Factors Influencing the University Students' Acceptance of ChatGPT in English Academic Writing

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ABSTRACT

ChatGPT is a renowned AI writing tool that offers students various advantages, including personalised assistance, instant responses, and comprehensive feedback. While ChatGPT has demonstrated great acceptance among university students, little research has been conducted on factors influencing their acceptance of this tool. Therefore, this study aimed to investigate factors influencing university students' acceptance of ChatGPT in English academic writing in Malaysia and those that influenced students' behavioural intention most. This study adopted the Unified Theory of Acceptance and Use of Technology (UTAUT) to discover whether university students' acceptance of ChatGPT was influenced by performance expectancy, effort expectancy, social influence, and facilitating conditions. This research employed a quantitative approach with a cross-sectional survey design. A 22-question survey was distributed online to students studying at one public university in Malaysia, and a total of 297 completed responses were finally collected. Pearson's correlation tests, a stepwise multiple regression, and a simple linear regression were used to analyse the data. The findings revealed that social influence, effort expectancy, and performance expectancy influenced university students' acceptance of ChatGPT in their English academic writing but not facilitating conditions. In addition, social influence was found to be the most influencing factor on the students' behavioural intention to use ChatGPT, and students' behavioural intention had a moderate predictive effect on the actual use of ChatGPT. These findings offer valuable insights on the role of these factors in influencing the students' readiness and openness in accepting ChatGPT in their English academic writing.

Keywords: ChatGPT, UTAUT, Technology Acceptance, Academic Writing, University Students

INTRODUCTION

AI advancements have significantly changed English academic writing practices, especially for university students. Academic writing is a formal writing style used for coursework and research, but studies show nearly 70% of students still struggle with it (Li & Zeng, 2019). Academic writing is complex, as it requires strong language skills, critical thinking, and technical ability. Chui (2023) emphasised the importance of properly using sources through quoting, summarising, and paraphrasing, where students must rewrite information in their own words. Other studies point out additional challenges, such as strict rules for language, content, structure, style, formatting, citations, and avoiding plagiarism (Fitria et al., 2022; Klimova, 2013; Pratama, 2020). Due to these demanding requirements, many students are using AI writing tools like Grammarly, QuillBot, and Automatic Paraphrasing Tools to help them in this matter (Amanda et al., 2023; Barrot, 2020; Fitria, 2021; Alammar et al., 2023). Thus, ChatGPT has emerged as a powerful tool for academic writing, as it offers students more than just grammar checks, as it also provides deeper language analysis and improvements (Adiguzel et al., 2023).

The relevance of ChatGPT integration in university students' academic writing practices cannot be ignored. In this modern age, students come from diverse backgrounds, have different learning styles, and face unique educational challenges, which make the traditional teaching method less effective. ChatGPT stands out because it offers personalised tutoring, where it adapts content and interactions to meet individual needs. This feature is especially helpful in large classes or online settings, where students may lack one-on-one teacher support and struggle to stay focused. This makes it a pivotal tool for helping students overcome academic writing challenges and supporting their emotional well-being (Ali et al., 2023). Unlike other AI tools with limited functions, ChatGPT provides a deeper understanding of language. It can hold conversations (Bonsu & Baffour-Koduah, 2023), answer complex questions (Shaikh et al., 2023), and give context-aware explanations (Chauke et al., 2024). Additionally, ChatGPT also supports vocabulary expansion, grammar correction, topic generation, essay writing, and content editing, which outperforms other AI tools (Ali et al., 2023; Chui, 2023; Abd Rahim et al., 2023). With its ability to provide instant feedback and tailored guidance, ChatGPT is a valuable resource for students, especially in English academic writing. Its interactive nature also allows students to practice real-time conversations and stay motivated in their writing journey.

