The effects of awareness and trust on students' willingness to use ChatGPT: an integrated TAM-ECM model

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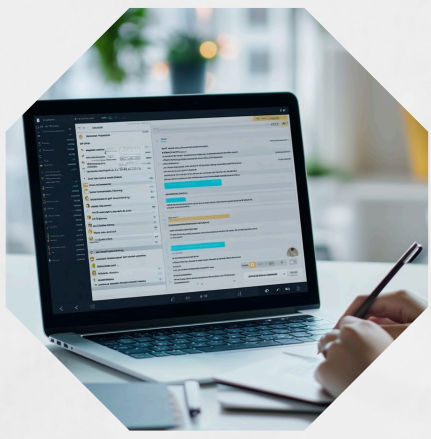
ChatGPT

Although the use of ChatGPT in the educational field has spread rapidly in universities, there is little information on factors affecting students' intentions toward using ChatGPT to support their learning.



Objectives

This study bridges the gap by integrating the extended Technology Acceptance Model (TAM) (including awareness and trust) with Expectation Confirmation Model (ECM) constructs, namely confirmation and satisfaction.

Model

This proposed model provides an in-depth understanding of students' willingness to use ChatGPT. Data was collected from 322 university students and analyzed using a second-generation analysis technique, Structural Equation Modeling (SEM) using AMOS.

Results

The results revealed that awareness significantly positively affected students' perceived usefulness (PU) and perceived ease of use (PEU). Furthermore, trust had a significant positive effect on PU, but an insignificant effect on PEU.

Satisfaction

In addition, PU, PEU, and confirmation significantly positively affected students' satisfaction, affecting their behavioral intention toward using ChatGPT for their learning. Furthermore, PU and PEU significantly positively affected students' behavior intention toward using ChatGPT.

Recommendations

This study offers recommendations to developers of ChatGPT, policymakers, and educational institutes by understanding the influential factors on students' willingness to use ChatGPT. This study assists ChatGPT developers and designers by offering insight regarding designing and improving the user's secure and friendly system, which may enhance the use of ChatGPT among students.

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