



Adolescent Students' Tendencies towards Using Artificial Intelligence (ChatGPT) to Solve Their Social Problems: A Psychological and Educational Study

Firas Mohammed¹, Adel Hussin Ali Mohamed^{2*}, Muhammad Jamil³

¹College of Law, Gulf University, Sanad 26489, Kingdom of Bahrain;

²Department of Education, Gulf University, Sanad 26489, Kingdom of Bahrain

³Lecturer, Department of Education, Government College Women university Sialkot, Pakistan.

*Corresponding Author

Adel Hussin Ali Mohamed

Article History

Received: 17.11.2025

Accepted: 09.01.2026

Published: 03.02.2026

Abstract: Given the digital revolution currently underway in the world, which has impacted all aspects of life within societies, particularly among adolescents who are open to experiencing new experiences in line with their psychological and educational needs, previous literature has revealed a paucity of studies addressing adolescents' use of ChatGPT to solve their social problems and the effects of this use on their social problem-solving skills. Therefore, the current study aimed to identify the educational and psychological reasons for adolescent students' tendencies toward using artificial intelligence (ChatGPT) to solve their social problems. The researcher used the descriptive approach, and the study sample included a purposive sample of 30 students from Al-Sa'idiya School in Salalah, grades 10-12, in the Dhofar Governorate of the Sultanate of Oman, who completed the study's interview questionnaire. The research concluded that: There is an impact of using artificial intelligence (AI) (ChatGPT) to solve social problems among adolescent students, that training or guidance programs conducted at schools are insufficient, and that programs directed at families regarding rational methods for using AI (ChatGPT) to solve social problems with adolescents are weak. The inability of some teachers to employ educational activities to meet the needs of adolescent students may be a result of poor academic preparation that does not include familiarity with AI programs.

Keywords: tendencies, artificial intelligence, ChatGPT, social problems, adolescents.

Cite this article:

Mohammed, F., Mohamed, A. H. A., Jamil, M., (2026). Adolescent Students' Tendencies towards Using Artificial Intelligence (ChatGPT) to Solve Their Social Problems: A Psychological and Educational Study. *ISAR Journal of Arts, Humanities and Social Sciences*, 4(2), 1-9.

Introduction

The creation of artificial intelligence applications has been one of the most notable aspects of the world's recent, unprecedented technological revolution, which has had a significant impact on people's daily lives, particularly those of teenagers. The most well-known of these applications is the ChatGPT model, a sophisticated interactive tool that can process responses and data and offer tailored recommendations. This has made it a focus of interest for a wide segment of students, who have begun to resort to it for psychological and educational purposes (Malik et al., 2019).

The acquisition of smart devices and interaction with smart information programs and new technologies, including big data, augmented reality, expert systems, intelligent learning systems, artificial neural networks, fuzzy logic systems, genetic algorithm systems, the internet, and others, invariably results in radical developments in the process of supporting teaching and research methods for scientists and universities given the current state of technological progress. In order to fulfil the three roles that have been assigned to them—education, research, and community service—academic institutions have therefore attempted to integrate and invest in artificial intelligence technologies into their



operations (Al-Masry, 2022). Chat and conversation technologies, particularly ChatGPT, which is regarded as one of the greatest artificial intelligence tools of the modern era and is extensively utilized by adults and adolescents worldwide, have been developed as a result of the great revolution in artificial intelligence. The most recent data on ChatGPT users shows that within a week of its launch, there were over a million users (Lund & Wang, 2023), reaching one hundred million within a short period, most of whom were students. Because of its features that help users save time and effort, this tool has some advantages. But in order to be a useful tool in the field of education, it has certain drawbacks that need to be fixed (Al-Lahham, 2023). It's important to note that ChatGPT has gained popularity in educational settings and has captivated students' attention more than other platforms. Positive expectations have been raised for the use of ChatGPT technology in the classroom (Heaven, 2023). As a natural language processing tool driven by artificial intelligence, ChatGPT enables users to engage in interactive conversations that resemble human conversations and more. It can write emails, offer advice, assist with a number of tasks, and reply to questions. (Sidiq, 2023). Furthermore, during the previous five years, chatbots have become increasingly popular in psychotherapy. AI-based conversational agents can successfully support mental health and well-being, according to an analysis of conversation content. According to their research, chatbots can considerably lower anxiety levels and enhance psychological and emotional health, particularly for students, by offering prompt assistance and tailored suggestions. In this case, a fair approach to (Al-Huwaidi, 2024).