Despite its strengths, ChatGPT has limitations. It struggles to develop students' critical thinking and problem-solving skills (Adiguzel et al., 2023). It is worth noting that these skills are closely linked to over-reliance on AI tools. A survey by Qawqzeh (2024) found that 24.27% of students saw no improvement in their critical thinking, and 23.30% reported no significant progress in problem-solving after using ChatGPT for language learning. Students who depend too much on ChatGPT often use it for answers without fully understanding the content. This, in turn, limits their ability to think critically and solve problems effectively (Hasanein & Sobaih, 2023). University students were also found to frequently fall short in punctuation, capitalisation, grammatical and spelling errors, word choices, and sentence organisation (Bonsu & Baffour-Koduah, 2023; Firat, 2023; Iftanti et al., 2023). Additionally, students also face trouble with drafting their writing content, especially when conceptualising ideas, identifying problem statements, and rephrasing complex sentences (Chauke et al., 2024). Furthermore, studies also highlight concerns about ChatGPT in academic writing, such as inaccurate information (Maakip et al., 2023), lack of proper citation (Abas et al., 2023), and risk of academic dishonesty (Iftanti et al., 2023). Even though ChatGPT is a helpful tool for language learning and academic writing, students should understand its strengths, weaknesses, and potential risks.

All the studies above examined the benefits and limitations of ChatGPT in academic writing; however, studies on the students' acceptance of ChatGPT in writing academically are still limited. Therefore, the objectives of this study are:

1. to examine the factors that influence the acceptance of ChatGPT in English academic writing among Malaysian university students

2. to determine the factor that most influences the acceptance of ChatGPT in English academic writing among Malaysian university students

3. to analyse the predictive effect of behavioural intention on students' actual use of ChatGPT in English academic writing

LITERATURE REVIEW

The Unified Theory of Acceptance and Use of Technology Model

This study employs the Unified Theory of Acceptance and Use of Technology (UTAUT) model formulated by Venkatesh et al. (2003), which provides a distinct framework to understand the acceptance of new technologies. Figure 1 shows the UTAUT model and its four main factors: performance expectancy, effort expectancy, social influence, and facilitating conditions. These factors influence individuals' behavioural intention to use and actual use of technology (Lai et al., 2024; Venkatesh et al., 2003).

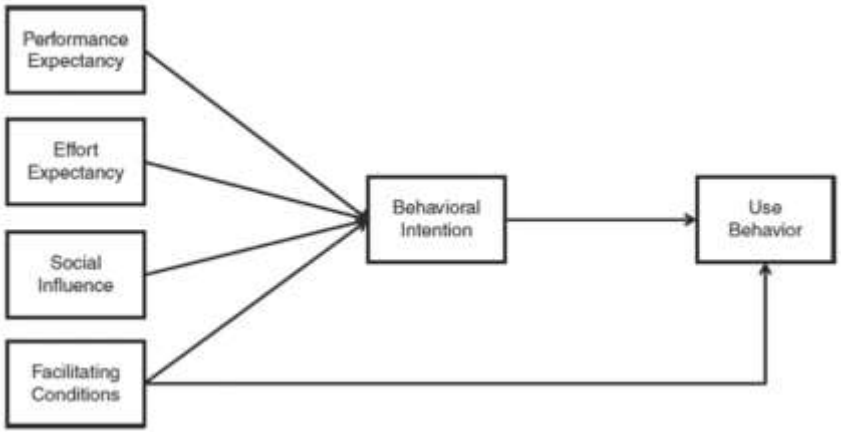

Figure 1 The UTAUT model

Performance Expectancy

Performance expectancy refers to "the degree to which an individual believes that using the system will help him or her to attain gains in job performance" (Venkatesh et al., 2003, p. 447). Xu and Thien (2024) further define this concept as students' judgement of the utility and efficacy of utilising technology, specifically ChatGPT, for English language learning. These two definitions emphasise that if students think a technology will improve their job performance and are confident in their ability to use it effectively, it may affect their decisions to use the technology. In this study, if university students perceive ChatGPT as useful in improving their writing performance and strongly believe that they can use it effectively, they are likely to develop a strong intention to use it for their English academic writing.

