

FACULTY ENTREPRENEURSHIP AND BUSINESS

**FACTORS INFLUENCING INTENTION IN USING
CHATGPT BY STUDENTS FOR EDUCATIONAL
PURPOSES: A CASE STUDY IN FACULTY OF
ENTREPRENEURSHIP AND BUSINESS, UMK.**

FKP

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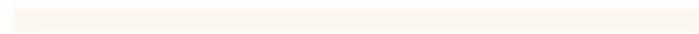
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by

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**Faculty of Entrepreneurship and Business
UNIVERSITI MALAYSIA KELANTAN**

2024

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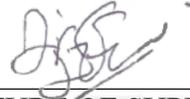
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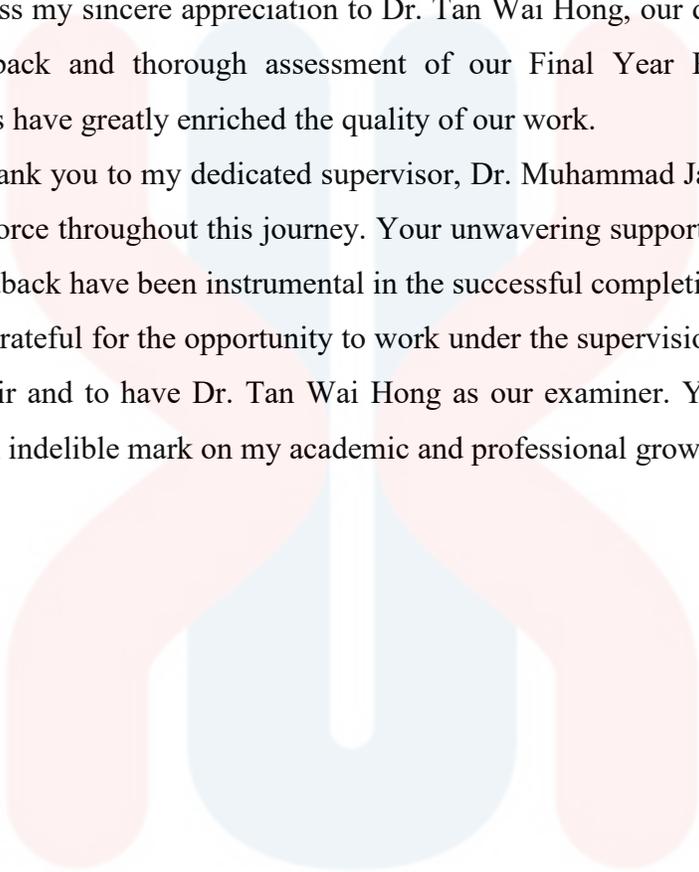
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TABLE OF CONTENT

NO	TITLE	PAGE
	Cover Page	i
	Blank Page	ii
	Title Page	iii
	Thesis Declaration	iv
	Acknowledgement	v
	Table of Content	vi
	List of Table	ix
	List of Figure	x
	Abstract	1
	CHAPTER 1: INTRODUCTION	
1.1	Background of the Study	2
1.2	Problem Statement	4
1.3	Research Question	5
1.4	Research Objectives	6
1.5	Scope of the Study	6
1.6	Significance of Study	7
1.7	Definition of Term	8
	1.7.1 ChatGPT	8
1.8	Organization of the Proposal	9
	CHAPTER 2: LITERATURE REVIEW	
2.1	Introduction	10
2.2	Underpinning Theory	10
2.3	Previous Studies	13
	2.3.1 Intention in Using ChatGPT	13
	2.3.2 Perceived Usefulness	14
	2.3.3 Technology Acceptability	15
	2.3.4 Perceived Trust	16

FACULTY ENTREPRENEURSHIP AND BUSINESS

2.4	Hypotheses Statement	17
2.5	Conceptual Framework	18
2.6	Summary / Conclusion	20
CHAPTER 3: RESEARCH METHODS		
3.1	Introduction	21
3.2	Research Design	22
3.3	Data Collection Methods	22
3.4	Study Population	23
3.5	Sample Size	24
3.6	Sampling Techniques	24
3.7	Research Instrument Development	25
	3.7.1 Pilot Test	25
3.8	Measurement of the Variables	26
	3.8.1 Nominal Scale	26
	3.8.2 Ordinal Scale	27
3.9	Procedure for Data Analysis	27
	3.9.1 Data Processes and Data Analysis	27
	3.9.2 Descriptive Analysis	28
	3.9.3 Reliability Test	28
	3.9.4 Spearman Correlation Analysis	29
3.10	Summary / Conclusion	29
CHAPTER 4: DATA ANALYSIS AND FINDINGS		
4.1	Introduction	30
4.2	Preliminary Analysis	30
	4.2.1 Pilot Test	30
	4.2.2 Reliability test for pilot test	31
4.3	Demographic profile of respondents	32
4.4	Descriptive Analysis	34
4.5	Validity and reliability test	39
4.6	Spearman correlation analysis	40

FACULTY ENTREPRENEURSHIP AND BUSINESS

4.7	Hypothesis Testing	42
	4.7.1 Hypothesis 1	42
	4.7.2 Hypothesis 2	42
	4.7.3 Hypothesis 3	43
4.9	Conclusion	44
	CHAPTER 5: DISCUSSION AND CONCLUSION	
5.1	Introduction	45
5.2	Key findings	45
5.3	Discussion	46
	5.3.1 Perceived Usefulness	47
	5.3.2 Technology Acceptability	48
	5.3.3 Perceived Trust	49
5.4	Implications of the study	50
5.5	Limitations of the study	51
5.6	Recommendations / Suggestion for future research	52
5.7	Overall conclusion for the study	53
	REFERENCES	54
	APPENDIX A - Draft of Questionnaire	56
	APPENDIX B - Gantt Chart	64

FACULTY ENTREPRENEURSHIP AND BUSINESS

LIST OF TABLE

Table 3.9.3 Scale of strongly disagree (1) to strongly agree (5)	28
Table 4.2.1 Scale of Cronbach's Alpha	30
Table 4.2.2 Pilot test for 30 respondents	31
Table 4.3. Demographic profile of respondents	32
Table 4.4.1 Descriptive Analysis of the Intention in Using ChatGPT	34
Table 4.4.2 Descriptive Analysis of Perceived Usefulness in Using ChatGPT	35
Table 4.4.3 Descriptive Analysis of Technology Acceptability in Using ChatGPT	36
Table 4.4.4 Descriptive Analysis of Perceived Trust in Using ChatGPT	37
Table 4.5 Reliability Test	39
Table 4.6 Result of Spearman Correlation Analysis	40
Table 5.3 Hypothesis Summary	46

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LIST OF FIGURE

Figure 2.1 Unified Theory of Acceptance and Use of Technology (UTAUT)	11
Figure 2.2 Technology Acceptance Model (TAM)	12
Figure 2.5 Framework for the factors influencing intention in using ChatGPT by students of Universiti Malaysia Kelantan for educational purposes.	19



ABSTRACT

In the contemporary era, ChatGPT has rapidly gained global popularity, with users employing it for various purposes such as creating diverse contexts, posing inquiries, and obtaining information. Individuals utilize ChatGPT for professional tasks, educational pursuits, and social interactions. This paper aims to explore the factors influencing students' intentions to use ChatGPT for educational purposes. The research involved the administration of questionnaires to 125 students from the Faculty of Entrepreneurship and Business at UMK. The primary objective is to assess the correlation between perceived usefulness, technology acceptability, perceived trust, and the intention of UMK students to use ChatGPT for educational activities. Through the application of regression and correlation analysis techniques, this study discerns that perceived usefulness exhibits a relationship with UMK students' intention to use ChatGPT, whereas technology acceptability and perceived trust do not show a significant relationship with this intention. Examining ChatGPT in an educational setting offers a comprehensive learning experience, preparing students for the dynamic landscape of artificial intelligence and modern learning systems.