Theoretical Framework and Previous Studies:

Today, artificial intelligence is one of the most prominent technological transformations affecting the lives of individuals and societies, especially adolescents, who are characterized by their psychological and social specificity. This chapter aims to present the theoretical backgrounds relevant to the research topic, "Adolescent Students' Tendencies Towards Using Artificial Intelligence (ChatGPT Model) to Solve Their Social Problems," by addressing the basic concepts and related theoretical axes.

First: Adolescence and Its Psychological and Social Characteristics:

Between childhood and adulthood, adolescence is a time of rapid physical, psychological, and social change in people. Teenagers are susceptible to a variety of social issues, including social anxiety, peer conflicts, loneliness, and low self-esteem, because of their intense sensitivity to social relationships and ongoing quest for self-discovery (Santrock, 1987).

One of the most significant phases of a person's development is adolescence, during which they experience physical, social, and psychological changes that affect how their identity is defined and how their personality is formed. Adolescence is a time of critical identity crisis, when people start to figure out who they are and where they fit in the world. Due to concurrent hormonal and psychological changes, adolescents suffer from extreme mood swings. They also show

Second: Generative Artificial Intelligence (ChatGPT) and Educational-Social Issues:

As AI technologies continue to advance, new educational opportunities arise. By offering individualised learning experiences

and data-driven instructional materials, these technologies significantly contribute to raising the standard of education. For instance, AI is being used in higher education to train instructors to better understand the conflicts between their technical and professional identities, which will help them adjust to the quick changes in teaching approaches (Lan Y, 2024). Furthermore, the use of AI in psychology, such as pattern recognition and personalized therapy, contributes to improving the effectiveness of educational methods through techniques such as machine learning (Salah M, 2024). Therefore, it can be argued that integrating AI into educational systems is essential to meet the learning needs of future generations (Al-Majdalawi, 2024).

Adaptive learning systems are modern tools that enhance personalized education, providing personalized learning experiences that meet the needs of each student according to their level and abilities. The importance of these systems is demonstrated by their ability to analyze student interaction data and provide immediate feedback, which It contributes to improving learning strategies. The role of these systems goes beyond traditional education by positively transforming the educational process into a more interactive experience (Mustafa AN, 2024). Moreover, artificial intelligence contributes to the development of these systems, as it enables them to recognize different learning styles and adapt educational content to a comprehensive approach, allowing each student to progress at their own pace (Aggarwal, 2023). These transformations are essential to enhancing academic effectiveness and reducing learning gaps, reflecting the global trend toward personalized education as an essential part of modern educational practices.

Since intelligent tutoring systems are pioneering technological innovations that rely on artificial intelligence to provide a personalized learning environment for students, personalized educational systems are a means of enhancing the quality of education by facilitating individualized learning and enhancing interaction between students and teachers. However, these technologies may have complex psychological impacts. Research indicates the need to consider psychological aspects when designing effective learning experiences. For example, regulating academic emotions is a key factor influencing the learning experience. A study of 398 English as a foreign language learners showed that regulating academic emotions enhances academic motivation and autonomy in learning. (Namibians E, 2024). On the other hand, the integration of intelligent tutoring systems requires the adoption of appropriate ethical frameworks to protect privacy and reduce the risks associated with bias and potential psychological threats (SalahM, 2024). Therefore, prioritizing understanding the psychological impacts of implementing these systems should be a priority to ensure an improved educational experience while preserving learners' psychological well-being. (Pan S, 2024)