Effort Expectancy

Venkatesh et al. (2003) define effort expectancy as the user's perceived ease when using the technology. Meanwhile, Xu and Thien (2024) refined the definition into students' judgements of how simple and easy it is to utilise ChatGPT in English language learning. These definitions highlight that if a technology is perceived as easy to use and doesn't require much effort, students will likely use it. In this study, when university students perceive ChatGPT as easy to navigate and require less effort in helping them write, they are more likely to integrate it into their English academic writing.

Social Influence

Social influence refers to "the degree to which an individual perceives that important others believe he or she should use the new system" (Venkatesh et al., 2003, p. 451). Lai et al. (2024) further refine the "important others" (p. 5) as classmates, friends, and lecturers. They highlight that if those significant others agree and encourage students to use ChatGPT in their learning, the more likely the students are to leverage it. Similarly, this study also uses the same significant others to determine the social influence on university students' acceptance of ChatGPT. If university students believe that their "important others" (classmates, friends, and lecturers) think they should use ChatGPT for their English academic writing, they are more likely to adopt it.

Facilitating Conditions

The final UTAUT concept is facilitating conditions, which measure to what extent people believe that the right organisational and technical infrastructure is in place to support the use of technology, and in this case, ChatGPT (Strzelecki, 2024; Venkatesh et al., 2003). Furthermore, Menon and Shilpa (2023) include internet-connected computers, mobile devices, a steady internet connection, and the availability of technical support to troubleshoot ChatGPT issues as part of the resource support and technical infrastructure.

Additionally, Venkatesh et al. (2003) and Strzelecki (2024) state that performance expectancy, effort expectancy, and social influence directly affect one's behavioural intention to use technology, whereas

behavioural intention and facilitating conditions determine actual use behaviour (AU). This highlights that if individuals believe the technology is beneficial, easy to use, and encouraged by others, they will be more likely to intend to use it. Meanwhile, even if someone intends to use the technology, they will only use it if the necessary conditions and support are in place. Moreover, the UTAUT is also context-sensitive because it uses social influence and facilitating conditions to help describe situational variables that go beyond the individuals' performance expectancy and effort expectancy constructs (Strzelecki, 2024). Therefore, the factors influencing technology adoption can vary depending on the specific situation or environment, which is beyond just individual beliefs about technology's performance and effort.

The Use of ChatGPT as a Writing Tool in English Academic Writing

ChatGPT in education is regarded as a "valuable resource for students and professionals" (Adiguzel et al., 2023, p. 3). ChatGPT can take part in conversation, offer quick feedback, and give suggestions that go beyond simple language correction. These abilities are more advantageous to students, unlike most AI writing tools that only check and correct grammar and spelling mistakes. Moreover, ChatGPT also provides guidance to students across a wide range of language options and inspires confidence in their writing abilities (Barrot, 2023; Firat, 2023; Guo et al., 2022). Its ability to generate human-like passages and alter written conversations according to users' preferred length, format, style, level of detail, and language is the reason why it has been a renowned AI tool (Ali et al., 2023). Teacharungroj's (2023) study of early Twitter reactions showed that ChatGPT was widely used for academic writing. He found that university students often used ChatGPT for tasks like completing assignments, take-home assessments, and articles. This versatility makes ChatGPT a helpful tool for students who find academic writing challenging.

Previous scholars highlight the growing interest in ChatGPT's benefits and challenges in education. Beyond improving language skills, ChatGPT personalises students' learning, boosts motivation, and supports their academic writing. Maakip et al. (2023) emphasise its ability to adapt to students' skill levels, acting like a personal tutor. Some noted that it also offers advice, guidance, and instant feedback to refine students' writing (Bonsu & Baffour-Koduah, 2023). Additionally, ChatGPT can also simplify complex sentences and explain the changes made, which make the writing clearer and more concise (Chui, 2023). These features streamline students' writing processes, foster independence, and address individual needs. For undergraduates, ChatGPT enhances academic writing and aids language learning (Bonsu & Baffour-Koduah, 2023; Barrot, 2023). A Malaysian study by Abd Rahim et al. (2023) found that ChatGPT improved students' writing through personalised feedback, wide vocabulary suggestions, and grammar corrections. Moreover, Ali et al. (2023) also discovered that Saudi undergraduates became more motivated to read and write in English by using ChatGPT for it helped them to expand and improve their grammar and vocabulary acquisition, as well as increase their intrinsic, extrinsic, and autonomous motivation through one-on-one guidance.

