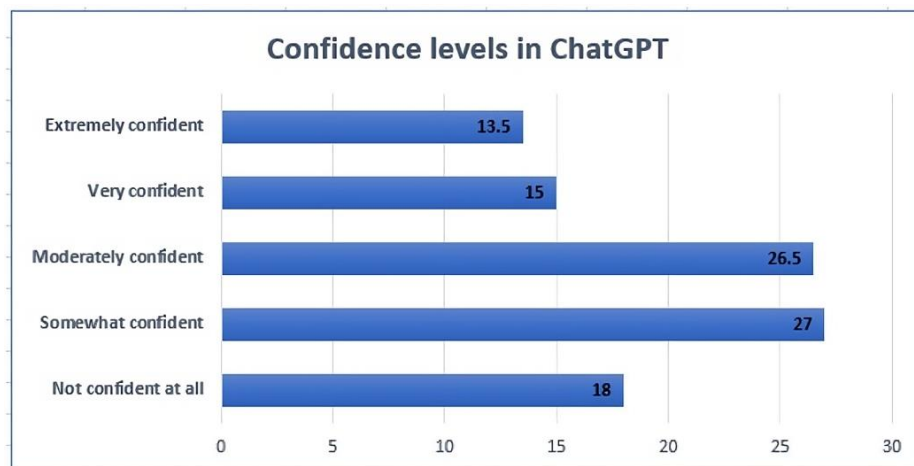
Figure 4. Media students' confidence levels in ChatGPT (Source: Author)
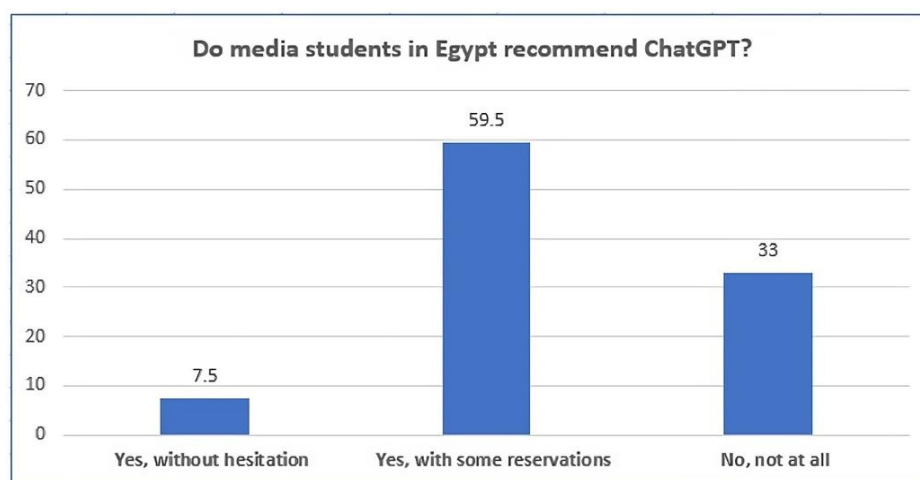

Figure 5. Media students' recommendation of ChatGPT (Source: Author)

In this survey assessing the confidence levels of media students in ChatGPT, the results reveal a distribution of confidence levels among the respondents. Specifically, 18.0% of students expressed they were not confident in ChatGPT, 27.0% indicated they were somewhat confident, and 26.5% reported being moderately confident. In comparison, 15.0% of the students stated they were very confident in ChatGPT. **Figure 4** shows media students' confidence levels in ChatGPT.

Opinions on recommending ChatGPT to media students in Egypt vary: 15 respondents (7.3%) would recommend it without hesitation, 119 (58.3%) with some reservations, and 66 (32.4%) would not recommend it at all. **Figure 5** shows media students' recommendation of ChatGPT.

The qualitative data analysis identified several recurring themes and subthemes highlighting the key advantages of using ChatGPT. Five major themes emerged through the analysis of the responses received from the participants. Enhancing efficiency and productivity is one of the significant themes indicating the ease and usefulness of ChatGPT. Users reported a notable reduction in time required for research and content generation and its ability to improve overall workflow efficiency. By automating essential and repetitive tasks, the tool can free up valuable time for users to dedicate to more creative endeavors. The second theme is the creativity and ideation capacity of the tool. Students expressed that the tool provides creative responses, expedites ideation, broadens the scope of research, and promotes innovation. The third theme is content improvement and assistance, which reveals that the tool is proficient in elevating the quality of content. Users acknowledged the tool's effectiveness in structuring content, expanding their vocabulary, rectifying grammatical and stylistic errors, paraphrasing and summarizing text, and facilitating information organization. The fourth one is about the time-saving and convenience of the tool. Users expressed that ChatGPT significantly reduces the time required for research, accelerates content drafting, and simplifies the