One of the greatest roles of modern educational technologies, particularly artificial intelligence (AI), is essential in improving learning outcomes by meeting the diverse needs of students. AI's sophisticated techniques make it possible to analyse learning trends and provide instructional materials that are in line with various learning preferences, creating individualised and successful learning experiences. Research shows that AI-based learning applications increase student engagement and adaptability in the classroom (Rodr RAíguez, 2024). Additionally, it aids in determining the unique needs of each student, which improves

engagement and academic performance. Additionally, AI offers psychometric tools that assist in determining the elements affecting student performance, improving teachers' capacity to mentor students and help them succeed. AI is also a useful tool for improving psychological knowledge and creating fresh approaches to treatment. Additionally, it helps to increase the precision of mental illness diagnosis and offer tailored treatments that satisfy. As students rely more and more on AI, their learning styles may change a lot. This means we need to look into how AI affects people's minds. And long-term education (Awawdy, 2024).

Third, there is a psycho-educational interaction between students and AI:

By making it easier for people and machines to work together, artificial intelligence has shown a lot of promise in solving problems in society. Studies have shown that the best results can be achieved when people and AI work together. For instance, in the healthcare field, the combination of human This collaborative strategy not only enhances efficiency but also improves the overall quality of care provided. Furthermore, AI can serve a variety of functions within mixed teams, ranging from simple tasks such as content creation to more complex roles such as innovation and software development. This underscores the various ways AI can contribute to team dynamics and overall performance. Generative AI refers to systems capable of generating new content based on big data analysis and interacting with users in natural language. One of its most popular applications is ChatGPT, which uses an advanced language model (GPT-4) to provide answers and assist users on a variety of topics. It is easy to use and available online, making it accessible to teenagers. (Roumeliotis, 2023) Some recent studies have shown that artificial intelligence may play an increasing role in supporting adolescents' mental health, by offering advice, helping with positive thinking, or even acting as a "virtual companion." While the use of these tools is no substitute for real-life social relationships, they may provide a safe outlet for some adolescents, especially in environments lacking psychological and educational support(Ho, A., Hancock, 2018).

From the foregoing, it is evident that artificial intelligence plays a critical role in tackling societal issues in order to promote innovation, increase productivity, and improve teamwork. Organisations can establish a more productive and efficient work environment by utilising the unique strengths of both humans and machines. From an educational standpoint, ChatGPT offers chances for teenagers to hone their critical thinking and problem-solving abilities. From a psychological standpoint, it might be helpful when people are feeling stressed or alone. Social or emotional issues could arise, though, if it is overused or relied upon as a replacement for interpersonal communication (Yuan, 2023). This theoretical framework emphasises the intricate relationship between AI and teenagers, including the psychological and social effects as well as the function of intelligent tools in addressing

Fourth: The Theory of Psychological Tendencies and Attitudes

The theory of tendencies and attitudes is important because it helps them understand how people form their attitudes and behaviour, why they do it, and how they are influenced. It is also useful in a variety of fields, including psychology, marketing, and education. Psychological tendencies are comparatively constant internal inclinations that guide a person's actions towards particular objects

or pursuits. A person's position on a particular topic is reflected in their attitudes, which are cognitive, emotional, and behavioural systems :(Ajzen, I. 1991)

An internal desire or preference for something, particular activities, or particular concepts is known as an inclination. A person's needs and characteristics are expressed through their tendencies, which are a component of their personality structure. Personal experiences have an impact on tendencies, which can alter over time.

Attitudes: An attitude is a psychological inclination that stems from a person's experiences and motivates them to act or behave in a specific manner towards the subject of the attitude. A person's behaviour and interactions with the world are directly influenced by their attitudes. Both positive and negative attitudes are possible, and they can evolve with experience and time.