Meanwhile, ChatGPT also provides students with advanced writing assistance that goes beyond language and grammar correction, particularly in the areas of comprehensive research writing and more advanced language support. A survey of Ghanaian university students' perceptions and intentions to use ChatGPT in higher education found that 69% of the respondents engaged with ChatGPT frequently (Bonsu & Baffour-Koduah, 2023). The underlying reason is that students often engage in higher effort and challenging writing skills, which necessitates their heavy interaction with ChatGPT (Shaikh et al., 2023; Zou & Huang, 2023). For example, Chauke et al. (2024) used thematic analysis to show how ChatGPT was accepted in research writing among students in South Africa. Their research showed that students greatly valued ChatGPT as a tool to assist in rectifying their research topics, which was an essential skill for graduate-level coursework. According to Van Dis et al. (2023), ChatGPT also satisfied students by making it easier for them to accumulate accurate information from previous studies for research writing. Furthermore, ChatGPT was also an ingenious application that supported students with various language aspects that were useful for their writing. Some of them were pragmatics, semantics, coherence, cohesion, conventions, language style, format, and syntax (Barrot, 2023). Also, it could generate topics and drafts, revise the content of texts, proofread, and assist students in post-writing reflection when they were asked to do so (Chui, 2023). Taken together, these results underscore the congruity of ChatGPT as a writing tool that can help students write better in higher education.

Nevertheless, worries about ChatGPT's data security and privacy, as well as its inaccurate and untrustworthy responses, have also been raised in students' academic writing. ChatGPT often collects students' prompts in its database, which may include their personal information like personal, financial, and medical information (Abas et al., 2023; Lund & Wang, 2023). This incompetence elevates the concern that the data may be sold for commercial purposes or leaked to unauthorised parties. Moreover, there is also a possibility that ChatGPT can provide false and inaccurate information (Maakip et al., 2023). This inaccuracy could seriously harm students' content and academic integrity. These reasons emphasise that ChatGPT should only be used to find key ideas or general information instead of detailed explanations. Above all, there is also an alarming concern about students' dependency on ChatGPT for academic writing. Adiguzel et al. (2023) mention that students' overreliance on this tool could impair their critical thinking skills and reduce the role of teachers in higher education. Even though AI tools are beneficial, relying heavily on them can restrict students' writing proficiency and honesty (Iftanti et al., 2023).

The UTAUT Model and Factors Influencing Acceptance of ChatGPT

UTAUT has also been widely evaluated in literature, demonstrating strong resilience in its ability to explicate factors influencing technology adoption across a range of user groups, contexts, products, and geographical areas (Camilleri, 2024; Lai et al., 2024; Menon & Shilpa, 2023; Rehman & Ibrahim, 2023; Xu & Thien, 2024). For instance, Camilleri (2024) investigated a specialized IT acceptance model for ChatGPT, lamenting that perceived AI interactivity directly drives behavioural intention, while its source trustworthiness is essential to improving performance expectancy. Meanwhile, Lai et al. (2024) extended the UTAUT framework to examine the psychological complexities of AI adoption among 438 students from different Hong Kong universities, revealing that while student trust and perceived usefulness encouraged adoption, heightened perceived risks concerning academic dishonesty and data privacy function as main obstacles. They also discovered that social influence did not significantly affect students' behavioural intention to use ChatGPT as an assessment tool. This suggests that, even though students think ChatGPT is simple to use and can improve their assessment results, peer or instructor opinions have no bearing on their decisions to use this tool. However, Buraimoh et al. (2022), Strzelecki and El-Arabawy (2023), and Tahir et al. (2023) refuted this finding, as they found that social influence did affect students' use of ChatGPT in higher education. Peers and educators, especially those who had positive interactions with ChatGPT, were likely to influence university students to use ChatGPT in higher education.

