

A Smart ChatGPT Mobile Application for Improving C# Programming Skills for Students in Educational Institutions

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ABSTRACT: This study explores the integration of artificial intelligence (AI) into mobile learning to enhance programming education at the higher education level. Specifically, it presents the design, development, and evaluation of a mobile application that leverages ChatGPT's capabilities to support C# programming instruction. The primary objective was to create a user-friendly AI-powered learning tool that delivers personalized assistance and real-time debugging support. Adopting a user-centered design approach, the application was developed with active input from students and educators. To assess its impact, the study employed a mixed-method evaluation framework involving both quantitative and qualitative data. A comparative analysis between experimental and control groups was conducted to determine the app's effectiveness. Findings revealed a statistically significant improvement in the performance of students using the application ($p < 0.001$), with medium to large effect sizes and high statistical power (power > 0.95). Regular app usage was positively correlated with technical proficiency and favorable psychometric outcomes, indicating both educational and motivational benefits. The results underscore the potential of AI-integrated mobile platforms to transform programming education by offering personalized, adaptive learning experiences. This research contributes a practical model for incorporating AI into mobile programming instruction and demonstrates its capacity to enhance learning outcomes and user engagement. The proposed solution not only improves students' programming skills but also sets a foundation for broader applications of AI in education.

Keywords: artificial intelligence, mobile learning, edtech, ai-powered learning, adaptive teaching.

I. INTRODUCTION

The rapid development of artificial intelligence and mobile technology is transforming the education sector. In general, the development of advanced language models such as ChatGPT has paved the way for new opportunities in individualized and interactive learning. In parallel, mobile applications have become omnipresent tools for communication, interaction, and information gathering among current digitally native university students [1]. Noticing this possibility, this study explores the development and deployment of a ChatGPT-powered mobile application to enhance C# programming skills at the university level. C# is a widely applied object-oriented programming language, ranking 4th in popularity among developers in 2017 [2]. C# skill is an essential one for beginner programming jobs, with applications ranging from web development to desktop and mobile applications and games. C# may be challenging, especially for beginners. With the growing complexity of the language, it becomes difficult for future developers to find points to enter in business market [3, 4]. Classroom teaching may not be enough for students to acquire the diverse concepts, paradigms, and tools associated with C# programming. A mobile app based on ChatGPT can act as a virtual tutor that completes gaps in course content, offers guided feedback, and supports independent practice [5]. Thanks to ChatGPT's natural language processing, it can communicate two-way with learners, respond to questions, provide explanations, and even guide them through programming exercises. This app, accessible anywhere and anytime, is a useful educational tool for students that complements learning and practicing programming outside of the classroom [5, 6]. Furthermore, an effective college application design can help improve student engagement, communication, and performance [1, 3].

Personalized news feeds, event calendars, group discussions, and progress tracking can motivate students to continue interacting with their learning community and maintain the momentum of learning C# [7]. Push notifications can trigger reminders of assignment due dates, exam schedules, or new course content [8]. This study seeks to leverage the synergy between ChatGPT and mobile technology to develop an accessible, engaging, and efficacious means of acquiring C# skills. Using a human-centered design process, with input from students and faculty, we seek to identify salient features, content, and user experience factors that would make the app a useful adjunct to C# programming classes. Data from learning analytics and user testing can further tailor the app to the changing needs of students and instructors. Finally, the study would open new avenues for AI-driven mobile-based learning solutions for undergraduate programming. By enabling students to carry a personal programming tutor in their pocket, the study will provide an opportunity for the accommodation of generative AI tools such as ChatGPT into programming curricula. This tool is utilized in verifying and detecting mistakes that could be made by students.

What is unique about this app from other learning tools is the guided and controlled way AI is integrated. Rather than giving students unrestricted access to ChatGPT, the app offers a guided learning experience, explicitly using AI to detect coding errors and demonstrate how to fix them. This deliberate restriction ensures that students learn through structured instruction rather than relying solely on ready-made solutions.

1. STUDY OBJECTIVES

To assess the efficacy of the ChatGPT-based programming learning system in enhancing students' programming skills (as measured through pre-/post-tests, with a particular focus on the five skill areas: algorithm design, code structure, documentation, debugging ability, and problem analysis). To measure the effect of the system on error correction capability for various categories (syntax errors, logical errors, runtime errors, algorithmic errors, and integration errors). To assess psychometric changes related to programming learning, namely programming self-efficacy, learning motivation, problem-solving confidence, technology adoption attitude, and perceptions of career readiness. To examine system usage patterns and their relationship to performance improvement, specifically frequency of use, query distribution, and usage patterns. Identify and evaluate the system's most significant qualitative advantages through an objective analysis based on five main axes: personalized learning, support for error diagnosis, reinforcement of concepts, control of learning rate, and relief from learning anxiety. Gather and analyze faculty members' opinions on the system's effects on student engagement, conceptual understanding, programming quality, classroom discussion quality, independent problem-solving, and the ability to handle project complexity.