CHAPTER 1: INTRODUCTION

1.1 Background of the study

The introduction of AI-powered tools and chatbots has transformed the way students learn and engage with course material in the digital age, reshaping the educational landscape. One such AI tool that has become more well-known recently is OpenAI's ChatGPT language model. ChatGPT is an adaptable application that gives students a fresh approach to interacting with instructional materials. In addition, ChatGPT is a perfect tool for helping kids with their academic endeavors because it is made to comprehend and produce content that seems human. It can be used to improve the learning process because of its capacity to generate information, explain things, lead conversations, and respond to inquiries (Roumeliotis & Tselikas, 2023). Furthermore, models like ChatGPT have been at the forefront of a spectacular advance in natural language processing in recent years. ChatGPT is a member of the GPT (Generative Pre-trained Transformer) model family, which is renowned for its text comprehension and generation capabilities. It has shown to be much better than its forebears in holding lively discussions and picking up on the nuances of human language (Yenduri, 2023).

A number of important characteristics highlight ChatGPT's adaptability, making it a powerful tool for a range of applications. ChatGPT stands out in the field of conversational AI due to its capacity to understand and react contextually. It can interpret complex questions, keeping the dialogue flowing naturally and improving the user experience (Aleedy et al., 2022). Beyond simple chat, ChatGPT can be tailored for particular purposes. Its versatility enables it to serve as an active helper, able to assist with duties connected to education as well as content development and problem-solving (Shahriar & Hayawi , 2023). The intuitive design of ChatGPT guarantees accessibility for a wide range of users. Because of its easy platform integration, which promotes

user involvement, this application is useful for both beginners and specialists (Kalla & Smith, 2023).

The following are some ways that the use of ChatGPT into educational practices has the potential to revolutionize existing approaches (Okonkwo & Ade-Ibijola, 2020). ChatGPT functions as a customized learning helper, providing students with individualized assistance. Its ability to offer personalized assistance with assignments or clarify difficult ideas improves the educational process. ChatGPT's 24/7 availability is consistent with how education is changing. The ability for students to ask for help whenever they need it promotes self-paced learning and works with a variety of schedules. ChatGPT proves to be a useful tool for teaching languages (Clarizia et al. 2018). An immersive learning experience is enhanced by its interactive aspect, which makes language practice easier, offers explanations, and supplies vocabulary that is relevant to the setting (Ciechanowski, 2019). ChatGPT is a very useful tool for content generation since it can produce material that is both logical and relevant to the context. It facilitates students' essay writing, idea generation, and acquisition of additional resources, therefore expediting the learning process.

According to Chung (2023), it has been discovered that integrating ChatGPT into language learning environments improves student engagement and language competency. The lively dialogue exchanges turned out to be a successful strategy for real-world language practice. ChatGPT's function in enabling individualized learning experiences, and students find it to be a useful tool for comprehending difficult subjects. According to Anu & Ansah (2023), students who used ChatGPT to get extra help with their assignments and it helped them understand difficult ideas better. The performance of the ChatGPT was found to be largely attributed to its capacity to adjust to various learning styles and its response to specific requests.

1.2 Problem Statement

Many students in the University are still unsure of using ChatGPT because most of them do not use the right way to access and benefit from it. Furthermore, it has been observed that students are not aware of its importance in improving their learning process. Awareness of the potential of ChatGPT as a powerful learning tool needs to be increased through counseling and education initiatives. By understanding effective ways to use ChatGPT, students can optimize their learning experience, improve conceptual understanding, and build skills relevant to this digital age. But the importance of this ChatGPT usage problem has also emerged about this ChatGPT usage.

Opportunities and Risks of ChatGPT for Education

This ChatGPT offers opportunities for personalized assistance on demand and efficiency in learning. It also carries the potential risk of inaccurate information, over-reliance on technology, reduced human interaction and cultural insensitivity. However, the quality of the information provided is inaccurate. The use of ChatGPT some students are so dependent on the use of ChatGPT that they prefer ChatGPT to answer questions and solve problems without doing their own research and critical thinking. In addition, excessive dependence on ChatGPT also has a negative effect because the problem of excessive dependence on the use of ChatGPT will cause less initiative and less interaction between them in solving a problem. When there is too much dependence on technology it will damage students' skills and their creative thinking.

Human Reaction to Technological Innovation

New technologies such as ChatGPT can achieve their potential well and can accommodate technological innovation (Marangunić & Granić, 2015). Human reaction to technological

innovations like ChatGPT in education is a mixture of curiosity, fascination, and skepticism. Students and Education about this ChatGPT this potential in learning and efficiency gains that can be offered by technological innovation. However, they also have doubts about the accuracy of technological innovation. In addition, the human reaction to this technological innovation gives concern because it is feared that they are too dependent on technology so that they lose the interaction between people because it is more concerned with the use of technology (Abbasi, 2019). The existence of technological innovation using ChatGPT in education is building trust, offering training, and ensuring that it complements, rather than replaces, human instruction and can effectively balance between technological innovation and responsible educational enhancement.

1.3 Research Questions

Three questions are going to be the main focus of this study:

1. What is the relationship between perceived usefulness and intention in using ChatGPT by students of Faculty Entrepreneurship and Business in UMK for educational purposes?
2. What is the connection between technology acceptability and intention in using ChatGPT by students of Faculty Entrepreneurship and Business in UMK for educational purposes?
3. What is the relationship between perceived trust and intention in using ChatGPT by students of Faculty Entrepreneurship and Business in UMK for education purposes?

1.4 Research Objectives

Three objectives are going to be main focus of this study:

1. To investigate the relationship between perceived usefulness and intention in using ChatGPT by students of Faculty Entrepreneurship and Business in UMK for educational purposes.
2. To analyze the relationship between technology acceptability and intention in using ChatGPT by students of Faculty Entrepreneurship and Business in UMK for educational purposes.
3. To examine the relationship between perceived trust and intention in using ChatGPT by students of Faculty Entrepreneurship and Business in UMK for education purposes.

1.5 Scope of the Study

The Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan (UMK) serves as a microcosm for examining the dynamics of integrating ChatGPT in higher education, and the study is specifically adapted to this setting. This case study purposely selects a single faculty within the university, limiting its geographic scope to the Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan (UMK). Researchers are able to conduct a more focused analysis and thoroughly explore the nuances of ChatGPT integration in the context of entrepreneurship and business education due to this targeted methodology. Respondents in the study come from a variety of backgrounds and courses offered by the Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan (UMK). This is to guarantee that

academic experiences are fully represented, since various academic settings may have distinct learning requirements and preferences when it comes to utilizing ChatGPT.

Furthermore, a survey with a questionnaire will be used to collect data from respondents' viewpoints. A questionnaire survey uses a set of standard questions to gather statistical data about the traits, opinions, and actions of a population. The majority of the data used in this qualitative study came from websites, literature reviews, journals, articles, and earlier research. It will take time to gather, assess, and evaluate the data. This phase is suitable for collecting enough information to show the reliability and validity of the study.

1.6 Significance of Study

The findings of this study are important because they will benefit or help improve accessibility in education to students or perhaps more precisely university students to better understand the concept of ChatGPT. Given the widespread use of ChatGPT among this age group, understanding the effects of ChatGPT on students is important to create prevention strategies in brain impairments for thinking. This study will contribute to the existing literature by examining the factors that may affect the relationship between the use of ChatGPT by university students and effectiveness in thinking using the brain. However, it also says that the use of ChatGPT has a positive and significant factor relationship with the level of effectiveness of ideas when using ChatGPT among university students. Therefore, this paper is designed to examine the level of use of ChatGPT by students for daily use by reducing the load in the lesson to think. Therefore, the use of ChatGPT should be done among students at the university by collecting primary data through a questionnaire survey. It will bring benefits to students because

they will get a clear picture of the factors of using ChatGPT in their daily life to be more balanced in a better way of thinking about the future.