In addition, Xu and Thien (2024) employed the UTAUT and a cross-sectional survey with 432 Chinese undergraduates to determine factors influencing their intention to use ChatGPT for English learning. Their findings revealed that performance expectancy, effort expectancy, hedonic motivation, and habit significantly influenced behavioural intentions. Meanwhile, Rehman and Ibrahim (2023) combined the UTAUT and Status Quo Bias (SQB) frameworks to lay the groundwork for the integration of ChatGPT among educators and academics. Their findings indicated that while positive facilitators like effort expectancy, autonomous motivation, and perceived student engagement led to adoption intentions, distinct friction points such as anxieties surrounding unfair student evaluations, student overreliance, and inherent AI bias or inaccuracies induced severe resistance and negatively affected willingness to adopt ChatGPT. Lastly, Menon and Shilpa (2023) conducted a study on factors influencing users' intention to use ChatGPT among 32 Indian participants. Their qualitative data illustrated that the traditional core UTAUT factors, when combined with the extended dimensions of perceived interactivity and privacy concerns, did explain user engagement patterns. Overall, the UTAUT model has established a strong and influential position to guide the researchers in investigating factors influencing university students' acceptance of ChatGPT in English academic writing.

METHODOLOGY

Research Design and Approach

This study was a quantitative research design that employed a cross-sectional survey approach to gather information. According to Abuhamda et al. (2021), quantitative research produces and uses quantifiable statistical data, which reduces the researchers' time and effort in evaluating the results and explaining the outcome of their study to a great extent. Meanwhile, a cross-sectional survey is a type of observational study

that observes and analyses data from a group of the population at a specific time to provide a viewpoint on what is transpiring within that group (Mohajan, 2020). Furthermore, he adds that a cross-sectional survey is also inexpensive, faster to conduct, and has the potential to reduce risk factors and personal bias.

Settings, Sample, and Sampling Techniques

The sample involved students who enrolled in language programmes at one public university. Mah et al. (2017), in their systematic review research, revealed that students who enrolled in language courses were the most exposed to various writing problems due to the high demand of their academic needs. Some of the problems were structuring well-developed essays, developing coherent arguments, and adhering to academic conventions. Due to these complex problems, many language students were seeking help from AI tools in completing their academic tasks (Bonsu & Baffour-Koduah, 2023; Madhavi et al., 2023). The sample size for this study was determined using the Raosoft online sample size calculator. According to Memon et al. (2020), the Raosoft sample size calculator is widely used by researchers in applied social science research due to its ease of use. The calculation was based on a population size of 1,200, with a 95% confidence interval and ±6% margin of error. According to Nagel (2024), the acceptable margin of error falls between 4% and 8% at the 95% confidence level. Thus, this study managed to collect 297 completed responses, which were more than the expected 212 responses. Furthermore, this study also employed a random sampling technique to select the respondents. Simple random sampling is a sampling technique that allows individuals in a population to have an equal chance of being chosen and mitigates biases (Wang & Cheng, 2020). Students' participation was voluntary, and their responses were kept confidential.

Instrument

This study used an online questionnaire, namely a Google Form, as the research instrument. The survey was divided into seven main sections. Section A included three multiple-choice questions (MCQs) about academic levels, courses, and ChatGPT's past user experience. Meanwhile, Section B to Section G contained 22 questions that were adapted from the UTAUT scale by Strzelecki and El-Arabawy (2023) to ascertain the factors influencing university students' acceptance of ChatGPT in English academic writing. Section B focused on the performance expectancy factor with four questions, followed by Section C on the effort expectancy factor, also with four questions. Section D covered the social influence factor with three questions, while Section E addressed the facilitating conditions factor with four questions. Section F focused on behavioural intention with three questions, and finally, Section G dealt with actual use with four questions. Mohajan (2020) highlighted that using a closed-ended questionnaire is common for quantitative research as it helps researchers increase the likelihood of obtaining favourable results. Following his recommendation, a closed-ended questionnaire with a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) was also used to ensure clear and measurable responses and achieve the objectives in this study. The coefficient value for this instrument was α=0.939. The acceptable level of Cronbach's alpha consistency is $0.7 \leq \alpha < 0.9$, where $\alpha \geq 0.9$ is considered high consistency (Surucu & Maslakci, 2020). Hence, it is confirmed that this instrument for the present study had high internal consistency and reliability within the scale.