early stages of content creation. Students also found that it only helped them in the exploration of topics but also expedited the conceptualization of viral social content. The fifth theme is about the tool's ability to complement human ability. Participants viewed it as a tool that complements media professionals by offering diverse insights, boosting efficiency, and injecting creative inputs into their work. These themes summarize the opportunities the tool offers for media students. In brief, the tool can enhance efficiency, stimulate creativity, improve content quality, save time, and complement human expertise. Overall, the responses revealed a range of opinions and insights, with a considerable number acknowledging the tool's positive impact.

Challenges & Ethical Considerations in Using ChatGPT

The qualitative data analysis reveals a wide range of challenges and limitations faced by media students when using ChatGPT for specific media assignments. Media students expressed difficulties generating content that meets their expectations with inaccurate and sometimes too generic content. ChatGPT struggled to understand the context, nuance, and abstract concepts, leading to oversimplification. It could not handle complex issues. Though the tool could generate poems, users reported creative blockers and constraints in generating creative and imaginative content. Respondents also found knowledge gaps in the responses provided by ChatGPT in various domains, including art, music, literature and cultural references. These gaps posed challenges in providing detailed and accurate responses. At times, the tool misunderstood the context and misinterpreted the cultural references. The participants also pointed out that there are limitations in empathy and its ability to convey emotions accurately. Some responses raised concerns about ethical issues, credibility and the quality of content generated by ChatGPT. Users also noted issues with repetitiveness and limitations in critical analysis. They also expressed difficulties with specific tasks such as scriptwriting and creating content for interactive multimedia. In short, the data illustrates that while ChatGPT offers speed and convenience in generating content, it faces challenges in understanding content, handling complexity and providing creative responses.

Thus, the findings revealed multiple subthemes encompassing the participants' diverse experiences and perceptions. The sub-themes include 'risk of plagiarism', 'compromised quality, 'lacked originality', and some participants' concerns about a compromise between creativity and quality when using ChatGPT. Some participants expressed that the tool struggles with understanding sarcasm and humor, and others found that its responses were biased. Some students also highlighted the tool's limitations in creativity and domain-specific knowledge. They also found that it lacked frameworks for critiquing choreography and historical context for some topics and struggled with nuances. Some users reported that their media tasks often exposed knowledge gaps and a lack of critical thinking in ChatGPT.

Perceived Impact on Authenticity & Originality of Media Projects

Students expressed a wide range of opinions when asked if they believed that ChatGPT might affect the authenticity and originality of media content. The majority of the students (59.0%) expressed that the use of OpenAI ChatGPT affects the authenticity and originality of media content. While 29.0% of the students expressed a neutral opinion, 12.0% felt that careful use of the tool would not affect the authenticity and originality of the content. They also believed that ChatGPT's responses were based on the given prompts. When the prompts were evident, most of the time, the answers generated by ChatGPT looked original and authentic. Though many think the tool is helpful for fact-checking, in the student's experience, the tool could not check the facts. Moreover, AI-generated content may lack the emotional depth, nuance and personal touch that human creators can provide.

DISCUSSION

The key findings the study emerged reveal that most respondents were from Alexandria Media Institute, with a female majority. While all were familiar with ChatGPT, only 87.0% knew other AI tools, and usage frequency varied. ChatGPT was primarily used for data analysis, language translation, and media campaign management. Students had mixed views on its usefulness, particularly noting its benefits in social media and data analysis but expressing dissatisfaction with its accuracy and relevance. Confidence levels in ChatGPT

varied, and many recommended it with reservations. Qualitative feedback highlighted ChatGPT's efficiency and time-saving capabilities but raised concerns about content accuracy, understanding complexity, creative limitations, and ethical issues. A significant number of students worried about the impact of ChatGPT on the authenticity and originality of media content.

From the analysis of the results of the current study, it is evident that participants were familiar with the use of AI tools for writing, and most of the students had already used the Open AI ChatGPT tool for their media assignments and projects. The participants also expressed some clear advantages of using ChatGPT and expressed concerns about a few challenges. It is essential to discuss the key findings and interpret the same with the latest research in the field for a comprehensive understanding of the study.