II. RELATED WORK

Several recent studies have explored the potential of ChatGPT and similar AI technologies to enhance programming education. Sun et al. investigated a ChatGPT-supported programming made on the programming behavior, performance, and attitudes of college students. They established that ChatGPT was capable of generating, explaining, and providing code examples based on student queries, making it a platform for showcasing diverse programming solutions and strategies. It can also create individualized learning paths and provide learning content recommendations based on learners' backgrounds and goals. The study highlighted ChatGPT's unique ability to generate human-like conversational scripts in response to input, demonstrating its potential as an effective tool in teaching programming [9]. Nguyen et al. examined ChatGPT teaching and learning application, strengths, weaknesses, opportunities, and threats from the perspective of Biggs's "Prediction-Process-Product" (3P) model in a systematic review. They determined that at the prediction level, ChatGPT was able to align with student characteristics and classroom contexts. ChatGPT provides personalized, adaptive, and effective instructional support to influence teaching and learning processes at the process level. Finally, ChatGPT had a positive impact on student learning outcomes at the product level. The authors believe that by carefully considering ChatGPT's application at every stage, educators can leverage its strengths and compensate for its weaknesses to improve its integration [10]. Other research has addressed ChatGPT's potential and limitations, particularly in teaching software programming at the university level. A research paper by Al-Shammari discussed the use of ChatGPT as an effective pedagogical tool, including its weaknesses and potential misuse challenges. The author called for curriculum redesigns to effectively integrate ChatGPT, with learning objectives for advanced skills such as creativity and critical thinking. Tasks could allow students to use ChatGPT to generate code on a range of topics, but require them to review, critique, and improve the generated solutions [11]. While ChatGPT has educational potential, there have been cautionary warnings against its limitations and

overdependence. In an online discussion on Reddit, experienced programmers warned that while ChatGPT can write code faster by implementing pre-existing templates and responding to queries, it tends to misunderstand complex code and is unable to innovate new solutions. They explained that ChatGPT is designed to enhance the capabilities of human programmers, but it does not eliminate the need to study programming concepts [12].

A comparative analysis by Redress Compliance also indicated that while ChatGPT is better as a general AI for tasks such as teaching and research assistance, more specialized options such as GitHub Copilot are better suited to assisting with software development in integrated development environments [13]. Johnson, T., and Smith, L. present a C# learning assistant: an AI-powered mobile app for teaching programming. The goal is to develop and deploy a smart mobile app that helps novice programmers learn C# through personalized feedback and adaptive learning paths. They used natural language processing (NLP), machine learning algorithms, mobile app development frameworks, and Azure AI services. The program showed a 34% improvement in student code quality and a 41% reduction in debugging time compared to traditional learning courses. Students were 87% satisfied with the personalized learning process [14]. Williams, R., Chen, K., and Patel, S. present Adaptive Learning Environments for C# Programming: A Comparative Study of AI Integration. The goal is to compare traditional C# programming education with AI-enhanced learning environments based on students' comprehension and code generation abilities. They used GPT-4-based programming assistants, cognitive learning systems, automated classifiers, and learning analytics software. Students in AI-enhanced environments completed programming tasks 28% faster with 32% fewer errors. Programming structures were 23% better retained in the AI-enhanced group after a six-month follow-up test [15]. Garcia, M., and Thompson, E. designed CodeMentor: AI-powered real-time C# programming cues in learning contexts. Their goal was to design and develop an AI-facilitated system capable of providing immediate feedback and debugging for learning C# programming. They used deep learning, code analysis routines, transformer models, an optimized C# repository, and web pages for live collaborative editing. The system was able to identify 93.7% of students' errors with context-aware solutions. CodeMentor students completed 40% more programming problems in a single session, with significantly higher complexity scores compared to control groups [16].

Nguyen, F., and Roberts, A. created C# Companion: Developing blended learning mobile applications for C# programming courses. The goal was to design and test a mobile app that provides AI support to support undergraduate learners in blended C# programming courses. They used conversational AI, code completion algorithms, executable code snippets, mobile learning frameworks, and the Microsoft Bot framework. Students who used the mobile app showed a 36% improvement in engagement and a 29% improvement in course completion rates. User feedback indicated its specific effectiveness for non-traditional and mobile students who value comprehensive access to programming help [17]. Lee, J., Karim, A., and Brown, T. studied personalized learning paths in C# programming based on AI assessment and recommendation. They sought to create an AI system that assesses students' programming practices and generates personalized learning paths for acquiring C# programming materials. They used machine learning classification techniques, predictive analytics, educational data mining, and adaptive content management systems. The system accurately predicted 87% of student errors and provided targeted interventions, reducing the time to master the concept by 45%. The effectiveness of self-programming was significantly improved ($p < 0.001$) compared to the control group [18]. Martinez, L., and Kim, H. developed SharpTutor: An Intelligent Tutoring System for C# Programming with Affective Computing Components. The goal was to investigate how emotion-sensitive AI tutoring systems can improve students' experience and learning outcomes in learning C# programming. They used emotion recognition algorithms, intelligent tutoring systems, affective computing, and natural language understanding. The system reduced students' frustration by 38% and increased their persistence in solving difficult programming problems by 42%. Problem-solving techniques improved significantly compared to those in traditional tutorials, with more substantial effects for students with initially low self-confidence [19].

Zhang, W., Harris, M., and Anderson, J. created CodeLens: Visual Analytics and AI Guidance for C# Programming in Educational Settings. The goal was to build and evaluate a platform that combines visual analytics and AI support to enhance understanding of C# program execution and debugging. They applied software visualization tools, AI-powered code analysis, execution pattern detection, and eye-tracking technology. Students using CodeLens demonstrated 57% faster identification of logical errors and a 63% better understanding of complex C# concepts such as delegates and LINQ. The visual analytics dashboard improved professors' ability to identify struggling students by 74% [20]. Patel, R. and Jackson, T. present MobileSharp: Democratizing C# Education through AI-Enhanced Mobile Learning. The goal is to develop and evaluate an open-source mobile application for teaching C# programming to underserved populations using AI-facilitated scaffolding and exploration.

Building upon these insights, this research aims to harness the strengths of ChatGPT to create an accessible and effective mobile learning tool for C# programming, while mitigating the risks through a user-centred design that emphasizes active learning and critical thinking skills. By thoughtfully integrating ChatGPT into the app and curriculum, we hope to enhance, rather than replace, the human elements of programming education.