1.7 Definition of Term

1.7.1 GPT

The Generative Pre-Trained Transformer (GPT) family of language models' most recent release, ChatGPT, was made available by OpenAI on November 30, 2022. A language model is a statistical model that can forecast the likelihood of a word sequence. A language model may produce natural language in a human-like manner with this skill. To determine the likelihood of each word sequence, a language model must be trained using many word sequences, much like any statistical models. How much experience a model can gain about the language and, more significantly, the information embedded in the language, depends on the quantity of word sequences or the size of the training corpus used to train the model. Using information from the Internet and several scanned books, ChatGPT is a sizable language model. According to Brown et al. (2020), the GPT-3 model, which served as ChatGPT's foundational model at the time, was trained using a corpus of 499 billion words. GPT-4, a bigger and more potent model, is now used by ChatGPT. The GPT paradigm is transformational, enabling fine-tuning for higher performance on more specialized tasks like conversation or document classification. The goal of ChatGPT-derived conversational fine-tuning on top of GPT-3 is to lessen the amount of erroneous, harmful, or useless output that might be generated by unchecked big language models (Ouyang et al., 2022). Reinforcement Learning with Human Feedback (RLHF) is the method of adjustment employed by ChatGPT. Using data that has been marked by people as more or less appropriate responses, this strategy improves the original model.

1.8 Organization of the Thesis

This proposal/thesis/report is structured as follows. Chapter 1 provides an introduction that encompasses the background of the study, offering an overview of our topic. Within this chapter, we present the problem statement related to the utilization of ChatGPT, along with the justification for the three research questions and three research objectives. Additionally, the scope of the study, its significance, definition, and organizational structure are elucidated. The literature review, presented in Chapter 2, includes an introduction, underpinning theory, previous studies, hypothesis statements, conceptual framework, and a concluding summary.

Moving on to Chapter 3, the research methods section consists of an introduction, research design, data collection methods, study population, and details on the sample size. Chapter 4 delves into data analysis and findings, covering an introduction, preliminary analysis, demographic profile of respondents, descriptive analysis, validity and reliability tests, normality tests, Spearman correlation analysis, three hypothesis tests, and a concluding section.

Lastly, Chapter 5 focuses on discussion and conclusion. It begins with an introduction, followed by key findings, a discussion of the three hypotheses, implications and limitations of the study. The chapter also includes recommendations or suggestions for future research, ultimately concluding with an overall summary of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter begins with a brief discussion about the overview of the use of ChatGPT among students for educational purposes followed by the underpinning theory. Next, the next section is previous studies where this study discusses intention in using ChatGPT, perceived usefulness, technology acceptability and perceived trust. In addition, this chapter has also focused on the hypothesis statement where it is related to the variables in this study. Furthermore, this chapter is followed by a conceptual framework that will be discussed based on the research done. Finally, the discussion presented in this chapter is based on independent variables (IV) and dependent variables (DV).

Technology and learning have given birth to a new paradigm in education. Today's landscape holds great promise for both educators and students. Our access to and interaction with educational content has been completely transformed by artificial intelligence and its application (Chiu et al., 2022; Mertala et al., 2022). A leading figure in enhancing the educational process is ChatGPT, a sophisticated simulated conversation intelligence application. With a focus on the faculty's various academic settings Entrepreneurship and Business at Universiti Malaysia Kelantan (UMK), this study indicates the beginning of an investigation into the factors that influencing intention in using ChatGPT by students for educational purposes.

2.2 Underpinning Theory

It is crucial to this study in order to have a thorough understanding of the factors influencing students' intentions to utilize ChatGPT for educational purposes within the context of Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan (UMK). The theoretical

framework offers the required starting point for investigating the complex interactions between variables influencing students' intents and behaviors. We shall talk about the main hypotheses that guide this investigation in this study

First and foremost, a thorough theoretical framework called the Unified Theory of Acceptance and Use of Technology (UTAUT) was created to comprehend and forecast how information technology would be accepted and used in a variety of organizational and personal contexts. According to Chang (2012), to offer a cohesive viewpoint on the major elements impacting technology adoption, UTAUT expands and combines a number of current technology acceptance models. According to Ahmad (2014), UTAUT suggests that four main constructs—performance expectancy, effort expectancy, social influence, and facilitating conditions—have an impact on a person's intention to utilize a technology which shows in figure 2.1.

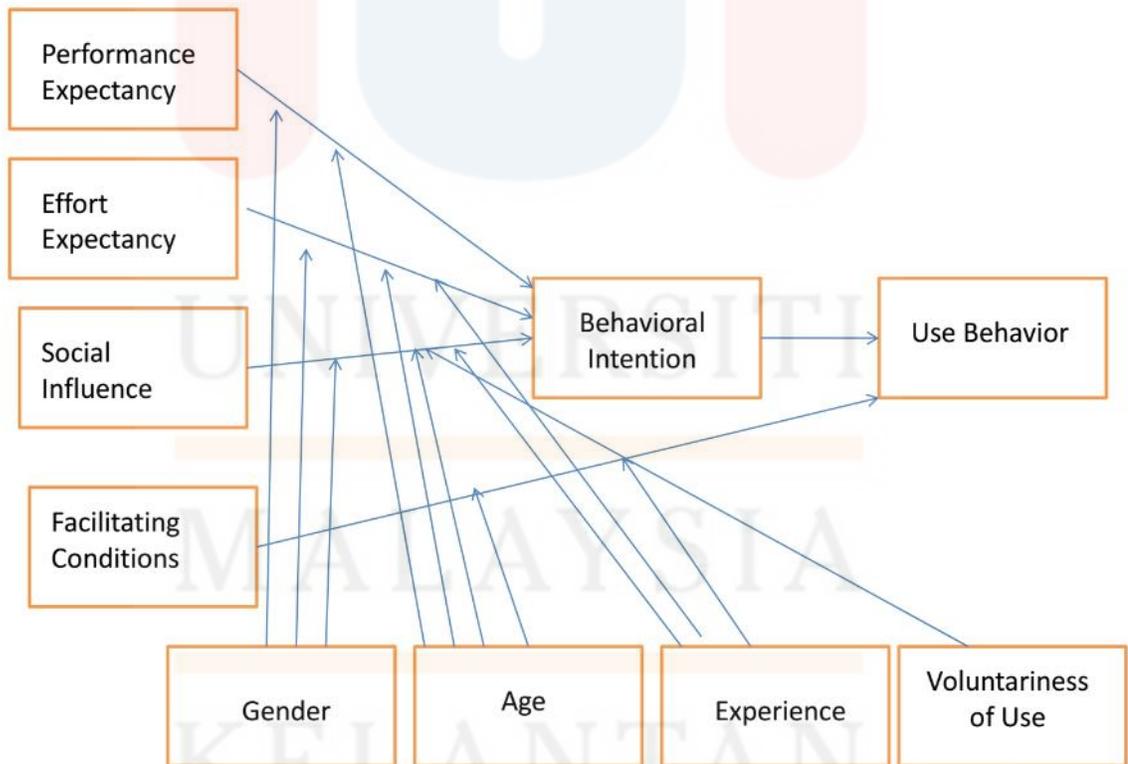


Figure 2.1: Unified Theory of Acceptance and Use of Technology (UTAUT).

Second, a well-known and significant theory in the field of technology adoption and acceptance is Davis's Technology Acceptance Model, which was created in 1989. Essentially, Technology Acceptance Model (TAM) suggests that two primary elements impact a person's intention to utilize technology: perceived ease of use and perceived usefulness. In the context of our study, perceived ease of use relates to students' opinions on ChatGPT's usability and accessibility. Important considerations include things like how easy it is to use the interface and how clear the instructions are. Students' perception of ChatGPT's perceived usefulness is based on their perception that the platform would improve their educational experience by offering timely, helpful, and relevant support. By understanding the elements impacting students' intention to use ChatGPT, it will be mostly dependent on these two TAM components according to the figure 2.2 (Masrom, 2007).