The findings reveal that all the participants were familiar with ChatGPT, though there is some difference in the frequency of its use. They used the tool for its time-saving potential, enhanced content creation, and data analysis capabilities. The study also revealed that students mostly used the tool for data analysis, language translation, and launching media campaigns. Only a tiny percentage (less than 5.0%) of students used it for writing articles and blogs. They believe the tool is more advantageous for data analysis, social media engagement and translation. The majority of the students (80.5%) were not happy with the accuracy of the content generated by the tool, and 67% were not happy with the relevance of the content it generated. The opinions were evenly distributed for language expression, structure and the flow of content.

The above results suggest that students must have used the Open AI ChatGPT tool only to complete their assignments and projects and are not prolific users of the tool. The tool's developers have only openly shared that the tool's content may have some factual inaccuracies (OpenAI, 2022). However, it is noteworthy that half of the students realized the tool's usefulness for language, expression, and structured responses.

Among advantages and opportunities, the qualitative data analysis yielded five significant themes highlighting the key advantages of using ChatGPT among media students. Firstly, ChatGPT significantly enhances efficiency and productivity by reducing research and content generation time and allowing users to focus on more creative work. Secondly, the tool boosts creativity and ideation, expanding the scope of research and encouraging innovation. Thirdly, it excels in content improvement and assistance, improving content quality, vocabulary, and organization. Fourthly, it offers time-saving and convenience benefits, simplifying content drafting and idea generation. Lastly, it complements human abilities by providing diverse insights and creative input.

The views expressed by the students align with the current discussion on the opportunities and advantages the tool offers users. With its ability to provide real-time assistance and feedback, Open AI tools fundamentally change how individuals, particularly students, engage with writing and textual and image creation (Santhosh et al., 2023). Moreover, ChatGPT holds the potential to empower students by assisting them in the development of a wide array of skills essential to academic and professional success in the field of media studies, especially digital media. In addition, it can also serve as a catalyst for honing their writing, editing and critical thinking skills, facilitating their research in many ways (Elsayed, 2023). When students interact with AI-driven writing tools like ChatGPT, they have the opportunity to refine their abilities in a holistic and multidisciplinary manner.

The users also expressed several challenges and limitations of using ChatGPT. The qualitative data analysis highlights key findings related to the use of ChatGPT by media students. While ChatGPT offers speed and convenience in content generation, it faces challenges in understanding content, context, and complexity. Users struggle to generate content that aligns with their expectations and express concerns about inaccuracies and oversimplification. The tool also needs to improve in creative content generation, understanding nuances, and handling complex subjects. Knowledge gaps in various domains, including art, music, and literature, pose challenges to accurate responses.

Additionally, there are concerns about the tool's ability to convey emotions accurately, ethical issues, content credibility, and quality. Students also note issues with repetitiveness, limitations in critical analysis, and difficulties in specific tasks like scriptwriting and creating content for interactive multimedia. The findings also reveal issues related to plagiarism risk, compromised content quality, and lack of originality. Users also experienced challenges like their inability to understand sarcasm and humor, perceived response bias, creativity limitations, and domain-specific knowledge.

The challenges experienced by the media students while using the tool for their projects and assignments reflect the views expressed by several other users and professionals. Open AI ChatGPT based on powerful machine learning algorithms is enhancing its capabilities rapidly. All the challenges experienced by the media students concerning accuracy and relevance will find a solution in the updated versions of the tool. As technology evolves, we will likely see even more sophisticated language models emerge, with even greater capabilities and fewer limitations (Chowdhury & Haque, 2023). Most of the problems media students encounter with inaccuracy and relevance can hopefully be resolved with the updated versions of the tool. With the introduction of real-time internet browsing and image generation capabilities, OpenAI aims to enhance the user experience and solidify ChatGPT's position as a cutting-edge chatbot in the market (Toczkowska, 2023).

As advised by experts like Beckett from London School of Economics and Political Science, it is not advisable to entirely depend on AI tools for content generation (LSE, 2023). He discourages the complete automation of content production. He suggests that AI should be seen as a means of augmentation, enabling students and professionals to work more efficiently while allowing them to focus on their natural human strengths (LSE, 2023). The recent report, *Generating Change,* also reveals that one of the critical drivers of adopting AI is the pursuit of increased operational efficiency and productivity (*NEW | JournalismAI's Generating Change Report 2023*, 2023), but not complete dependence on the tool. The findings of the report also support some of the students' experiences, like the ChatGPT's potential to enhance efficiency, stimulate creativity, improve content quality, and save time. AI tool is a key complement to human expertise, making it valuable for media students.