The Connection Between Dispositions and Attitudes: With time and repeated experiences, attitudes can become stable. A person's behaviour is influenced by their attitudes, but their tendencies

Previous Studies:

Examining the Impact of ChatGPT on Student Engagement, Performance, and Satisfaction with E-Learning: An Empirical Study in Pakistan (shams,2025)

Using an empirical methodology, this study investigates how ChatGPT affects student performance, engagement, and e-learning satisfaction.

In a cross-sectional study, 353 college students completed validated questionnaires. The results show that ChatGPT is positively correlated with student engagement, performance, and satisfaction with e-learning. The study demonstrates how ChatGPT develops personalised, interactive online learning environments that meet a variety of student learning requirements, ultimately boosting e-learning satisfaction.

How Social Anxiety Drives Conversational AI Use: The Roles of Loneliness, Meditation, and Mindfulness (Hu, Bo, Yuanyi Mao,2023)

This study examined the relationship between problematic conversational artificial intelligence (PUCAI) use and social anxiety, loneliness, and mindfulness. By examining how conversational AI's human-like mentalizing ability affects PUCAI, it also looked at the moderating role of mindfulness. Data from 516 conversational AI users (214 men and 302 women, Mage = 27.06) were analysed using serial mediation and moderated mediation. The results showed that social anxiety was positively correlated with conversational AI, and that loneliness and mindfulness were serial mediators of this association. Additionally, mindfulness reduces the positive association between repetitive thinking and social anxiety disorder while enhancing the positive association between social anxiety and social anxiety disorder.

The Role of AI-Powered Chatbots for Adolescents with Autism Spectrum Disorder or Social Anxiety (Mian, D,2024)

Given the rapid emergence of AI-powered chatbots, they are widely used by many, serving people of all ages and backgrounds, with easy accessibility. Therefore, if individuals with high-functioning autism spectrum disorder and social impairments seek guidance toward self-improvement, accessibility will undoubtedly be one of these options. It is important to understand: What are the

potential benefits and limitations of using AI-powered chatbots to provide psychological support to adolescents and young adults with the aforementioned conditions? This research addresses these questions and provides valuable insights that inform future discussions on this topic.

How Artificial Intelligence and Human Behavior Affect the Psychosocial Effects of Chatbot Use: (fang,2025)

A Randomized, A Longitudinal, Controlled, Randomised Study on how users' social interactions with actual people and their sense of loneliness are impacted by these interactions. The study examined the effects of chatbot interaction patterns (text, neutral voice, and interactive voice) and conversation types (open, impersonal, and personal) on psychosocial outcomes like loneliness, social interaction with real people, emotional dependence on AI, and its complex use in a four-week, randomised controlled trial approved by an institutional review board and involving 981 participants and 300,000 messages. The findings demonstrated that while voice chatbots initially seemed to be more beneficial than text chatbots in reducing loneliness and dependence, daily use of these chatbots across all media and conversation types was generally linked to higher levels of loneliness, dependence, complex use, and reduced social interaction. According to exploratory analyses, people with higher levels of attachment tendencies

Analyzing the Social and Psychological Implications: Shifting Student Interaction from Teachers to ChatGPT in the Learning Process (Yu, H. (2024))

This study investigated the social and psychological implications of shifting student interaction from teachers to AI. The research method used was a literature review, reviewing relevant and current literature. This study concluded that the reduced face-to-face interaction can hinder the development of essential communication and collaboration skills between students and teachers, as a result of the heavy use of AI. Furthermore, reliance on AI may lead to a superficial understanding of course material, as students accept information as it is without comprehensive evaluation, impacting their academic development and overall understanding. The study also highlights the importance of developing emotional intelligence, which AI is unable to do well. The results highlight the critical role that educators play in supporting students' cognitive, social, and emotional growth and advocate for a well-rounded strategy for incorporating AI into the classroom.

fostering the mental and emotional well-being of students by

Research Problem:

Numerous artificial intelligence (AI) program models have emerged in recent years, having a significant impact on education as well as other facets of life. One of the newest of these models is the ChatGPT app, which offers students a variety of fascinating opportunities, such as the ability to add private remarks, expand their free access to information, engage in interactive discussions, plan and evaluate lessons, and learn new curriculum teaching techniques. The capacity to participate in interactive discussions and produce text that resembles human-generated texts—which occasionally offer a solution to an issue or an answer to a query—may, however, come with some abuse or other risks to the educational system. Students' critical thinking skills may be directly impacted by this. The current research addresses a critical gap in the application of AI technologies in the field of educational and psychological support for students, as these tools remain underutilized compared to their use in other fields. Unlike previous studies, this research reveals the potential of artificial intelligence (AI) to solve social problems from an educational psychological perspective with the help of chatbots.

