

Examining the Factors Influencing Students' Intention to Use ChatGPT for Academic Learning

Snježana Babić

Juraj Dobrila University of Pula, Faculty of Informatics, Croatia

Abstract

Generative artificial intelligence (AI), such as ChatGPT, enables interactive natural language conversations by tailoring responses to users' specific needs and questions in real time, providing on-demand support. Based on research conducted among 100 university students in Croatia, this study analyzes factors influencing students' intention to continue using ChatGPT as a virtual assistant for academic learning. Results indicate that factors such as output quality, job relevance, social norms, computer anxiety, perceived ease of use, perceived usefulness, hedonic motivation, and trust are associated with the intention to use ChatGPT for academic learning. Additionally, the study reveals that students' intention to use ChatGPT varies not only between users and non-users but also among users, depending on the intensity of their use of the tool in academic learning. Our findings may prompt the development of strategies for implementing generative AI in educational environments and foster further research in the field of adoption and acceptance of generative artificial intelligence in higher education.

Keywords: Acceptance; Artificial Intelligence; Computer Anxiety; Hedonic Motivation; Trust.