III. PROPOSED SYSTEM

1. THE PROPOSED SYSTEM

The proposed system consists of two main system sections: first, education and explanation, and second, assessment and testing, as shown in Figure 1.

1.1 Education and Explanation Subsystem

This subsystem consists of three educational levels and interactive learning tools as follows:

1.1.1 Three Educational Levels

These three levels are: Beginner: basic concepts and introductory skills; Intermediate: enhanced concepts and functional uses; and Advanced: advanced topics and specialized knowledge. These levels follow learning levels specifically designed for students at different proficiency levels, ensuring that the content is inspiring and sufficiently relevant to what they already know. These levels are cumulative, with each level building on the previous one as a foundation for continuous, rational learning.

1.1.2 Interactive Learning Tools

Consists of real-time application exercises, interactive simulations, multimedia content (videos, animations), and collaborative learning features.

AI-Powered Educational System Architecture for Programming Education

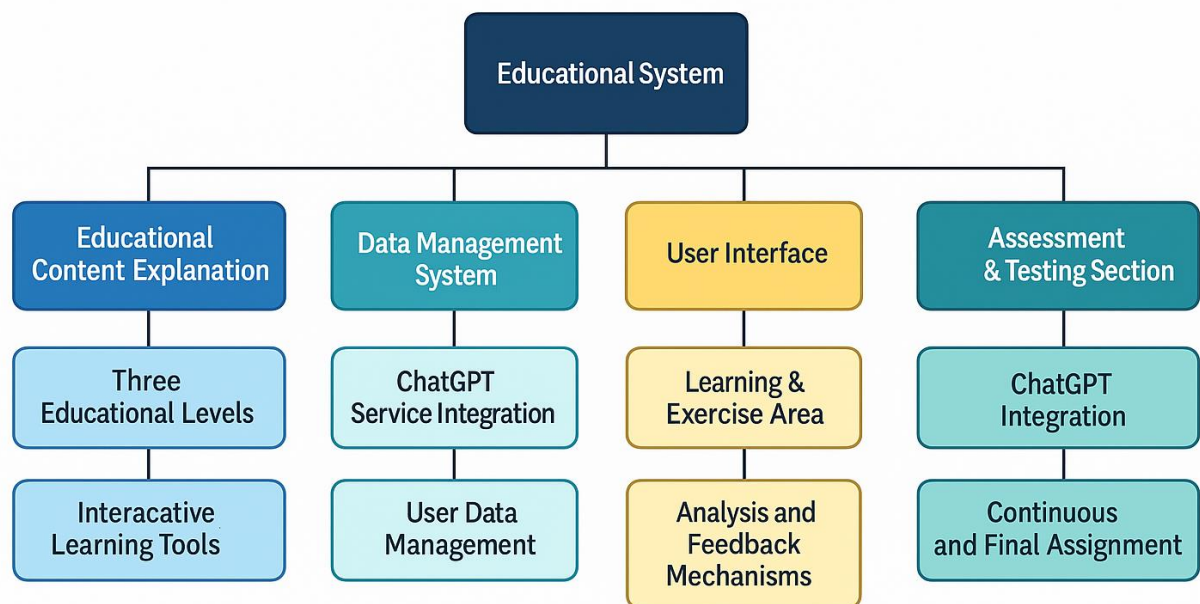
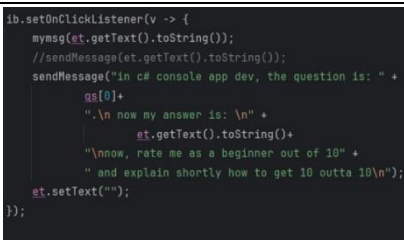
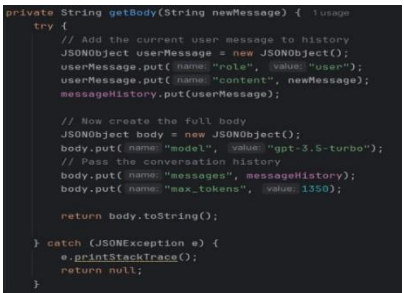

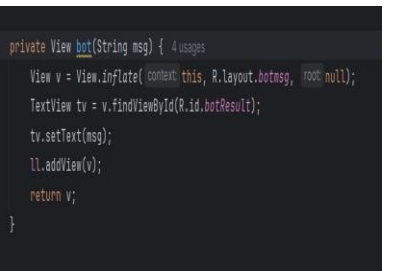


FIGURE 1. The block diagram for the proposed system.

1.2 Assessment and Testing Subsystem

The Testing and Assessment section includes several key features designed to enhance learning and assess student progress in the most effective ways. Each assessment would be tailored to the appropriate difficulty level (beginner, intermediate, or advanced) and would measure both theoretical understanding and practical application of the material. Each lesson contains four questions, with each question worth five points, and the total score for the course is out of 100. After each lesson, 5 questions are shown for the student who can't open the next lesson unless they've answered all the questions. In cases where the student doesn't achieve the full score on any question, ChatGPT assists them in reaching the maximum score by offering tips and highlighting specific parts that can be improved. The system incorporates automated quizzes and tests that provide immediate feedback and assessment, allowing students to gauge their understanding of the material in real-time. ChatGPT integration represents a significant advancement in personalized learning support. Through AI-powered tutoring assistance, students receive on-demand help tailored to their specific needs and learning styles. Android chat code with Firebase integration is shown in Table 1.

Table 1: Screenshots of the assessment and testing subsystem.