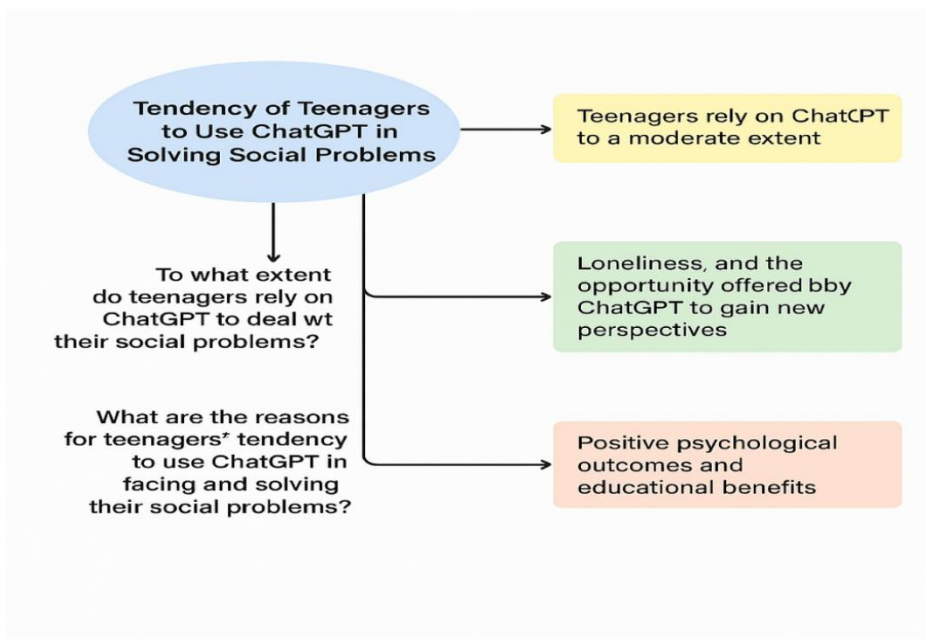
However, the content of social intelligence still requires evaluation of the information it offers. Through the researcher's experience as a teacher in the educational field, he observed the tendency of some adolescent students at Al-Sa'idiya School to constantly talk using the ChatGPT application, seeking advice and suggestions on personal matters and solving their social problems. From this perspective, this research focuses on adolescent students' tendencies toward using AI (the ChatGPT model) to solve their social problems from an educational psychological perspective, and analyzes the psychological and educational motivations behind this use.

Research Questions:

To what extent do adolescents rely on ChatGPT to address their social problems?

What are the reasons for adolescent students' tendency to use AI models, especially ChatGPT, to confront and solve their social problems?

What are the psychological and educational consequences of adolescent students' use of AI models, especially ChatGPT, to confront and solve their social problems?



ChatGPT in Dealing with Their Social Problems Figure (1) illustrates adolescent students' tendencies toward using ChatGPT.

Research Objectives: This study aims to:

1. To demonstrate the degree to which adolescents rely on ChatGPT to deal with their social problems.
2. To identify the reasons why adolescent students use the social intelligence model (ChatGPT) to solve their social problems.
3. To identify the educational and psychological outcomes of adolescent students' use of the social intelligence model (ChatGPT) to solve their social problems.

