In 2024, research on ChatGPT expanded further. According to Bikanga Ada (2024),many university students use ChatGPT to compensate for unclear explanations from instructors, leading to better confidence and more independent learning. Abdulla et al. (2024) found that students who used ChatGPT in programming courses improved their problem-solving abilities and produced higher-quality assignments. Using the Technologyto-Performance Chain model, Al-Mamary et al. (2025) reported significant academic gains—up to 20%—when students used ChatGPT as a supplementary learning tool. Faculty perspectives provide another dimension. Research by Gülhan Güner et al. (2025) showed that instructors believe ChatGPT helps students understand complex scientific material more quickly, though they raised concerns about accuracy and ethical implications. On the other hand, Acosta-Enriquez et al. (2024) found that some students resist the use of ChatGPT due to fear, uncertainty, or lack of familiarity with AI technologies. Issues of academic integrity were emphasized by Wiredu et al. (2024), who argued that universities must develop clear policies to prevent plagiarism and ensure responsible use of generative AI systems. International evidence supports these patterns. Sultan et al. (2025) reported that ChatGPT enhances writing and language skills, while Alipio et al. (2023) showed that the tool improves comprehension of medical content among health science students. These studies collectively indicate that ChatGPT's benefits extend across disciplines and educational contexts. Most previous research relies on quantitative methods, especially surveys using fivepoint Likert scales. This approach is widely used because it measures perceptions, attitudes, usefulness, risks, and academic impact with reliability and ease. The current study at Qassim University follows the same methodology to evaluate how ChatGPT influences learning, efficiency, time management, and academic achievement, based on students' actual experiences. Despite the positive outcomes reported in the literature, several research gaps remain. Few studies have examined ChatGPT within Saudi universities, particularly in scientific colleges such as statistics, mathematics, chemistry, biology, and physics. Many global studies rely on small samples or single courses, limiting generalizability. Additionally, earlier work rarely integrates usage patterns, learning effects, risks, efficiency, and academic achievement into a single .comprehensive model, an area addressed by the current study

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