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Factors Affecting the Acceptance of ChatGPT: A Study of Malaysian University Students

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Abstract

Education stakeholders face both opportunities and challenges because of the emergence and advancement of technologies like artificial intelligence (AI). The use of AI in higher education has brought about new advantages, disadvantages, and pressure. One example of this is OpenAI's chat generative pre-trained transformer (ChatGPT). Reports on how students view and plan to use ChatGPT are very rare. Considering these, the study investigated how students intended to use ChatGPT during their time in higher education. A survey of 400 questionnaires was distributed to university students in the Klang Valley area of Malaysia. A two-stage structural equation modelling (SEM) was used to determine the hypotheses of the study. The results revealed that perceived trust (PT), performance expectancy (PE), effort expectancy (EE), and social influence (SI) have a significant impact on the intention to use ChatGPT. In addition, the intention to use ChatGPT and facilitating conditions (FCs) have a significant impact on the acceptance of ChatGPT (ACC). The findings further

revealed that intention fully mediates between PT and the ACC, while the findings showed no mediation effect of intention between FC and the ACC. However, this result will be beneficial for academicians, scholars, marketers, and all the stakeholders involved in the industry. © 2025 by Moussa Barry and Ahasanul Haque. All rights reserved.

Author keywords

Acceptance; Artificial intelligence; ChatGPT; Malaysia; Perceived trust; UTAUT

Indexed keywords

Engineering controlled terms

Economic and social effects; Education computing; Engineering education; Students

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