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The Role of Affective, Behavioural and Cognitive Components of Attitude Towards ChatGPT in Enhancing Academic Motivation among University Students

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ABSTRACT This study examines whether the affective, cognitive, and behavioural components of students' attitude towards ChatGPT are associated with their academic motivation. Using a cross-sectional design, data were collected from a stratified random sample of 550 students across different academic disciplines at a university in Saudi Arabia. The data were analysed using confirmatory factor analysis and structural equation modelling. The findings show that the affective, cognitive, and behavioural components of attitudes towards ChatGPT have significant positive effects on academic motivation, with the behavioural component emerging as the most influential. Moreover, a strong positive relationship was identified between students' academic motivation and their overall attitudes towards ChatGPT. These results indicate that ChatGPT could be a valuable tool for supporting learning when used appropriately in higher education.