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Students Intention Behavior to use Artificial Intelligence Technology among university students

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ABSTRACT

A critical issue in the field of English language is the lack of autonomy in AI English learning applications, which leads to lower student success. This study investigates the students Intention Behavior to use Artificial Intelligence Technology, with a sample consisting of 110 university students. Based on the obtained results, a positive intention towards using AI technologies. The study has recommended that the university should focus on the enhancement of AI practices in students' learning processes.

الكلمات المفتاحية:
الذكاء الاصطناعي
الانجليزية
الاستعداد
التعلم

ملخص

تتمثل إحدى القضايا الجوهرية في مجال اللغة الإنجليزية في محدودية الاستقلالية المتاحة للمتعلمين ضمن تطبيقات تعلم اللغة الإنجليزية القائمة على الذكاء الاصطناعي، الأمر الذي ينعكس سلبًا على مستوى نجاح الطلبة. هدفت هذه الدراسة إلى استقصاء نية السلوك لدى الطلبة لاستخدام تقنيات الذكاء الاصطناعي، وذلك من خلال عينة مكوّنة من 110 طالبًا جامعيًا. وأظهرت النتائج المتحصّل عليها وجود نية إيجابية لدى الطلبة تجاه استخدام تقنيات الذكاء الاصطناعي. وبناءً على ذلك، أوصت الدراسة بضرورة تركيز الجامعات على تعزيز ممارسات توظيف الذكاء الاصطناعي في العمليات التعليمية للطلبة.

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1 Introduction

Recent studies indicated the inevitable adoption of AI among institutions of higher learning, where such institutions have been investing effort and resources to improve personalized student support using AI technology (Raffaghelli et al., 2022). However, AI adoption is generally a detailed process that can be affected by various factors, particularly regarding the behavioral intentions of relevant stakeholders in the educational field. Additionally, despite the past literature on the role of AI in improving English language learning, there remains a paucity of studies investigating the factors affecting the adoption of AI technology among English language students, therefore, further studies are needed to examine the AI development in learning strategies, and this holds particular truth in the context of developing nations (Ali et al., 2024; Han, Mustafa & Kharuddin, 2025). The main objective of this study is to examine the influence of various factors on the behavioral intentions of students to use AI technologies in their English language learning process, with a particular focus on Saudi university students.

2 Methodology

This study's main objective is to examine the influence of technology readiness factors on the behavioral intentions of students to use AI technologies in their English language learning process,

with a particular focus on Saudi university students. This study implemented the adopted a quantitative approach as suggested by past studies (Venkatesh et al., 2012).

2.1 Sample of the Study

The study population consists of university-going students in Saudi Arabia as the total number of students chosen to represent the study sample was 110, with ages ranging from 18 to 22 years old.

2.2 Study Scales

The questionnaire survey for data collection was distributed to the participants and within the survey, there were variable scale adopted from relevant literature to measure students' behavioral intention to use AI (Choi et al., 2023). A total of 11 items were used to measure the above factors gauged on a five-point Likert scale (1-5), where 1 denotes strongly disagree and 5 denotes strongly agree. The items in the survey, adopted from past studies, were adjusted to align with the study's objectives. The first section of the survey was dedicated to obtaining the participants' demographic information. The second section included items measured on a Likert scale to assess respondents' perceptions of how technology readiness influence students' behavioral intentions to use AI technology.

2.3 Validity and Reliability

The items' reliability was tested and based on the tabulated values, the constructs obtained acceptable Cronbach's alpha scores that are as follows: behavioral intention to use AI technology (0.88) as shown in Table 1.

Table 1. *construct validity and reliability measurements*

variable	α
Behavioral Intention	0.88

3 Results and Discussion

The results of the study evaluation the students' behavioral intentions to use AI technologies as a learning tool in educational institutions. The results showed that the participants indicated positive intentions towards AI technology.

Table 2. *Hypotheses Testing.*

	Variable	M	Level
Level	Intention Behavior	4.02	Positive

4 Conclusion and Recommendations:

In sum, this study extends the literature and supports prior findings concerning university students' behavioral intention towards using AI technologies in the process of learning. The study revealed that the examined independent variable technology readiness did not significantly affect the behavioral intention of students towards AI technology. The practical implications for educators and policymakers are discussed in relation to the success of AI implementation in universities. Educators are advised to implement AI technology in both teaching and learning. This study has some limitations, the first of which is the use of the quantitative method. In this regard, future studies may adopt a mixed approach to identify the participants understanding on the use of AI to complete their learning and academic tasks. Another study limitation is its focus solely on university institutions. Therefore, to achieve broader generalizability of the findings, future studies can replicate the study in different educational levels and contexts.

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