Data Collection Procedures

Approximately a month before data collection, the validated questionnaire went through the mandatory review process by the Research Ethics Committee (REC) of UiTM. This review process was to protect the respondents' rights, dignity, and data confidentiality. After gaining approval, an online survey using Google Forms was then distributed over three months. This timeframe was chosen to ensure high participation from the respondents and achieve the targeted sample size. The survey was shared with an open-call invitation via social media platforms, such as WhatsApp and Instagram, as well as on students' UiTM official email to all students in language programmes. Respondents who accessed the survey would receive an alert not to respond more than once, information about the purposes and objectives of the study, and voluntary withdrawal at any time. Furthermore, all respondents were guaranteed anonymity throughout the process. Finally, the completed responses were collected and tabulated in Google Sheets for data analysis.

Data Analysis

Data analysis is a systematic process that makes use of statistical or logical instruments to evaluate the data under investigation (Ali & Bhaskar, 2018). The researchers applied inferential statistics via Statistical Package for the Social Sciences (SPSS) software version 29 to analyse the collected data. A series of Pearson's correlation tests were run to elucidate the findings on factors influencing the university students' perceptions towards their acceptance of ChatGPT in English academic writing. Meanwhile, a stepwise multiple regression analysis was utilised to examine the most influencing factor on students' behavioural intention, and a linear regression was employed to examine the predictive effect of behavioural intention on actual use of ChatGPT in English academic writing. The significance level for the inferential statistics was set at 0.01.

FINDINGS AND DISCUSSIONS

RO1: Factors Influencing the Acceptance of ChatGPT in English Academic Writing among Malaysian University Students

In this section, the researchers conducted a series of Pearson's correlation analyses to determine the relationship between performance expectancy, effort expectancy, social influence, facilitating conditions, and behavioural intention in order to examine the influence of the factors on students' acceptance of ChatGPT for English academic writing. The strength of the relationship used in the present study would follow the correlation coefficient guide by Mukaka (2012) as shown in Table 1 below.

Table 1 Range of mean values and interpretations for students' levels of acceptance

Range of r values	**Interpretation**
Below +-0.5	Low
+-0.5-+-0.7	Moderate
0.7 and above	High

Table 2 shows the relationship between all four UTAUT factors and the behavioural intention to use ChatGPT. A significant moderate positive relationship was observed between social influence and behavioural intention ($r=0.638$, $p<0.05$). This finding indicates that students have a high intention to integrate ChatGPT in writing academically when they see their peers, friends, and family members adopt it too. According to Buraimoh et al. (2022), Strzelecki and El-Arabawy (2023), and Tahir et al. (2023), students heavily rely on their social circles in shaping their behaviour for guidance in using ChatGPT. Similarly, a significant moderate positive relationship was also discovered between effort expectancy and behavioural intention ($r=0.596$, $p<0.05$). This demonstrates that when technology is perceived as highly user-friendly, intuitive, and easy to navigate, requiring minimal mental or physical effort, students have greater intention in using it. Strzelecki (2025) explains that the heightened intention is largely driven by the natural language chat interface, which eliminates the linguistic and technical difficulties found in other academic software. Meanwhile, the finding revealed a significant weak positive relationship between performance expectancy and behavioural intention ($r=0.221$, $p<0.05$). This shows that although students acknowledge the capacity of ChatGPT in assisting their work and improving their productivity, they are still cautious about using ChatGPT. This balanced mindset is aligned with research by Pratama and Setiawan (2025), who discovered that student expectations remained low because they worried about AI-generated inaccurate facts and plagiarism penalties. Finally, facilitating conditions did not significantly influence the behavioural intention ($r=0.102$, $p>0.05$), which means that although they have available resources, such as structural support and technical infrastructure to use technology effectively, they are still not keen on using ChatGPT in their academic writing. In explaining this phenomenon, Regaro (2026) and Zou and Huang (2023) argue that while students use ChatGPT in academic writing to brainstorm ideas and check their grammar, they do not totally depend on ChatGPT, as they still value their academic integrity, especially when university policies remain vague.