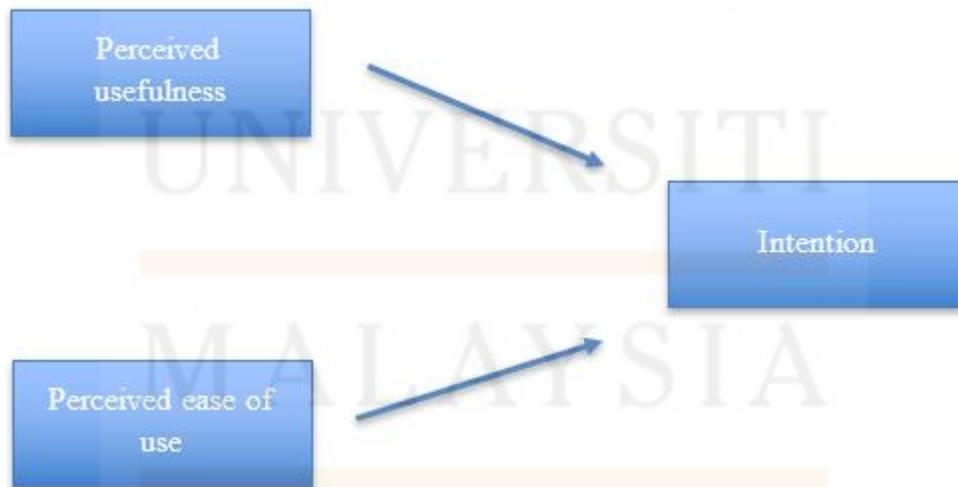


Figure 2.2: Technology Acceptance Model (TAM)

Based on the figure 2.2, the researcher used technology acceptance model (TAM) which has been thoroughly studied in the literature, was employed by the researcher. The researcher came up with the TAM model to help researchers better comprehend users' intents to integrate a new information system into their daily life.

2.3 Previous Studies

2.3.1 Intention in using Chatgpt

The application of ChatGPT in higher education can be explored through various perspectives, such as its role in generating non-authentic sources for assignments (Sullivan et al., 2023), aiding in essay writing (Crawford et al., 2023), and facilitating discussions on the societal implications of AI. Some academic lectures have already incorporated AI chat tools into assignments, aiming to highlight system flaws and pose challenges for colleges assessing the impact of this emerging technology.

It is crucial to recognize that the integration of ChatGPT into educational settings should be seen as a complement to traditional learning methods rather than a replacement. This technology should enhance students' learning experiences, encouraging deeper understanding, critical thinking, and active engagement with educational materials. Given ChatGPT's versatility and potential applications, universities are actively contemplating its implications for teaching and learning in higher education as they navigate the evolving landscape of education and technology.

Additionally, intention-based ChatGPT applications might be used for the field of e-commerce. Chatbots are often used in e-commerce, where they can assist customers with product discovery, shipping and return inquiries, and even purchasing business activities (E.Moriuchi, V.M. Landers, D. Colton, N. Hair 2021). It is because ChatGPT can play a crucial role in enhancing a customer experience in e-commerce. The impact of artificial intelligence has been felt in a variety of business sectors including content production, customer service and interpreting natural language. In computer science, artificial intelligence or business programs have been undertaking projects that involve developing and implementing chatbots for e-commerce scenarios. Case study on the implementation of ChatGPT could provide insights into how students are engaging with this technology.

2.3.2 Perceived Usefulness

According to the study, consumers' trust in the chatbot and their willingness to use it this time were highly influenced by their perception of its usefulness (Ahmad, Rehman & Gao et al, 2021). Perceived usefulness in the context of ChatGPT refers to how students perceive the value and benefits of using such systems. It's a critical aspect of user experience and determines whether users find the AI Chatbot helpful and effective in fulfilling their needs. ChatGPT can provide information on a wide range of topics based on its training data up to its last update. It can be used to answer questions, explain concepts and provide general information.

Furthermore, the scope when a chatbot's responses and actions are beneficial and helpful to the user may be considered as an assessment of its efficiency (Kasilingam, 2020). Students use ChatGPT to quickly obtain information on specific topics, aiding them in research and studies. This is helpful in generating content such as essays, reports, or creative writing. It's important to note that while ChatGPT can be a valuable tool, it's not a substitute for traditional study methods, critical thinking, or guidance from educators. The perceived usefulness often depends on the individual's specific academic needs and how effectively they integrate ChatGPT into their learning process.

2.3.3 Technology Acceptability

Extensive language models like ChatGPT, have lately been employed to support student learning across all educational levels, including elementary, secondary, post-secondary education and university (Kasneci et al. 2023). It also has to do with people's perceptions of how simple and easy it is to pick up new technology adoption when they believe that understanding how to apply the new technology would be challenging and time-consuming (Kao & Huang, 2023). Technology acceptability is a dynamic and evolving concept that can change as users become more familiar with and reliant on ChatGPT. It's crucial for developers and organizations to monitor user feedback, adapt to changing user needs, and address concerns to maintain and enhance acceptability over time.

If the use of ChatGPT aligns with educational goals and enhances the learning experience, it is likely to be more acceptable. Lectures play a crucial role in integrating technology into the

classroom. When lectures provide guidance on how to use tools like ChatGPT effectively, it can positively impact student acceptance. More importantly, depending on the age group of students, the acceptability of technology may vary. It's crucial to consider whether the tool is suitable for the development stage of the students. Technology acceptability is a dynamic and evolving concept that can change as users become more familiar with and reliant on ChatGPT. As technology continues to advance, ongoing discussions and assessment will shape its role in education.

2.3.4 Perceived Trust

Research indicates that most individuals do not believe artificial intelligence can accurately predict their needs and wants (Kim et al., 2021). Trust is essential for building a positive user experience and fostering adoption. It's a crucial factor that significantly influences users' willingness to engage with and rely on the technology. Moreover, earlier research on customer service has shown that people may experience a great deal of dissatisfaction and perceive problems while engaging with AI robots and a system of recommendations (Huang and Rust, 2018). Students find that ChatGPT consistently provides accurate and reliable information, they are more likely to trust it. However, if there are instances of misinformation, the trust may be compromised.

Students find that ChatGPT becomes more familiar with and accepting of AI technology in various aspects of their lives. It also has positive interactions and successful use of ChatGPT in the past contributes to building trust. They are likely to trust it as a supportive tool in their

education journey. Trust in AI technologies like ChatGPT is not just an initial impression but an ongoing relationship that needs to be nurtured and maintained. Trust is often a key factor in the long-term success and adoption of such technologies. Continuous improvement, transparency, and addressing user concerns are key elements in maintaining and building trust in AI tools over time.

2.4 Hypothesis Statement

Based on the theory and previous studies, a few hypotheses have been formed for the factors influencing intention in using ChatGPT by students for educational purposes: a case study in Faculty of Entrepreneurship and Business, UMK. There are three hypothesis statement that has been shown below:

H1: Perceived usefulness has positively influenced the intention in using ChatGPT by students of Faculty Entrepreneurship and Business in UMK for educational purposes.

H2: Technology acceptability has positively influenced the intention in using ChatGPT by students of Faculty Entrepreneurship and Business in UMK for educational purposes.

H3: Perceived trust has positively influenced the intention in using ChatGPT by students of Faculty Entrepreneurship and Business in UMK for educational purposes.

2.5 Conceptual Framework

According to Leshem (2007), a conceptual framework offers a theoretical and structured basis for comprehending and investigating a particular subject, acting as the intellectual scaffolding around which research is built. It serves as the researcher's road map, directing the development of hypotheses, the discovery of important variables, and the analysis of results. Fundamentally, a conceptual framework establishes and connects the basic ideas or variables that are important to a research project. To connect the researcher's work with the larger academic framework, they could be taken from accepted ideas or principles in the subject of study (Tamene, 2016). The conceptual framework establishes connections between these ideas, which not only helps formulate research questions but also directs the creation of data gathering strategies and post-analysis procedures. It serves as a lens through which researchers see and understand the information they have collected, guaranteeing that the study is consistent with accepted theoretical frameworks. The figure 2.2 below show the research framework that illustrated for this research based on previous studies and discussion on this research.