Importance of the Research

Importance of the Research: The theoretical importance of the research is highlighted by:

The theoretical importance of the research lies in the following points:

1. The current research contains recent previous studies and a theoretical framework for the study variables that address adolescent students' tendencies toward using artificial intelligence (AI) (ChatGPT) to solve their problems, which is of assistance to researchers in the academic field.
- 2- Understanding the nature of adolescent students' tendencies toward using artificial intelligence (AI) (ChatGPT) to solve their problems.
- 3- The importance of studying the use of artificial intelligence (AI) is important because it is one of the fundamental variables that negatively impacts an individual's psychological balance, thereby increasing the efficiency and quality of the educational process. It also negatively impacts a significant segment of society, namely adolescent students.

The practical significance of the research is crystallized in the following:

Practical Significance:1- It can benefit psychologists in applying an appropriate tool to assess the degree of adolescent students' tendencies toward using AI to solve their problems.

- 2- It can benefit psychologists in implementing a guidance program for adolescent students toward using AI to solve their problems.
- 3- This study will benefit those in charge of educational institutions by directing them to develop educational programs for adolescent students.
- 4- The study provides scientific findings, recommendations, and proposals that will provide these adolescent students with the opportunity for full social care.

Research Delimitations

- 1-Subject Limits: The research limits are defined by its title, which focuses on: Adolescent students' tendencies toward using artificial intelligence (the ChatGPT model) to solve their social problems from an educational psychological perspective.
2. Human Limits: The field research will be limited to 30 students from Al-Sa'idiya Secondary School in Dhofar Governorate, Ministry of Education, Sultanate of Oman.
3. Spatial Limits: The field study will be limited to the educational district of Dhofar Governorate.
4. Temporal Limits (Field Research): The field research will be conducted during the first semester of September 2025/2026.

Research Terms and Their Operational Definition:

- Tendencies: Tendencies are relatively stable psychological tendencies that make an individual prefer certain activities or subjects over others and feel gratified when engaging in them, which guides their educational and professional choices (Shawqi, 1999).
- (Procedural): It refers to an adolescent's psychological readiness to engage in a specific behavior. It can be measured through a questionnaire that reveals their degree of agreement or rejection of the idea of using ChatGPT to solve their social problems.

□ Artificial Intelligence: A branch of computer science concerned with designing systems capable of performing tasks that typically require human intelligence, such as understanding, learning, reasoning, problem-solving, and decision-making. (Russell, 2021)

□ (Procedural): Technology that simulates human mental abilities to accomplish tasks such as thinking and problem-solving.

ChatGPT: An advanced language model based on artificial intelligence (AI) developed by OpenAI. It is based on the GPT (Generative Pre-trained Transformer) architecture and aims to produce human-like texts, understand natural language, and interact with it in contextually coherent conversations. (OpenAI, 2023)

(Procedural): An automated conversational model based on artificial intelligence to generate human-like texts and receive and answer user inquiries.

(Social problems): Conditions or behaviors considered undesirable by a large segment of society, negatively impacting social cohesion or individual well-being, and requiring intervention from community institutions to find solutions. (Fuller, 1941)

(Procedural): The amount of help or advice a teenager requests from ChatGPT to address specific social issues, measured by the frequency of platform use in that context according to a survey.

Axis One: Degree of Reliance on ChatGPT

Axis One: Patterns of Using ChatGPT

Code	Description	Examples from Student Responses
Frequent Use	Constant or near-constant use of ChatGPT when facing problems.	Whenever I have a problem with my friend, I turn to it first.
Limited Use	Rare use, or only in specific or special situations.	I only use it when I can't talk to anyone.
Human Substitute	Relying on ChatGPT instead of friends or family for emotional support.	I don't like telling my mom; ChatGPT understands me more.

Axis Two: Reasons for Inclination to Use ChatGPT

Code	Description	Examples from Student Responses
Privacy	Desire to express freely without fear of judgment or oversight.	No one judges me; I can say everything.
Speed of Reply	Comfort in receiving instant responses.	I get the reply in seconds.
Neutrality	Perceived neutrality and lack of emotional bias.	It doesn't take sides like my friend who's always with the other side.
Intelligence and Diversity	Appreciation for the variety and depth of responses.	It gives me several suggestions to choose from.