Table 2 The Relationship between UTAUT Factors and Behavioural Intention

4 Factors of UTAUT	**Behavioural Intention**	
	r value	p-value
Social Influence	0.638	p<0.01
Effort Expectancy	0.596	p<0.01
Performance Expectancy	0.221	p<0.01
. Facilitating Conditions	0.102	p>0.05

RO2: The Factor Most Influencing the Acceptance of ChatGPT in English Academic Writing among Malaysian University Students

A stepwise multiple regression was conducted to examine the factors most influencing the acceptance of ChatGPT in English academic writing in terms of behavioural intention among Malaysian university students.

Behavioural Intention

Table 3 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638[a]	.408	.405	.69664
a. Predictors: (Constant), Social Influence				

Table 4 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	88.513	1	88.513	182.388	<.001[b]
	Residual	128.605	265	.485		
	Total	217.119	266			
a. Dependent Variable: Behavioural Intention to Use						
b. Predictors: (Constant), Social Influence						

Table 5 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.141	.155		7.373	<.001

	Social Influence	.629	.047	.638	13.505	<.001
a. Dependent Variable: Behavioural Intention to Use						

Table 3 provides the *R* and R^2 values. The *R* value represents the simple correlation and is 0.638, which indicates a moderate degree of correlation. The R^2 value indicates how much of the total variation in the dependent variable, the behavioural intention to use ChatGPT, can be explained by the independent variable, social influence, which is 40.8%. At step 1 of the analysis, social influence entered the regression equation and was significantly related to behavioural intention, $F(1, 265) = 182.388$, $p < 0.01$ as shown in Table 4. Therefore, a regression model can be drawn up to predict behavioural intention by using the coefficients in Table 5 as follows:

Predicted Behavioural Intention = 1.141 + .629 (Social Influence)

Thus, social influence was found to influence the behavioural intention the most, as the model presents a regression coefficient of .629 related to behavioural intention. A unit increase in social influence is associated with a .629 unit increase in behavioural intention.

Table 6 Excluded Variables[a]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Performance Expectancy	.352[b]	6.727	<.001	.383	.700
	Effort Expectancy	.068[b]	1.407	.161	.086	.940
a. Dependent Variable: Behavioural Intention to Use						
b. Predictors in the Model: (Constant), Social Influence						

At step 2 of the stepwise sequence, Table 6 shows that effort expectancy had a weak and non-significant partial correlation with the behavioural intention to use ChatGPT (β_{in}= .068, t = 1.407, p > .161, Partial r = .086). In contrast, performance expectancy demonstrated a significant relationship with behavioural intention to use and a partial correlation (Partial r = .383). Although the result was significant, performance expectancy was excluded from the final predictive model. Collinearity statistics also revealed a tolerance value of .700 for performance expectancy, indicating that 30% of its variance (1 - .700) is shared with social influence. This shared variance suggests that the predictive weight of performance expectancy was partially absorbed or masked by the early entry of social influence into the stepwise model (Venkatesh et al., 2003). This means that Malaysian university students perceived the performance expectancy of ChatGPT to be socially constructed, as it is well-documented that peer recommendations and social norms directly shape an individual's cognitive perceptions towards the benefits and performance of technological tools and capabilities (Gursoy et al., 2019; Venkatesh & Davis, 2000). Since social influence captures a 30% shared variance, it entered the model first, statistically reducing the independent contribution of performance expectancy in a stepwise process. Therefore, while social influence mathematically dominates the final model, performance expectancy remains a highly relevant factor that influences behavioural intention to use ChatGPT in English academic writing.