The study also revealed concerns about ChatGPT affecting the authenticity and originality of media content, plagiarism, the need for critical evaluation skills, and ethical issues. All the issues need to be addressed and included in the discussions on AI's limitations in media education. This approach underscores the irreplaceable value of human creativity and judgment in content creation. In this regard, educators are required to guide students to use ChatGPT for idea generation and preliminary research, rather than as the sole source for content creation, to maintain the integrity and originality of their work.

Regarding plagiarism, the potential for unethical use of AI-generated content is significant (Naidu, 2023). The study suggests incorporating training on responsible and ethical AI usage, including understanding and avoiding plagiarism. It also recommends implementing policies that compel students to critically evaluate and modify AI-generated content, and teaching them to cite such content appropriately, can reduce plagiarism risks. At the same time, students need to be trained in critical evaluation skills. Additionally, given ChatGPT's potential limitations in understanding context and cultural nuances, it's crucial to teach students how to identify and correct biases in AI-generated content. This fosters a more discerning and ethical use of AI tools.

Addressing the ethical aspect of AI dependence, the study advocates for using AI as a supplementary tool to enhance human skills, but not as a replacement to them. This ensures that AI aids learning and creativity without affecting students' own abilities and efforts. For ethical media practices, the study stresses the importance of transparency in AI use, including openly disclosing the use of AI-generated content in professional and educational settings.

The specific insights from the study include that the use of ChatGPT in media projects, has its benefits and challenges as perceived by media students. ChatGPT was lauded for its time-saving capabilities and its enhancement of content creation, particularly in data analysis, language translation, and media campaign management. Its proficiency in improving content quality was recognized, especially in structuring content, expanding vocabulary, and assisting in paraphrasing and summarizing text.

It was also noted from the study that ChatGPT was found to aid in research and brainstorming, providing quick information and diverse ideas, beneficial for complex media assignments. However, students expressed mixed views on ChatGPT's impact on content quality and creativity. While efficient in content creation, concerns were raised about its accuracy and relevance. The tool's role in enhancing creativity and ideation was noted, but challenges in maintaining originality, risks of plagiarism, and generating unique content were significant concerns. Ethical considerations about using AI-generated content in media, particularly in journalism and creative sectors, where originality is vital, were also debated. Students were particularly concerned about ChatGPT's potential impact on the authenticity and originality of media content.

CONCLUSIONS

The study examined how the media students in Egypt used ChatGPT and revealed important insights for media educators, professionals, and AI tool developers. ChatGPT was widely recognized and used by media students, especially for data analysis, language translation, and media campaign management. It highlighted the necessity of integrating AI tools in media education. The tool was greatly appreciated for its efficiency in saving time and enhancing content creation and organization. Its utility in aiding research and brainstorming for media projects was also specifically noted in the study.

However, the study also raised concerns regarding the quality and originality of ChatGPT-generated content. Students were wary of issues like accuracy, relevance, and the risk of plagiarism, pointing to the challenges in ensuring authenticity and originality in media projects. Additionally, while ChatGPT was acknowledged as a tool that can boost creativity, there were mixed feelings about its impact on the originality and creative integrity of media work.

Thus, the data analysis indicates that ChatGPT is widely perceived as a valuable tool that can significantly support media students and professionals in various aspects of their work. From boosting productivity to inspiring creativity and enhancing workflow efficiency, ChatGPT's role in the media industry is acknowledged and appreciated by many participants. However, there is also a recognition of the need for responsible usage and oversight to maximize its benefits while preserving the unique qualities of human creativity and judgment in the media domain. In brief, the present research highlights the multifaceted nature of ChatGPT's role in the media field in Egypt and its potential to aid the students immensely. Students have recognized its transformative potential but emphasize the need for thoughtful adoption, ethical considerations, and responsible use to maximize its benefits while safeguarding the unique attributes of human creativity and quality control.

The study offers guidance for media educators, professionals, and AI tool developers on using ChatGPT. For educators, it recommends integrating AI tools into curricula with a focus on teaching critical evaluation skills for AI-generated content. The study strongly recommends the ethical use of AI tools and AI must be seen as a complement but not as a substitute for creativity and judgement. Media professionals are advised to utilize AI for efficiency and content creation while remaining attentive to content quality and ethical issues. Using AI for routine tasks can free up time for more creative and analytical work that requires human insight, and staying abreast of AI advancements is crucial for competitiveness and innovation. For AI tool developers, the study suggests that the issues and concerns regarding accuracy and content relevance need to be addressed to enhance the efficiency and usefulness of AI tools. Developers are also recommended to improve the tool's ability in understanding a given context and the particular nuances each situation demands in content creation.

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