Axis Three: Psychological and Educational Effects

Code	Effect	Student Description
Emotional Relief	Feeling of comfort or emotional ease through use.	I feel relaxed when I vent to it.
Anxiety or Confusion	Feeling uncertain or overly dependent on the tool.	Sometimes I feel like I rely on it too much.
Learning and Growth	Gaining social or cognitive skills through use.	I learned how to respond calmly; it taught me how to dialogue.
Overdependence	Concern about becoming too attached or socially withdrawn.	I don't talk to anyone anymore; I just write to it.

Research Procedures:

First: The research sample:

The study sample is based on a purposive sample of 30 students from Al-Sa'idiya Secondary School in Salalah, Dhofar Governorate, Sultanate of Oman. The students completed the research questionnaire and were interviewed.

Research Methodology:

The researcher will use the descriptive approach, as it is appropriate for the nature and objectives of the research and for answering its questions.

Research Tools: A personal interview directed at the study sample

Results Analysis: Qualitative Analysis Steps (as in NVivo):

First: Data Preparation

The responses from 30 interviews were transcribed into text, and the transcripts were imported into the NVivo analysis project, with each student assigned an identifier (Interview 1, Interview 2, etc.).

Second: Coding

Main and sub-themes (Nodes) were created based on the frequency of shared meanings and experiences, as follows:

Axis Four: Comparison with Humans

Code	Perceived Differences	Student Description
Superiority of AI	Seen as more useful or patient than human interaction.	It never gets bored, and it always responds patiently.
Lack of Emotions	Lacks emotional warmth or human interaction.	Sometimes I feel it's cold; it doesn't feel what I feel.

Results Analysis: Statistical Results

1- Patterns of Use: ChatGPT

The data indicate two main patterns in adolescent students' use of ChatGPT when dealing with social issues:

Frequent Use: This reflects a heavy reliance on the tool as a primary or primary means of dealing with social issues. This frequent use indicates a strong psychological relationship between the student and ChatGPT, perhaps due to its accessibility and privacy.

Limited Use: ChatGPT emerges as an alternative option in special situations, such as the absence of a trusted person to talk to. This pattern reflects a temporary need for support, falling short of full dependence.

Reliance on it as a human substitute: Some statements indicate that ChatGPT is sometimes used as a substitute for family or friends, raising questions about the lack of real-life social support among some adolescents, or their lack of emotional security in their environment.

Educational Analysis: This axis emphasises how crucial it is to incorporate technical support resources into the classroom without having them take the place of interpersonal interactions.

2- Reasons for Using ChatGPT

Four main motivations emerged behind students' tendency to use ChatGPT:

Privacy: The need for a judgment-free environment, reflecting a self-awareness of shyness or fear of criticism.

Response Speed: The availability of immediate responses enhances immediate gratification of psychological needs.

Neutrality: The ability to interpret problems without bias reflects a desire to avoid human bias or prejudice.

Intelligence and Diversity: Indicates that users see it not simply as a robot, but rather as a rich and thoughtful source of solutions, enhancing the cognitive perception of artificial intelligence.

Psychological Analysis: These motivations reflect adolescents' search for more stable and secure alternatives to the volatile human relationships at this stage.

3- Psychological and Educational Effects

The effects of using ChatGPT on adolescents varied and can be classified as:
Positive:
Psychological Relief: Indicates the tool's quasi-symbolic therapeutic role, reinforcing hypotheses about digital psychological support.
Learning and Development: Some students acquired social and language skills, demonstrating high educational potential when used in a guided manner.
Negative:
Anxiety or confusion: resulting from a loss of human reference or uncertainty about the validity of advice.

Over-reliance: appears as a risk indicator of potential social isolation or a loss of practical interpersonal skills.

Integrative Analysis: This contradiction indicates the need for educational and psychological guidance to use these tools within a balanced framework.