Ultimately, the final model showed that social influence was the only variable included in the predictive model, mostly influencing students' behavioural intention to use ChatGPT. This finding aligns with Buraimoh et al. (2022), Strzelecki and El-Arabawy (2023), and Tahir et al. (2023), confirming that university students heavily conform to peer, family, and media opinions when adopting educational technologies. This social influence significantly affected how students perceived, viewed, and intended to use technology in their personal lives and educational settings. However, the finding contradicts Lai et al. (2024), who found no

significant relationship between social influence and behavioural intention, and Ayalon and Ido (2026), who discovered performance expectancy as the most influential factor.

RO3: The Predictive Effect of Behavioural Intention on Students' Actual Use of ChatGPT in English Academic Writing

Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.648[a]	.420	.418	.53916

a. Predictors: (Constant), Behavioural Intention

Table 6 provides the *R* and R^2 values. The *R* value represents the simple correlation and is 0.648, which indicates a moderate degree of correlation. The R^2 value indicates how much of the total variation in the dependent variable, the actual use of ChatGPT, can be explained by the independent variable, behavioural intention, which is 42.0%. Meanwhile, Table 7 below indicates that the regression model predicts the actual use significantly well with *p* less than 0.01.

Table 7 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.804	1	55.804	191.970	<.001[b]
	Residual	77.033	265	.291		
	Total	132.837	266			

a. Dependent Variable: Actual ChatGPT Usage

b. Predictors: (Constant), Behavioural Intention to Use

Table 8 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.864	.120		15.547	<.001
	Behavioural Intention to Use	.507	.037	.648	13.855	<.001

a. Dependent Variable: Actual ChatGPT Usage

A regression model can also be established in predicting actual use of ChatGPT by using the coefficients in Table 8 as follows:

Predicted Actual Use = 1.864 + 0.507 (Behavioural Intention to Use)

Thus, behavioural intention to use predicts the actual use, as the model presents a regression coefficient of .507 related to behavioural intention. A unit increase in behavioural intention to use is associated with a .507 unit increase in actual use. The finding is supported by Emon (2023) and Parveen et al. (2024), who discovered that

a strong behavioural intention leads to actual ChatGPT usage among university students as they find it convenient in assisting their academic tasks.

CONCLUSION

Using the UTAUT framework, the research demonstrated that social influence, effort expectancy, and performance expectancy significantly influence students' behavioural intentions to adopt ChatGPT. However, facilitating conditions, such as technical support and infrastructure, do not significantly influence their intention. In addition, social influence from peers, friends, and family emerged as the most influencing factor shaping students' intentions to use ChatGPT. Furthermore, the study confirmed that behavioural intention to use ChatGPT directly predicts its actual usage for English academic writing.

These findings provide practical insights for higher education institutions in handling ChatGPT integration. ChatGPT is highly accessible due to its user-friendly natural language interface; however, students still approach it with caution. This caution comes from some concerns about AI-generated inaccuracies and university plagiarism penalties. Also, simply giving students technical and structural resources is ineffective if university AI policies remain ambiguous and students actively restrict their usage to protect their academic integrity. Therefore, institutions should focus on developing clear, transparent ethical guidelines and leverage social networks to encourage the responsible and safe adoption of AI tools in academic writing.

Although this study offers valuable insight into ChatGPT acceptance, it still has its limitations. First, it relies on self-reported data, which might not provide an in-depth understanding of students' acceptance and factors contributing to their utilisation of ChatGPT in English academic writing. Second, the data were gathered using a cross-sectional survey, which was distributed at a single point in time. Therefore, it would not give sufficient information on the long-term use and effects of ChatGPT to students. Lastly, this study is only limited to measurable factors from the UTAUT models that cannot be fully explained through quantitative research. To address these limitations, future research should employ a mixed-methods design, integrating both quantitative and qualitative approaches to seek a more profound understanding of technological acceptance. Furthermore, a longitudinal study would help evaluate the long-term effects of ChatGPT on students' actual academic performance and academic writing development over time. Finally, the UTAUT model can be extended by incorporating other external variables, such as writing anxiety, academic workload, and students' motivation, thus creating a more holistic outlook of the acceptance of ChatGPT in academic writing.

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