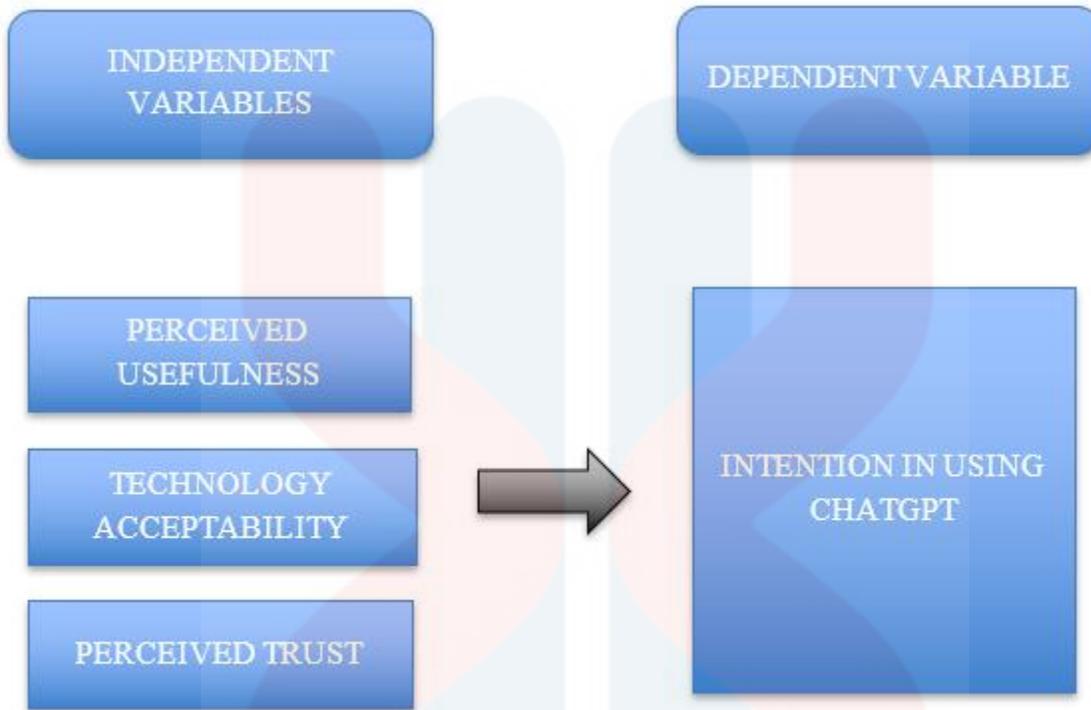


Figure 2.5: Framework for the factors influencing intention in using ChatGPT by students of Universiti Malaysia Kelantan for educational purposes.

As shown in Figure 2.5, this study developed a conceptual framework for examining intention in using ChatGPT by students of Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan for educational purposes. There are three independent variables and one dependent variable are related according to the Figure 2.3. Perceived usefulness, technology acceptability and perceived trust are independent variables in this study. While the intention of using ChatGPT is the dependent variable. To conclude, the goal of this study is to understand the relationship between independent variables and dependent variable.

2.6 Summary/Conclusion

This chapter examines previous research on the literature or studies on this subject, which are Factors that impact students' inclination at the UMK Faculty of Entrepreneurship and Business, UMK to utilize ChatGPT for instructional reasons. In addition, the research conducted is based on research in articles, journals related to the issue being studied. Each element that affects students' intention to use ChatGPT for educational purposes has been identified in the study. Technology readiness, perceived utility, user friendliness, community impact and personal drivers are some of the elements based on this study.

Next, the use of ChatGPT and related technologies to create a more effective and engaging learning environment that will benefit students and the educational landscape reliably and address these variables. This can also show the factor relationship between the use of ChatGPT among students of the faculty of entrepreneurship and business, UMK.

CHAPTER 3: RESEARCH METHODS

3.1 Introduction

This chapter discusses the methodology and structured process that researchers use to plan, carry out, and evaluate a study known as research methodology. It acts as the framework that describes the steps, methods, and resources used in gathering and analyzing data to find answers to research questions or validate hypotheses.

In this chapter, the researcher will explain about the research methodology that will be referred to more detailed procedures or strategies such as study design, data collection methods, research population, sample size, sampling technique, research instrument development, variable measurement, and procedures for data analysis. In addition, since the research conducted is a questionnaire design related to the factors that influence the intention to use ChatGPT by students for education purpose, the researcher uses qualitative methodology because qualitative is appropriate for the research being conducted. This chapter begins with Section 3.2 research methodology that describes the research methodology used in the study. Then followed by Section 3.3 which explains about data collection methods and 3.4 research the population in which the researcher took the decision only took university students studying at the faculty Entrepreneurship and Business at Universiti Malaysia Kelantan which is the study population. While Section 3.5 explains the determination of sampling size and is followed by Section 3.6 which explains sampling technique used in the study. In addition, Section 3.7 in this chapter also examines the development of research instruments and in section 3.8 explains about researching the measurement of variables. Section 3.9 reviews the procedures for data analysis and Section 3.10 summarizes what this chapter is all about.

3.2 Research Design

This study employs a quantitative research design that places a strong emphasis on objective measurement and the statistical, mathematical, and numerical analysis of data gathered via surveys and questionnaires. It will therefore be simpler for the researcher to investigate the subject. To gather information from the intended respondents, a questionnaire comprising a series of questions will be developed. Students from the faculty of entrepreneurship and business will be chosen to participate in this project, which aims to find out how Universiti Malaysia Kelantan students use ChatGPT for everyday learning. Data are gathered for this study at the student level from the first to the last year. By looking through earlier research papers, researchers can use this information to determine the degree of efficiency of ChatGPT for students and comprehend the appropriateness of the collection method. In the meanwhile, a questionnaire serves as our primary data source for this study.

3.3 Data Collection Methods

Data collection is the process of gathering and measuring information about a variable of interest systematically and robustly that allows one to answer stated research questions, test hypotheses, and evaluate results. It aims to collect data from sources to get a comprehensive and accurate piece of information. Data collection empowers a person or association to answer relevant questions, make assessments, and make guesses about future probabilities and patterns.

The Google Forms approach is reasonable in this study because almost all students use smartphones these days. In fact, even if the percentage of respondents who answer when the Google Form is distributed in a WhatsApp group is difficult, it is still conceivable to ask them

privately to answer the survey in the Google form. However, Google Forms are easier to spread to respondents among university students due to the rapid development of social media and the sharing of Google Forms and immediately getting respondents from them. By using this Google Form method, it will be able to reduce the cost or time of the students, especially when the students can answer these questions through smartphones, tablets, or laptops only. It is free to fill out this Google Form wherever you are, regardless of the place.

The Google form is divided into five sections, namely Section A, Section B, and Section C. Section A discusses the demographic segmentation. Demographics refers to population characteristics such as age, gender, race, country of origin, and year of study. Next, section B contains questions pertaining to factors' intentions in using ChatGPT by students of Universiti Malaysia Kelantan for educational purposes. It focuses on all the independent variables provided in the study. Lastly, section C discusses the independent variable, which is perceived usefulness, technology acceptability, and perceived trust in using ChatGPT.

3.4 Study Population

The population in this study will be university students studying at the faculty of Business at Universiti Malaysia Kelantan. Suppose there is a list of university students at UMK. This list is used as a sample frame. There are 2599 students in the Faculty of Business and Entrepreneurship at Universiti Malaysia Kelantan.

Factors influencing the intention to use ChatGPT by students for educational purposes in the Faculty of Entrepreneurship and Business, UMK need to be analyzed in this research. Who has used ChatGPT to be applied in learning to form a population. The population for this

research is entrepreneurship and business faculty students at Universiti Malaysia Kelantan aged between 19 and 27 years old who use ChatGPT in doing daily learning tasks. So, in this study, we agreed to select 125 respondents to answer the Google Form we provided.

3.5 Sample size

According to Memon, Ting, Cheah, Ramayah, Chuah & Cham (2020), a sample-to-item ratio is frequently suggested by exploratory factor analysis when calculating sample size based on the quantity of items in a study. It is generally recommended that this ratio be at least five to one. A study with 5 questions, for example, would require at least 100 respondents. As an alternative, a 20 to 1 ratio has been suggested, which would call for 400 respondents to complete the same 20 questions survey. Although a higher ratio is ideal, researchers who find it difficult to achieve these requirements because of a small sample size may need to make modifications. In this study, researchers employed a 5-to-1 ratio, utilizing a total of 25 questions, which implies that 125 respondents are required for this study.