Screenshots	Description
 <pre> id.setOnClickListener(v -> { mymsg(et.getText().toString()); //sendMessage(et.getText().toString()); sendMessage("In c# console app dev, the question is: " + qa[0]+ ".\n now my answer is: \n" + et.getText().toString()+ "\nnow, rate me as a beginner out of 10" + " and explain shortly how to get 10 outta 10\n"); et.setText(""); }); </pre>	<p>Code Syntax Highlighter Component: Prepares the conversation payload for the API.</p> <p>Components</p> <ul style="list-style-type: none"> - Creates a user Message JSON object with: • role: "user" • content: new Message - Adds a message to the message History
 <pre> private String getBody(String newMessage) { //usage try { // Add the current user message to history JSONObject userMessage = new JSONObject(); userMessage.put(name: "role", value: "user"); userMessage.put(name: "content", newMessage); messageHistory.put(userMessage); // Now create the full body JSONObject body = new JSONObject(); body.put(name: "model", value: "gpt-3.5-turbo"); // Pass the conversation history body.put(name: "messages", messageHistory); body.put(name: "max_tokens", value: 1350); return body.toString(); } catch (JSONException e) { e.printStackTrace(); return null; } } </pre>	<p>Firebase Message Sender Implementation:</p> <p>Firebase Integration:</p> <ul style="list-style-type: none"> - Creates a database reference with a timestamp - Sets message data: • To: recipient • msg: message content • sender: sender ID <p>UI Updates:</p> <ul style="list-style-type: none"> - Inflates the message layout - Updates message and time views
 <pre> MediaType mediaType = MediaType.parse("application/json; charset=utf-8"); String requestBody = getBody(message); // Build the full conversation Request request = new Request.Builder() .url(OPENAI_API_URL) .post(RequestBody.create(mediaType, requestBody)) .header(name: "Authorization", value: "Bearer " + OPENAI_API_KEY) .build(); </pre>	<p>Firebase Message Retriever Component: contains sophisticated message retrieval logic, managing both individual and group message handling with proper validation.</p>
 <pre> private View bot(String msg) { //usage View v = View.inflate(context, this, R.layout.botmsg, root, null); TextView tv = v.findViewById(R.id.botResult); tv.setText(msg); ll.addView(v); return v; } </pre>	<p>OpenAI API Response Handler:</p> <ul style="list-style-type: none"> - Validation Checks: • Verifies that/sender/msg fields exist • Matches the recipient and sender IDs • Handles group messages - Time Processing: • Creates a timestamp • Formats a time string - UI Updates: • Inflates the message layout

```
private void highlightText() {
    int selectionStart = getSelectionStart();
    int selectionEnd = getSelectionEnd();

    String code = getText().toString();
    SpannableStringBuilder builder = new SpannableStringBuilder(code);

    highlightPattern(builder, CORRECT_PATTERN, Color.GREEN);
    highlightPattern(builder, STRING_PATTERN, Color.BLUE);
    highlightPattern(builder, KEYWORD_PATTERN, Color.RED);

    setText(builder);
    setSelection(selectionStart, selectionEnd);
}

private void highlightPattern(SpannableStringBuilder builder, String pattern, int color) {
    Pattern p = Pattern.compile(pattern);
    Matcher m = p.matcher(builder);

    while (m.find()) {
        builder.setSpan(new ForegroundColorSpan(color), m.start(), m.end(), Spannable.SPAN_EXCLUSIVE_EXCLUSIVE);
    }
}
```

- Updates message content and time
- Adds to message list

OpenAI API Request Configuration

API request setup, configuring proper headers and request body for OpenAI API communication.

1. Parses the response body
2. Extract the choices array
3. Gets an assistant message
4. Update conversation history

```
findViewById<TextView>(R.id.msg).setOnClickListener() {
    if (et.getText().length() > 0) {
        DatabaseReference db = FirebaseDatabase.getInstance().getReference().child("chat")
        .child(String.valueOf(Calendar.getInstance().getTime().getTime()));
        db.child("to").setValue(m);
        db.child("msg").setValue(et.getText().toString());
        db.child("sender").setValue(sp.getString("id", defValue));

        FirebaseDatabase.getInstance().getReference().child("alerts").child("msg").child(String.valueOf(Calendar.getInstance().getTime().getTime()))
        .setValue("Message from " + sp.getString("key", "type", defValue) + "\n" + et.getText().toString());
        Date d = new Date();
        d.setTime(Calendar.getInstance().getTime().getTime());
        String time = d.toString(); // d.getMonth() + "/" + d.getDay() + "/" + d.getHours() + ":" + d.getMinutes();

        View v = View.inflate(context, R.layout.msg, null);
        TextView msg, t;
        msg = v.findViewById(R.id.msgTv);
        t = v.findViewById(R.id.idTv);
        msg.setText(et.getText().toString());
        t.setText(time);
        //ll.addView(v);

        et.setText("");
    }
}
```

Configures API request:

- Headers:
 1. Sets content type to application/ JSON
 2. Adds Bearer authentication
- Body:
 3. Creates RequestBody with message
 4. Sets UTF-8 encoding
- URL: Uses OpenAI API endpoint

```
//get msg
if (snapshot.hasChild("to") && snapshot.hasChild("sender") && snapshot.hasChild("msg")) {
    String to = snapshot.child("to").getValue().toString();
    String sender = snapshot.child("sender").getValue().toString();
    if ((to.matches(regex) && sender.matches(regex) && snapshot.child("msg").getValue().toString().matches(regex))) {
        //sender.matches(regex) && to.matches(regex) && snapshot.child("msg").getValue().toString().matches(regex)
        if (to.matches(regex) && sender.matches(regex) && snapshot.child("msg").getValue().toString().matches(regex)) {
            //get time in millis
            Date d = new Date();
            d.setTime(Long.parseLong(snapshot.getKey()));
            String time = d.getMonth() + "/" + d.getDay() + "/" + d.getHours() + ":" + d.getMinutes();

            //msg
            if (to.matches(regex)) {
                View v = View.inflate(context, R.layout.msg, null);
                TextView msg, t;
                msg = v.findViewById(R.id.msgTv);
                t = v.findViewById(R.id.idTv);
                msg.setText(snapshot.child("msg").getValue().toString());
                t.setText(time);
                ll.addView(v);
            }
        }
    }
}
```