4-: Comparing ChatGPT to Human Interaction

Some students view ChatGPT as a tool superior to humans in its calmness, tolerance, and speed of response, reflecting high expectations of the technology.

On the other hand, others expressed a lack of emotion and compassion in interactions, confirming that the relationship with artificial intelligence remains emotionally limited, regardless of its development.

Social Analysis: This point highlights the need to frame the use of artificial intelligence so that it does not lead to the disintegration of social ties or the weakening of human empathy.

Discussion of Results

From the above, the results of this study confirm that the use of ChatGPT by adolescents to solve social problems is not merely a technical interaction, but rather an expression of real psychological and educational needs. The impact of this use depends on its context, frequency, and the level of guidance accompanying it. Hence, the importance of incorporating artificial intelligence into school support and psychological counseling strategies, while establishing controls that maintain adolescents' psychological and social balance.

First: Adolescents' Use Patterns of ChatGPT

The results showed a diversity of ChatGPT usage patterns, ranging from frequent use as a primary tool for dealing with social problems, to limited use in special cases, in addition to its emergence as an alternative to human support (friends or family). This is consistent with what Ho et al., a 2022 study, indicated that adolescents tend to form "utilitarian" relationships with AI agents, especially if they feel insecure or lack real-world support.

From a psychological perspective, some students' reliance on AI as a human substitute indicates gaps in the social support system they receive, prompting them to compensate for these gaps with digital tools that do not issue judgment or reveal their privacy.

Further explanation: This pattern is consistent with Bandura's (1977) social learning theory, where individuals resort to alternative models of interaction if they feel the original environment is not encouraging or supportive.

Second: Reasons for using ChatGPT

The motivations for using ChatGPT varied between the desire for privacy, speed, neutrality, and variety of answers.

These reasons reflect basic psychological and cognitive needs of adolescents, such as the need for acceptance, the ability to express themselves freely, and belonging to a safe source of information.

This is consistent with the findings of Yuan & Detlor, a 2023 study, which confirmed that students They trust AI more when they feel it respects their privacy and provides immediate and objective responses.

Analytical insight: What a student perceives as neutrality in ChatGPT may not be found in a teacher or colleague, which reinforces cognitive dependence on the machine and gradually erodes trust in human interaction.

Third: Psychological and educational effects

The results revealed a clear contrast in the psychological impact of using ChatGPT. On the one hand, students reported a sense of comfort and psychological relief when expressing their problems, confirming the tool's ability to play a role similar to initial psychological support. On the However, others reported feeling anxious and perplexed as a result of over-reliance or occasionally unclear answers.

These findings support the findings of Gaggioli et al. (2021), who suggested that while AI may offer short-term respite for mental health issues, it cannot replace meaningful human connection.

According to some responses, ChatGPT helped students develop their critical thinking abilities and taught them how to have peaceful conversations. This suggests that ChatGPT has promising educational potential if used in educational settings.

Fourth: Comparing ChatGPT to Human Relationships

This study revealed an obvious contradiction: while some students express a lack of warmth and emotion in their interactions with ChatGPT, others see it as an excellent tool in terms of patience, impartiality, and accuracy. According to (Selwyn,2019), who argued that no matter how accurate technology becomes, it cannot replace a human teacher or counsellor, this shows that artificial intelligence (AI) is still unable to replicate the profound emotional dimension of human relationships.

Implications for Education: These findings support the idea that using AI for psychological or educational purposes should enhance human connections rather than replace them.

In summary, the study's findings show that teenagers' relationships with ChatGPT are complex and involve more than just technical issues.

Recommendations:

The study reached the following recommendations:

1. Incorporating digital literacy related to artificial intelligence into classrooms to support students' school life.
2. Providing humane alternatives that support students and understand their problems (such as social/psychological counselors).
3. Teaching adolescent students how to balance technology use with face-to-face conversations.

Provide guidance programs for students within schools related to .4 .digital identity and the virtual world

5. Guide parents on the importance of understanding their children's needs at this stage.

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