3.6 Sampling Techniques

This study utilizes convenience sampling, which is a sort of non-probability sampling. According to Singh & Masuku (2014), convenience sampling is a non-probability sampling approach that is used to acquire a convenience sample from a group of people who are conveniently available. This is referred to as grab sampling or availability sampling. According to Schreuder, Gregoire & Weyer (1999), non-probabilistic sampling techniques have inherent flaws even though they can be helpful in some circumstances. The possibility of selection bias is one significant shortcoming. There's a chance that some groups or traits may be overrepresented

or underrepresented if people aren't selected at random from the whole population, which could produce skewed or incorrect data. It is difficult to extrapolate results from non-probabilistic sampling to a larger population because of its lack of unpredictability. Due to this constraint, the study's external validity may be compromised because the sample may not be entirely representative of the public (Vehovar, Toepoel & Steinmetz, 2016).

3.7 Research Instrument Development

One of the traditional methods for gathering primary data is the survey questionnaire (Dalati, S., & Marx Gomez, J. 2018). Creating a research instrument will help to assess the variables relevant to the study in an efficient way and reliable data for analysis. These studies can be in the form of questionnaires, surveys and interviews for observation. The goal of the research is to identify the variables influencing UMK students' intentions of using ChatGPT. The response is automatically processed and the outcome is always accessible.

3.7.1 Pilot Study

However, a pilot study is defined as "a small scale test of the methods and procedures to be used on a large scale" (Porta 2008). The pilot study is intended to improve the efficacy and robustness of the main investigation in a number of ways. This small-scale exploratory study was carried out in order to obtain data and understanding prior to initiating a larger research endeavor. A pilot study's main goal is to test and improve research techniques, protocols, and data collection tools. This guarantees that the primary study may be conducted successfully and assists researchers in recognizing and resolving any obstacles or weaknesses in this investigation.

In this study, we will select 30 samples from our sample size for the pilot study in this investigation.

3.8 Measurement of the Variables

Measurement of variables refers to the process of assigning numerical or categorical values to the characteristics or attributes that's being studied. This process is a fundamental aspect of quantitative research, enabling researchers to quantify and analyze data. The nature of the measurement depends on the type of variable being considered and variables can be categorized. The questionnaire was split into three sections: Section A asked about the respondent's demographic profile; Section B asked questions about dependent variables and Section C asked questions about independent variables.

3.8.1 Nominal Scale

It is the type of measurement scale used in statistics and research. Only the type of the numbers are made out to numerals; words or characters would work just as well (Stevens, S. S., 1946). It is a level of measurement that classifies data into distinct categories or groups with no inherent order or ranking. Nominal data represent different groups or classes, but the categories do not have a quantitative relationship or specific order among them (Fleiss, 1971). In part A of their questionnaire, the researchers will use the nominal scale for talking about demographic segmentation. It was selected from a range of ages, genders, marital statuses, and educational background. These inquiries will all be combined together in order to identify each respondent's demographic profile.

3.8.2. Ordinal Scale

According to Forrest, M., & Anderson, B. (1986), the findings in the nominal scale represent categories that are comprehensive and identical. The ordinal scale is a level of measurement that involves the categorization of data into ordered or ranked categories. Unlike the nominal scale, the categories in an ordinal scale have a meaningful order or ranking, but the intervals between them may not be consistent or meaningful. The Likert Scale was applied in this study and all values between 1 and 5 represent complete acceptance. From disagree to the most agree, the elements on this scale are arranged in descending order of agreement. Additionally, the study included a 5-point Likert Scale that measured whether or not which statements described agreement or disagreement, have been reached upon, ranging from strongly disagree (1) to disagree (2), neutral (3), agree (4), and strongly agree (5). In the questionnaire for Section B, C, and D, Likert Scale was implemented to gather the data.

3.9 Procedure for Data Analysis

3.9.1 Data Processes and Data Analysis

After the research data has been collected it will be analyzed through SPSS software for analysis and hypothesis testing. SPSS was used to calculate and analyze the data obtained in the study. SPSS is a program used in various statistical procedures and every detail of SPSS is provided on the computer. SPSS is widely used in various fields in conducting this study.

3.9.2 Descriptive Analysis

According to Villegas (2022), descriptive analysis is one of the data researches that can help in explaining or summarizing the data points helpfully so that the pattern obtained develops to meet all the conditions of the data obtained based on the survey of the study. Descriptive analysis also describes data characteristics through mean, median, standard deviation, variance, and range. This is also a technique to simplify and summarize the data obtained in the sample.

3.9.3 Reliability Test

The concept of reliability is a test that is studied in terms of general, group, and specific factors between items, and score stability (Lee J. Cronbach, 1947). This study is related to the accuracy of measuring instruments. a scale that can produce repeated results is called a reliability test in the name of the Likert scale that researchers use for respondents to assess how much they agree or disagree as shown in the table (Peter M. Fayers, 2002)

Table 3.9: Scale of strongly disagree (1) to strongly agree (5)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3.9.4 Spearman Correlation Analysis

The purpose of Spearman's correlation is to assess monotonic relationships, whether or not they are linear. When every variable functions completely, there is a perfect correlation of +1 or -1 if there are no repeated data values. The value will be zero when there is no correlation. a correlation that, despite the study's hypothesis being less than 5% of the chance that the link found is correct, reaches a statistically significant spearman position at a value of 0.05.

3.10 Summary/Conclusion

This chapter of the study focuses on validating the study objectives and answering the study questions. It does so by emphasizing the research design, data collection methods, study population, sample size, sampling procedures, development of research instruments, measurement of the variables, and data analysis

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter consists of nine sections, including the introduction, and Section 4.2 discuss preliminary analysis. Section 4.3 discusses the demographic profile of respondents, and is followed by Section 4.4 of descriptive analysis. Section 4.5 discusses result for the validity and reliability test. Section 4.6 and Section 4.7 which discuss the normality test and Spearman’s correlation analysis. Finally, Section 4.8 summarize this chapter.

4.2 Preliminary Analysis

Generally, it refers to the initial examination or assessment of data, information, or a situation before conducting a more in-depth or detailed analysis. Researchers conduct a pilot test on all variables in this section because of the precision of the study by allowing researchers to fine-tune their approach before engaging in the full-scale data collection. A “pilot test” sometimes known as a “small-scale study”, is carried out using 10 or more groups of samples beforehand for the major investigation.

4.2.1 Pilot Test

Table 4.2.1: Scale of Cronbach’s Alpha

	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

In social and behavioral studies, Cronbach’s coefficient alpha is commonly published and utilized as a reliable indicator for scale of Cronbach’s Alpha (Cronbach, 2004; Zumbo and Rupp, 2004; Sijtsma, 2009). It provides an estimate of the extent to which a set of questions in a scale consistently measures the same underlying construct or trait. A high Cronbach’s Alpha suggests that the questions in the instrument are closely related and are measuring the same underlying construct while a low alpha may indicate that the questions are not consistently measuring the same thing. A commonly accepted guideline is that an alpha of 0.70 or higher is considered acceptable for most purposes. Based on the table 4.2.1, the scale of Cronbach’s Alpha was used in this study that ranges from 0 to 1 with higher values indicating greater internal consistency

4.2.2. Reliability test for pilot study

Table 4.2.2: Pilot test for 30 respondents.

Variables	Cronbach’s Alpha	No of Items	Level of Reliability
Intention in using ChatGPT	0.798	5	Acceptable
Perceived Usefulness	0.253	5	Unacceptable
Technology Acceptability	0.648	5	Questionable
Perceived Trust	0.595	5	Poor

The pilot test conducted on 30 respondents according to the table 4.2.2. All variables have Cronbach’s Alphas of below 0.8. As a result, it is commonly accepted that all of the pilot test variables’ results have a low to moderate.

4.3 Demographic profile of respondents

The researcher distributed a questionnaire through social media platforms such as Google Forms to students of the Faculty of Entrepreneurship and Business, UMK. The questionnaire received 125 responses.

Table 4.3: Demographics profile of respondents.