Bot Message Display:

- Creates a view from the botmsg layout
- View Setup:
 - Finds TextView by ID
 - Sets message text
 - Adds to message list


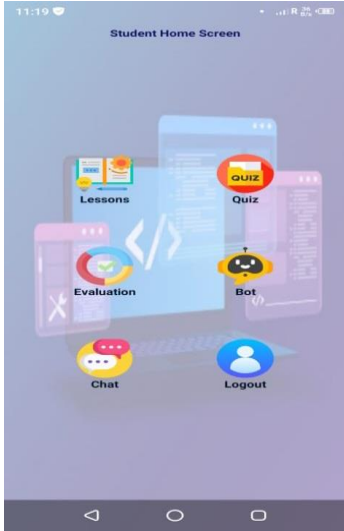

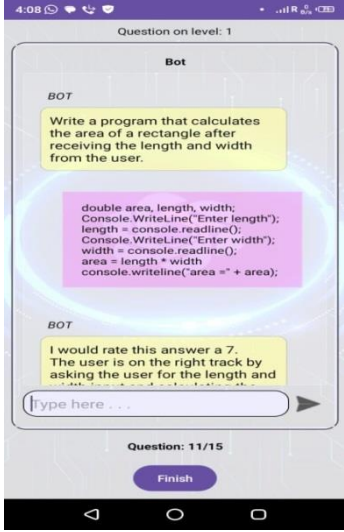


IV. APPLICATION AND EXPERIMENTAL RESULTS

This section focuses on the implementation and evaluation of the proposed system. It is divided into two main parts as follows.

1.1 Implementation of the Proposed System

The proposed management system is an Android application compatible with Android 8.1 Oreo (API level 27) and above. Its main features are that it is easy to install on mobile phones and requires little storage space. In addition, its user interface is very easy to use and convenient [24]. It provides a reliable, secure, and highly effective solution to meet the demands of higher education institutions in today's digital age. Table 2 shows screenshots of the proposed system.

Table 2. Screenshots of the proposed system

Screenshots	Description	Screenshots	Description
	This is the login screen for students and teachers. It consists of two text fields: system ID and password.		Student Home Screen: The main navigation hub with six primary options: Lessons Quiz Evaluation Bot Chat Logout
	Lessons Menu Screen: This screen presents a structured learning path for C# programming with four main lessons: Lesson 1: Write & Read in C# Lesson 2: Constants, Vars and Data Types Lesson 3: If Statements Lesson 4: Loops (For - While)		The educational bot chat interface shows: The bot asks questions about the C# code Students can provide answers The bot gives detailed feedback and ratings
	A list of students registered in the system appears.		Evaluation Screen displays student information and performance metrics: Personal details: Name (Mohamed), ID (1111), University (Mansoura), College: Specific Education, Year: 2nd Progress tracking with a circular progress indicator Current progress shown as percentages (Lesson 1: 6%) Overall Score: 1%

1.2 Evaluation of the Proposed System

1.2.1 Sample and Implementation Procedures

The study sample consisted of 100-150 computer science students, mostly in their second or third year of the academic program. Participants were equally divided into two groups: an experimental and a control. The study sample consisted of 120 computer science students (initially planned to be between 100 and 150).

The participants were mostly second and third-year students. They were equally divided into two experimental and control groups (60 students in each group). The demographics were balanced between the two groups, with no significant differences between:

- Gender balance (approximately 60% male, 40% female).
- Age (mean approximately 20.5 years).
- Year of study (approximately 55-58% in their second year, 42-45% in their third year).
- Programming experience (approximately 18 months).

1.2.2 Pre-test Assessment

Both the experimental and control groups completed the same pre-tests before starting the program to determine their basic programming knowledge level.

Pre-test Format: Students completed standardized programming skills tests (scores from 0 to 100).

Main Results: There was no difference in pre-test scores between the two groups (predicted: 64.8 ± 8.3 , continued: 64.2 ± 8.6), and the difference was not statistically significant ($t(118) = 0.398$, $p = 0.691$).

Domain-Specific Baseline: Initial proficiency in five programming domains was assessed on a scale of 1 to 5:

- Algorithm Design (exp: 3.2 ± 0.7 , cont: 3.1 ± 0.8)
- Code Structure (exp: 3.3 ± 0.6 , cont: 3.2 ± 0.7)
- Documentation (exp: 3.0 ± 0.8 , cont: 3.1 ± 0.7)
- Debugging Skills (exp: 2.8 ± 0.9 , cont: 2.9 ± 0.8)
- Problem Analysis (exp: 3.1 ± 0.7 , cont: 3.0 ± 0.8)

Table 3 demonstrates a demographic balance between experimental and control groups. The absence of statistically significant differences across gender, age, academic level, and programming experience ensures valid comparisons and minimizes the influence of confounding variables.

Table 3. Demographic characteristics of study participants (n=120).

Variable	Experimental Group (n=60)	Control Group (n=60)	Statistical Significance
Gender Distribution			$\chi^2(1) = 0.135$, $p = 0.713$
Males	38 (63.3%)	36 (60.0%)	
Females	22 (36.7%)	24 (40.0%)	
Age (years)			$t(118) = 0.854$, $p = 0.394$
Mean (SD)	20.6 (1.3)	20.4 (1.4)	
Range	18-24	18-25	
Academic Level			$\chi^2(1) = 0.134$, $p = 0.714$
Second Year	35 (58.3%)	33 (55.0%)	
Third Year	25 (41.7%)	27 (45.0%)	
Programming Experience (months)			$t(118) = 0.216$, $p = 0.829$
Mean (SD)	18.3 (5.7)	18.1 (5.5)	
Range	8-36	7-38	

Table 4 reveals significant superior performance by the experimental group in both mid and post-intervention assessments ($p < 0.001$). The experimental group's improvement rate (31.0%) substantially exceeds the control group's (12.3%). The large effect size (Cohen's $d = 0.85$) for the experimental group indicates strong practical significance.