Respondent profile	Classification	Frequency =125	Percentage (%)
Age	19-21	23	18.4
	22-24	102	81.6
Gender	Male	80	64.0
	Female	45	36.0
Race	Malay	71	56.8
	Chinese	36	28.8
	Indian	18	14.4
State of origin	East Malaysia	15	12.0
	West Malaysia	110	88.0
Year	Year 1	24	19.2
	Year 2	11	8.8
	Year 3	21	16.8
	Year 4	69	55.2
Have you ever used ChatGPT?	Yes	125	100.0
How long have you been using ChatGPT?	Less than 2 months	12	9.6
	3-5 months	77	61.6
	6 month and above	36	28.8
How often do you use ChatGPT in a month?	1-2 times	22	17.6
	3-4 times	69	55.2
	5 times and above	34	27.2

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Based on the table 4.3, the age respondent that shows the majority of respondents are from the 19-21 age group which is 23 (18.4%) and the highest majority of respondents are from the 22-24 age group which is 102 (81.6%). There are 64.0% male respondents with 80 students where 36.0% are female respondents which is 45 students. Next is race where the highest respondent is Malay which is 71 (56.8%) followed by Chinese which is 36 (28.8%) and the lowest respondent among races is Indian which is 18 (14.4%).

Meanwhile, the respondents from the state of origin which is West Malaysia have the highest number of respondents which is 110 (88.0%) and the lowest number of respondents is East Malaysia which is 15 (12.0%). Next is the students; admission year among business and entrepreneurship faculty students where year 4 is the highest respondent compared to other years which is 68 (55.2%). Next followed by year 1 and year 3 which is 24 (19.2%) and 21 (16.8%) respectively. The lowest respondent among years is year 2 which is 11 (8.8%).

All 125 (100%) participants confirmed their usage of ChatGPT, with none indicating otherwise. Subsequently, respondents were queried about their duration of using ChatGPT. The majority, constituting 77 individuals (61.8%), reported using it for 3-5 months, followed by 36 participants (28.8%) with 6 months and above, and 12 participants (9.6%) with less than 2 months of usage. In terms of usage frequency per month, the predominant pattern emerged as 3-4 times, with 69 respondents (55.2%), followed by 5 times and above, constituting 34 participants (27.2%). The least reported frequency was 1-2 times, indicated by 22 respondents (17.6%).

4.4 Descriptive Analysis

Table 4.4.1: Descriptive Analysis of the Intention in Using ChatGPT

Indicator	Mean	Std. Deviation
I use ChatGPT for educational purposes.	4.98	.126
I can get sought assistance from ChatGPT for a variety of educational needs.	4.98	.154
I feel ChatGPT helps me to reduce a lot of pressure in my study field.	4.98	.199
I think that ChatGPT is able to provide me with many ideas.	4.99	.089
I think ChatGPT is convenient for educational purposes.	4.98	.179

According to the table 4.4.1, the question with the highest standard deviation was “I feel ChatGPT helps me to reduce a lot of pressure in my study field” with 0.199. Meanwhile the question with the lowest standard deviation was “I think that ChatGPT is able to provide me with many ideas” with 0.089. If the standard deviation is greater than 1, the data points are one standard deviation above the mean. On the other hand, when the standard deviation is close to zero, the data points are usually close to the mean.

Next, Table 4.4.1 also provides the means of the dependent variable “Intention in using ChatGPT” posed through the questionnaire survey. A total of 5 questions about the dependent variable were asked in the questionnaire. Based on the data gathered, the dependent variable question that obtained the highest mean was “I think that ChatGPT is able to provide me with many ideas” with 4.99. Meanwhile, the other 4 questions obtained the same mean which is 4.98.

Table 4.4.2: Descriptive Analysis of Perceived Usefulness in Using ChatGPT

Indicator	Mean	Std. Deviation
I feel that ChatGPT helps me overcome misunderstandings in the lesson material.	4.98	.126
I find that ChatGPT is very helpful with my educational work.	4.99	.089
I think using ChatGPT for educational purposes will make it more productive.	4.94	.504
I think applying ChatGPT will enhance the requirement for educational skill levels.	4.92	.517
I found that using ChatGPT will be easy to use and fast service.	4.98	.126

According to the table 4.4.2, the question with the highest standard deviation was “I think applying ChatGPT will enhance the requirement for educational skill levels” with 0.517. Meanwhile the question with the lowest standard deviation was “I find that ChatGPT is very helpful with my educational work” with 0.089. If the standard deviation is greater than 1, the data points are one standard deviation above the mean. On the other hand, when the standard deviation is close to zero, the data points are usually close to the mean.

Next, Table 4.4.2 also provides data for mean of the independent variable “Perceived Usefulness in using ChatGPT” posed through the questionnaire survey. A total of 5 questions about the independent variable were asked in the questionnaire. Based on the data gathered, the independent variable question that obtained the highest mean was “I find that ChatGPT is very helpful with my educational work” with 4.99. Meanwhile, the question with the lowest mean which is 4.92 was “I think applying ChatGPT will enhance the requirement for educational skill level”.

Table 4.4.3: Descriptive Analysis of Technology Acceptability in Using ChatGPT

Indicator	Mean	Std. Deviation
I have no security concerns or requirements for using ChatGPT technology.	4.64	1.139
I feel safe providing personal privacy information when using ChatGPT.	4.43	1.393
I feel that ChatGPT is a more efficient and fast way to complete daily tasks compared to traditional approaches.	4.96	.295
I think that using ChatGPT in distance learning is a better way to improve interaction and learning experience.	4.89	.625
I think that students' perceptions of the availability and capabilities of alternative technologies influence their acceptance of using ChatGPT.	4.96	.368

According to the table 4.4.3, the question with the highest standard deviation was “I feel safe providing personal privacy information when using ChatGPT” with 1.393. Meanwhile the question with the lowest standard deviation was “I feel that ChatGPT is a more efficient and fast way to complete daily tasks compared to traditional approaches” with 0.295. If the standard deviation is greater than 1, the data points are one standard deviation above the mean. On the other hand, when the standard deviation is close to zero, the data points are usually close to the mean.

Next, Table 4.4.3 also provides data for mean of the independent variable “Technology Acceptability in using ChatGPT” posed through the questionnaire survey. A total of 5 questions about the independent variable were asked in the questionnaire. Based on the data gathered, the independent variable question that obtained the highest mean were “I feel that ChatGPT is a more efficient and fast way to complete daily tasks compared to traditional approaches” and “I

think that students' perceptions of the availability and capabilities of alternative technologies influence their acceptance of using ChatGPT” with 4.99. Meanwhile, the question with the lowest mean which is 4.43 was “I feel safe providing personal privacy information when using ChatGPT”.

Table 4.4.4: Descriptive Analysis of Perceived Trust in Using ChatGPT

Indicator	Mean	Std. Deviation
I feel the belief in ChatGPT can help in improving understanding in learning.	4.98	.126
I am confident that ChatGPT is a useful learning tool but not too dependent on the answers given.	4.93	.511
I believe ChatGPT can improve the education system.	4.92	.517
I believe ChatGPT will give the right answer in my learning.	3.99	1.720
I see the belief in ChatGPT is the main drive that motivates students to accept innovation in education.	3.90	1.782

According to the table 4.4.4, the question with the highest standard deviation was “I see the belief in ChatGPT is the main drive that motivates students to accept innovation in education” with 1.782. Meanwhile the question with the lowest standard deviation was “I feel the belief in ChatGPT can help in improving understanding in learning” with 0.126. If the

standard deviation is greater than 1, the data points are one standard deviation above the mean. On the other hand, when the standard deviation is close to zero, the data points are usually close to the mean.

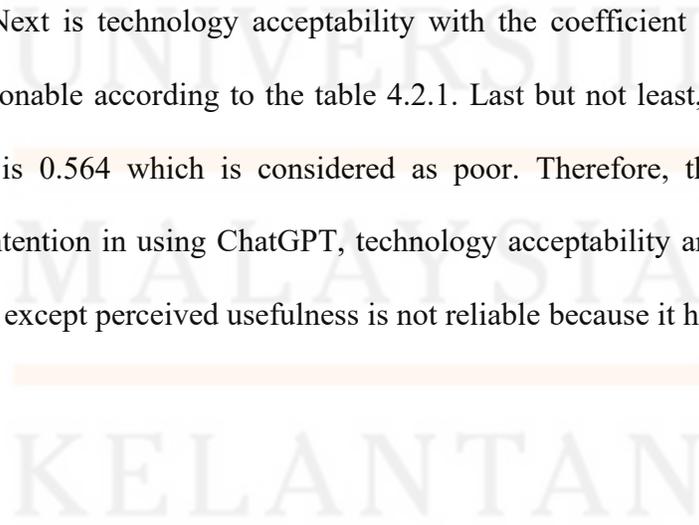
Table 4.4.4 also provides data for mean of the independent variable “Perceived Trust in using ChatGPT” posed through the questionnaire survey. A total of 5 questions about the independent variable were asked in the questionnaire. Based on the data gathered, the independent variable question that obtained the highest mean was “I feel the belief in ChatGPT can help in improving understanding in learning” with 4.98. Meanwhile, the question with the lowest mean which is 3.90 was “I see the belief in ChatGPT is the main drive that motivates students to accept innovation in education”. Therefore, the data show respondents are more in agreement with the question “I feel the belief in ChatGPT can help in improving understanding in learning”.