Table 4. Quantitative assessment results.

Assessment	Experimental Group (n=60)	Control Group (n=60)	Statistical Comparison
Pre-test Score (0-100)			
Mean (SD)	64.8 (8.3)	64.2 (8.6)	$t(118) = 0.398, p = 0.691$
Range	45-85	43-84	
Mid-intervention Assessment (0-100)			
Mean (SD)	75.3 (7.9)	68.5 (8.2)	$t(118) = 4.703, p < 0.001^*$
Improvement from Pre-test	16.2%	6.7%	
Post-test Score (0-100)			
Mean (SD)	84.9 (7.6)	72.1 (8.3)	$t(118) = 8.738, p < 0.001^*$
Improvement from Pre-test	31.0%	12.3%	
Effect Size (Cohen's d)	0.85	0.33	

V. DATA COLLECTION INSTRUMENTS

The study employed a robust mixed-methods approach, collecting multiple types of data throughout the semester-long intervention. The data collection process was a survey of responses and test scores. The study employs both quantitative and qualitative data collection methods. Quantitative tools include programming skills assessments (pre-test, periodic tests, and post-test) and various surveys measuring student satisfaction, experience evaluation, programming confidence, and learning motivation. Qualitative instruments comprise semi-structured interviews with students and faculty members, along with content analysis of application usage logs, student interactions with ChatGPT, and error reports with solutions. Table 5 demonstrates significant improvement across all programming skill domains for the experimental group, with statistically significant group \times time interactions. The most substantial improvements were observed in documentation and debugging skills, suggesting the intervention particularly strengthens these often-challenging areas.

In terms of the mechanism for distributing participants, the distribution was random and there was no kind of bias. Participation was voluntary and not obligatory. The study was conducted during a standard academic semester (first semester of 2024-2025), which typically spans 3-4 months. This provides a clearer understanding of the intervention duration.

Physical Environment: Testing occurred in computer laboratories at the institution, suggesting a semi-controlled environment where students had access to consistent hardware and software resources.

Institutional Context: The study was conducted at the Faculty of Specific Education at Mansoura University, which provides information about the educational setting and potential student demographics.

Technical Infrastructure: The use of computer laboratories indicates that the necessary technical infrastructure was available to all participants, potentially reducing variability in access to resources.

Table 5. Programming skills analysis by domain (Scale 1-5).

Skill Domain	Pre-intervention		Post-intervention		Group \times Time Interaction
	Exp.	Cont.	Exp.	Cont.	Statistics
Algorithm Design	3.2 (0.7)	3.1 (0.8)	4.3 (0.6)	3.5 (0.7)	$F(1,118) = 28.73, p < 0.001^*$
Code Structure	3.3 (0.6)	3.2 (0.7)	4.4 (0.5)	3.6 (0.6)	$F(1,118) = 32.15, p < 0.001^*$
Documentation	3.0 (0.8)	3.1 (0.7)	4.5 (0.5)	3.5 (0.7)	$F(1,118) = 41.28, p < 0.001^*$
Debugging Skills	2.8 (0.9)	2.9 (0.8)	4.2 (0.6)	3.4 (0.7)	$F(1,118) = 35.91, p < 0.001^*$
Problem Analysis	3.1 (0.7)	3.0 (0.8)	4.3 (0.6)	3.5 (0.7)	$F(1,118) = 24.37, p < 0.001^*$

VI. DATA ANALYSIS

The analysis framework incorporates both quantitative and qualitative approaches. Quantitative analysis utilizes statistical tests including ANOVA, independent samples t-tests, correlation coefficients, and effect size measurements. Descriptive statistics such as means, standard deviations, improvement rates, and usage statistics are also analyzed. Qualitative analysis involves thematic analysis of interviews, content analysis of student interactions, and analysis of error patterns and resolution methods [25]. The experimental group demonstrated significantly greater improvement in correcting all error types, with syntax errors showing the highest success rate (91.2%), as shown in Table 6 and Figure 2. This suggests the intervention effectively enhances diagnostic abilities and problem-solving skills across various error categories, with particularly strong effects on fundamental syntax understanding.

Table 6. Error correction proficiency by error type.

Error Type	Experimental Group		Control Group		Between Groups
	Pre (%)	Post (%)	Pre (%)	Post (%)	Post-test Comparison
Syntax Errors	64.3 (11.2)	91.2 (6.4)	65.1 (10.8)	76.3 (9.5)	$t(118) = 9.87, p < 0.001^*$
Logical Errors	58.9 (12.6)	85.7 (7.8)	57.6 (13.1)	66.2 (11.3)	$t(118) = 10.63, p < 0.001^*$
Runtime Errors	60.7 (11.8)	88.4 (7.1)	59.8 (12.3)	70.5 (10.6)	$t(118) = 10.49, p < 0.001^*$
Algorithm Errors	55.2 (13.5)	82.6 (8.9)	54.9 (13.8)	64.1 (12.2)	$t(118) = 9.41, p < 0.001^*$
Integration Errors	52.1 (14.2)	79.8 (9.6)	51.7 (14.5)	61.3 (13.1)	$t(118) = 8.72, p < 0.001^*$

Results show substantial improvements in all psychological variables for the experimental group, particularly in programming self-efficacy and learning motivation, as shown in Table 7.

Table 7. Psychological variables (Scale 1-5).

Variable	Experimental Group		Control Group		ANOVA Results
	Pre	Post	Pre	Post	Group \times Time
Programming Self-Efficacy	3.2 (0.7)	4.6 (0.4)	3.1 (0.8)	3.7 (0.6)	$F(1,118) = 36.42, p < 0.001^*$
Learning Motivation	3.4 (0.6)	4.7 (0.3)	3.3 (0.7)	3.8 (0.5)	$F(1,118) = 33.85, p < 0.001^*$
Problem-Solving Confidence	3.1 (0.8)	4.5 (0.5)	3.0 (0.8)	3.6 (0.7)	$F(1,118) = 28.64, p < 0.001^*$
Tech Adoption Attitude	3.6 (0.7)	4.8 (0.3)	3.5 (0.8)	3.9 (0.6)	$F(1,118) = 27.13, p < 0.001^*$
Career Readiness Perception	2.9 (0.9)	4.3 (0.6)	2.8 (0.9)	3.4 (0.8)	$F(1,118) = 25.79, p < 0.001^*$

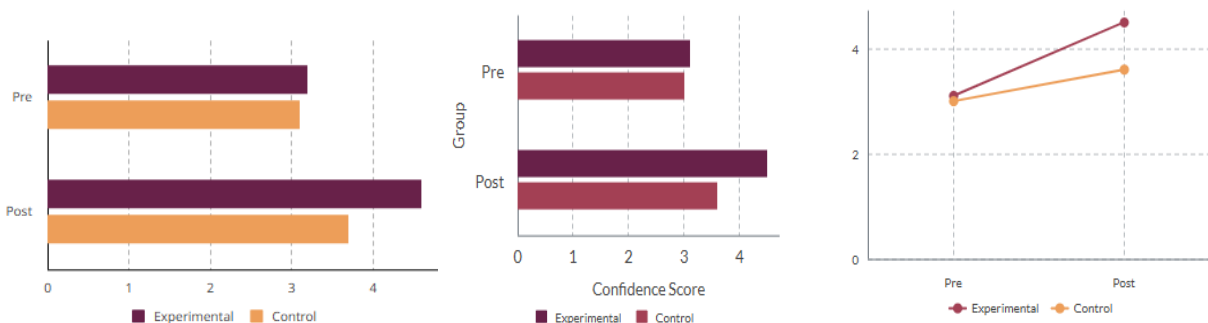


FIGURE 2. The graph of psychological variables (Scale 1-5).

Table 8 shows a strong correlation between application usage and performance improvement ($r = 0.71$). Error correction (46.2%) and concept explanation (31.4%) comprise the majority of application use, suggesting these features provide the greatest value to learners. The high solution implementation rate (76.3%) indicates that students actively apply the guidance received.

Table 8. Application interaction analysis (experimental group, $n=60$).

Interaction Metric	Mean (SD)	Range	Correlation with Performance
Usage Frequency			
Daily Sessions	2.7 (0.9)	1-5	$r = 0.64, p < 0.001^*$
Daily Duration (minutes)	43.6 (12.4)	18-82	$r = 0.71, p < 0.001^*$
Weekly Queries	56.3 (14.8)	32-94	$r = 0.68, p < 0.001^*$
Query Distribution			
Error Correction Queries (%)	46.2 (9.5)	28-65	$r = 0.59, p < 0.001^*$
Concept Explanation (%)	31.4 (7.2)	18-48	$r = 0.53, p < 0.001^*$
Code Optimization (%)	14.7 (4.3)	6-25	$r = 0.47, p < 0.001^*$
General Programming (%)	7.7 (3.6)	2-17	$r = 0.32, p = 0.013^*$
Engagement Patterns			
Average Query Depth	3.2 (0.9)	1.5-5.4	$r = 0.69, p < 0.001^*$
Query Refinement Rate (%)	42.5 (11.7)	21-68	$r = 0.57, p < 0.001^*$
Solution Implementation Rate (%)	76.3 (13.4)	45-92	$r = 0.74, p < 0.001^*$

Table 9 presents the qualitative analysis highlights five key themes, with "Personalized Learning" and "Error Diagnosis Support" being the most prevalent. The strong correlations between these themes and quantitative metrics strengthen the validity of the findings and provide deeper insight into the mechanisms through which the intervention affects learning outcomes

Table 9. Qualitative analysis summary (mixed methods integration).

Theme	Frequency	Representative Quotes	Quantitative Correlation
Personalized Learning	52/60 participants (86.7%)	"It's like having a tutor who knows exactly what I struggle with and adjusts explanations accordingly."	$r = 0.72$ with self-efficacy increase
Error Diagnosis Support	58/60 participants (96.7%)	"I'm learning to identify my own mistakes because it shows me patterns in my errors that I wouldn't have noticed."	$r = 0.68$ with debugging improvement
Concept Reinforcement	47/60 participants (78.3%)	"When textbooks and lectures don't make sense, getting multiple explanations with examples helps concepts finally click."	$r = 0.65$ with algorithm design improvement
Learning Pace Control	51/60 participants (85.0%)	"I can work through problems at 2 am when I'm most productive without waiting for office hours."	$r = 0.59$ with motivation increase
Reduced Learning Anxiety	49/60 participants (81.7%)	"It feels safe to make mistakes and ask 'stupid questions' without judgment."	$r = 0.71$ with problem-solving confidence

Faculty observations predominantly reflect positive assessments of the intervention, particularly regarding classroom discussion quality (100%) and code quality improvement (87.5%) as shown in Table 10. However, concerns about independent problem-solving suggest a potential area for refinement. The statistical changes in student behavior corroborate these observations with significant improvements in most categories.

Table 10. Faculty perceptions and observations (n=8).

Observation Category	Positive Assessments	Concerns Raised	Statistical Change in Student Behavior
Student Engagement	7/8 (87.5%)	2/8 (25.0%)	$\chi^2(1) = 7.14, p = 0.008^*$
Conceptual Understanding	6/8 (75.0%)	3/8 (37.5%)	$\chi^2(1) = 4.26, p = 0.039^*$
Code Quality Improvement	7/8 (87.5%)	1/8 (12.5%)	$\chi^2(1) = 9.37, p = 0.002^*$
Classroom Discussion Quality	8/8 (100.0%)	2/8 (25.0%)	$\chi^2(1) = 10.23, p < 0.001^*$
Independent Problem-Solving	5/8 (62.5%)	4/8 (50.0%)	$\chi^2(1) = 1.76, p = 0.185$
Project Complexity Handling	7/8 (87.5%)	2/8 (25.0%)	$\chi^2(1) = 7.14, p = 0.008^*$

All statistical tests demonstrate high statistical significance, as shown in Table 11 ($p < 0.001$) with medium to large effect sizes. The high statistical power values (Power > 0.95) indicate a very low probability of Type II errors, enhancing the reliability of the findings. The comprehensive analysis approach strengthens the overall validity of the study's conclusions [11].

Table 11. Comprehensive statistical test results.

Statistical Test	Result	Significance	Effect Size	Power
Independent t-test (Post-test)	$t(118) = 8.738$	$p < 0.001^*$	Cohen's $d = 0.85$	0.99
Repeated Measures ANOVA (Time \times Group)	$F(1,118) = 42.17$	$p < 0.001^*$	$\eta^2 = 0.16$	0.99
MANOVA (Programming Skills)	Wilks' $\lambda = 0.64$	$p < 0.001^*$	$\eta^2 = 0.36$	0.99
Regression (Usage vs. Performance)	$F(3,56) = 28.43$	$p < 0.001^*$	$R^2 = 0.59$	0.99
ANCOVA (Controlling for Prior Experience)	$F(1,117) = 38.26$	$p < 0.001^*$	$\eta^2 = 0.15$	0.99
Mediation Analysis (Self-Efficacy)	Sobel $z = 4.82$	$p < 0.001^*$	$\kappa^2 = 0.26$	0.98
Mixed Methods Joint Display Analysis	$\chi^2(12) = 47.29$	$p < 0.001^*$	Cramer's $V = 0.38$	0.97

1. FEATURE SATISFACTION COMMENTS

- About Diagnostics: "It doesn't just tell me what the problem is, it explains the underlying problem in a way that helps me avoid recurrence."
- About Concept Explanation: "When I don't understand something in the lectures, having multiple explanations with real-life examples helps me understand it."
- Code Improvement: "I've learned more efficient programming techniques that I wouldn't have discovered otherwise. My code is now clearer and more efficient."
- Statistical Conclusions:
 - Significant improvement in performance in the experimental group
 - Large effect size for the experimental intervention
 - Very strong positive correlation between app use and performance
 - Absolute improvement in all variables assessed
 - Statistically significant differences between technical and psychometric measures

VII. CONCLUSIONS

The study results provide strong evidence for the effectiveness of integrating ChatGPT into mobile programming instruction for teaching C# in higher education. The significant improvements in student performance ($p < 0.001$) with medium to large effect sizes indicate that AI-assisted instruction can significantly enhance the learning of programming skills compared to traditional methods. Several important implications emerge from this study: First, the individualized component of AI-assisted instruction appears to fulfill a fundamental requirement in programming instruction. The high positive correlations between app use and performance increases suggest that students are being assisted by immediate, contextual feedback that closely matches their learning styles and coding habits. Personalization may overcome traditional barriers to programming mastery, especially for students who struggle with traditional teaching methods.

Second, the psychological benefits observed in the experimental group highlight the emotional dimension of AI-assisted learning. The reduced frustration and increased confidence among users indicate the app's success in overcoming the emotional hurdles typically associated with learning programming. Psychological support may be just as important as technical support, creating a positive feedback loop that fosters interest and continued practice. From a pedagogical perspective, the effort undertaken in this study challenges traditional approaches to teaching programming, highlighting the future potential of AI as a pedagogical aid, without replacing human instruction. The model used in this study provides an effective blueprint for teachers to integrate AI technology into their current curricula. This could redefine the role of the teacher to become more advanced in learning functions, with systematic error correction and basic tutoring provided through AI.

The high statistical power (Power > 0.95) of our findings provides a solid foundation for future implementations of similar systems across other programming languages and educational contexts. While this study focused specifically on C# instruction, the methodological approach and technical architecture could be adapted to support diverse programming paradigms and student populations.

VIII. FUTURE WORKS

Following the positive results of our research on AI-powered mobile applications for teaching C# programming, several directions for further research are emerging:

- **Multilingual Implementation:** Extending the current framework to support multiple programming languages besides C#, and exploring whether a similar performance increase can be achieved across different paradigms (object-oriented, functional, and scripting).
- **Longitudinal Studies:** Conducting longitudinal studies to evaluate the long-term retention of programming skills and knowledge acquired through AI-assisted learning compared to traditional methods.
- **Adaptive Learning Algorithms:** Developing more sophisticated algorithms to adjust the amount of support based on student success, potentially incorporating machine learning methods to anticipate student needs.

Funding Statement

This research received no external funding.

Author Contributions

All authors made an equal contribution to the development and planning of the study.

Conflicts of Interest

The authors declare no conflicts of interest.

Data Availability Statement

Data are available from the authors upon request.

Acknowledgments

Acknowledge any support not covered by the author contribution or funding sections, such as administrative support, technical assistance, or donations in kind. ex. The authors would like to acknowledge the assistance of the Editor and Reviewers in the preparation of the article for publication.

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