4.5 Validity and reliability test

Table 4.5: Reliability Test

Variables	Cronbach's Alpha	No of Items	Level of Reliability
Intention in using ChatGPT	0.810	5	Good
Perceived Usefulness	0.435	5	Unacceptable
Technology Acceptability	0.632	5	Questionable
Perceived Trust	0.564	5	Poor

Based on the table 4.5, Cronbach's Alpha coefficient for Intention in using ChatGPT is 0.810. According to the table 4.2.1, the range between 0.9 and 0.8 is good means Intention in using ChatGPT is good. The result of reliability for intention in using ChatGPT is the highest compared with perceived usefulness, technology acceptability and perceived trust. Furthermore, the coefficient alpha for perceived usefulness is 0.435. It is considered as unacceptable according to the table 4.2.1. Next is technology acceptability with the coefficient alpha 0.632 and it is considered as questionable according to the table 4.2.1. Last but not least, the coefficient alpha for perceived trust is 0.564 which is considered as poor. Therefore, this indicates that the measurements for intention in using ChatGPT, technology acceptability and perceived trust are reliable in this study except perceived usefulness is not reliable because it has not more than 0.5.



4.6 Spearman correlation analysis

To determine how strongly two variables are correlated, a non-parametric test known as Spearman rank correlation is employed. Where it is used by the researchers to ascertain the relationship in linear regression or a linear relationship between two continuous variables. The dependent variable is the intention to use ChatGPT, while the independent variables are perceived usefulness, perceived trust, and technology acceptability.

Table 4.6: Result of Spearman Correlation Analysis.

			Intention in using ChatGPT	Perceived Usefulness	Technology Acceptability	Perceived Trust
Spearman's rho	Intention in using ChatGPT	Correlation Coefficient	1.000	.631**	.342**	.204*
		Sig. (1-tailed)		.000	.000	.023
		N	125	125	125	125
	Perceived usefulness	Correlation Coefficient	.631**	1.000	.457**	.303**
		Sig. (1-tailed)	.000		.000	.001
		N	125	125	125	125
	Technology acceptability	Correlation Coefficient	.342**	.457**	1.000	.452**

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		Sig. (1-tailed)	.000	.000	.000	.000
		N	125	125	125	125
	Perceived trust	Correlation Coefficient	.204*	.303**	.452**	1.000
		Sig. (1-tailed)	0.23	.001	.000	
		N	125	125	125	125

The Spearman Correlation findings are presented in Table 4.7.. Perceived usefulness has a high positive correlation with the intention in using ChatGPT, with a value of 0.631. On the other hand, technology acceptability and perceived trust have low positive correlations with the intention in using ChatGPT, with values of 0.342 and 0.204, respectively.

The results suggest that the higher the awareness about the use of ChatGPT, the more students will be attracted to learn more. The findings are consistent with the assumptions of both TRA and TBP theories where Perceived Usefulness, Technology Acceptability and Perceived Trust have a significant impact on students of the entrepreneurship and business faculty in Universiti Malaysia Kelantan (UMK) to understand and use ChatGPT technology to make learning a success in their lives.

4.7 Hypothesis Testing

It is advisable that when testing hypotheses, H_0 be rejected if the p-value is less than the significant alpha of 0.01 or the p-value of 0.01. Below are the results for each of the three hypotheses.

4.7.1 Hypothesis 1:

H₀: There is a relationship between perceived usefulness and the intention in using ChatGPT by students' of UMK for educational purposes.

H₁: There is a relationship between perceived usefulness and the intention in using ChatGPT by students' of UMK for educational purposes.

P-value is equal to 0.000 which is less than significant alpha 0.01. Thus, H_1 is accepted. Then, there is a positive connection between perceived usefulness and the intention in using ChatGPT by students' of UMK for educational purposes. The value of the correlation, r is 0.631 indicates a high relationship between perceived usefulness and the intention in using ChatGPT by students' of UMK for educational purposes.

4.7.2 Hypothesis 2

H₀: There is a relationship between technology acceptability and the intention in using ChatGPT by students' of UMK for educational purposes.

H₁: There is a relationship between technology acceptability and the intention in using ChatGPT by students' of UMK for educational purposes.

P-value is equal to 0.000 which is less than significant alpha 0.01. Thus, H1 is accepted. Then, there is a positive connection between technology acceptability and the intention in using ChatGPT by students' of UMK for educational purposes. The value of the correlation, r is 0.342 indicates a high relationship between technology acceptability and the intention in using ChatGPT by students' of UMK for educational purposes.

4.7.3 Hypothesis 3

H0: There is no relationship between perceived trust and the intention in using ChatGPT by students' of UMK for educational purposes.

H1: There is no relationship between perceived trust and the intention in using ChatGPT by students' of UMK for educational purposes.

P-value is equal to 0.023 which is more than significant alpha 0.01. Thus, H1 is rejected. Then, there is a positive connection between perceived trust and the intention in using ChatGPT by students' of UMK for educational purposes. The value of the correlation, r is 0.204 indicates a low relationship between perceived trust and the intention in using ChatGPT by students' of UMK for educational purposes.

4.9 Conclusion

In this chapter, the results obtained through SPSS analysis are showcased. By leveraging the outcomes of the data analysis, the researchers successfully identified the relationship between independent and dependent variables. Moreover, the factors influencing the intention of students from the Faculty of Entrepreneurship and Business at University Malaysia Kelantan to use ChatGPT for educational purposes were also determined. A more comprehensive discussion and justification of these findings regarding the connections between independent and dependent variables, as well as the factors influencing students' inclination to use ChatGPT for educational purposes, will be expounded upon in Chapter 5.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter discusses all of the descriptive and Spearman Correlation analyses from the previous chapter are thoroughly explained in this chapter. The explanation and elaboration of the researchers' findings are also provided in order to bolster the study's objectives and hypotheses. The challenges the researchers faced in conducting their study will also be discussed. The researchers will give a summary of their findings after going into further detail.

5.2 Key findings

According to the descriptive analysis in Chapter 4, the survey's primary respondents were Male, who made up 64.0% of the sample, compared to female, who made up 36.0%. The age of respondents mostly from age 22-24, who made up 81.6% compared to age 19-21, who made up 18.4% and majority of respondents are Year 4 students. Most respondents who answered this survey were Malay, with 56.8% compared to Chinese and Indian respondents. A large percentage of respondents are from West Malaysia, with 88.0%. 100% of respondents have used ChatGPT for their studies, and they have been using ChatGPT among 3-5 months with 61.6%. The most regulary used ChatGPT is 3-4 times, with 55.2%.

5.3 Discussion

Table 5.3: Hypothesis Summary.

FACTORS	HYPOTHESIS	RESULT
Perceived usefulness	<p>H1: There is a relationship between perceived usefulness and the intention in using ChatGPT by students for educational purposes in Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan (UMK).</p> <p>$r = 0.631, p < 0.01$</p>	Supported
Technology acceptability	<p>H2: There is a relationship between technology acceptability and the intention in using ChatGPT by students for educational purposes in Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan (UMK).</p> <p>$r = 0.342, p < 0.01$</p>	Supported
Perceived trust	<p>H3: There is no relationship between perceived trust and the intention in using ChatGPT by students for educational purposes in Faculty of Entrepreneurship and Business, Universiti Malaysia Kelantan (UMK).</p> <p>$r = 0.204, p > 0.01$</p>	No

5.3.1 Perceived Usefulness

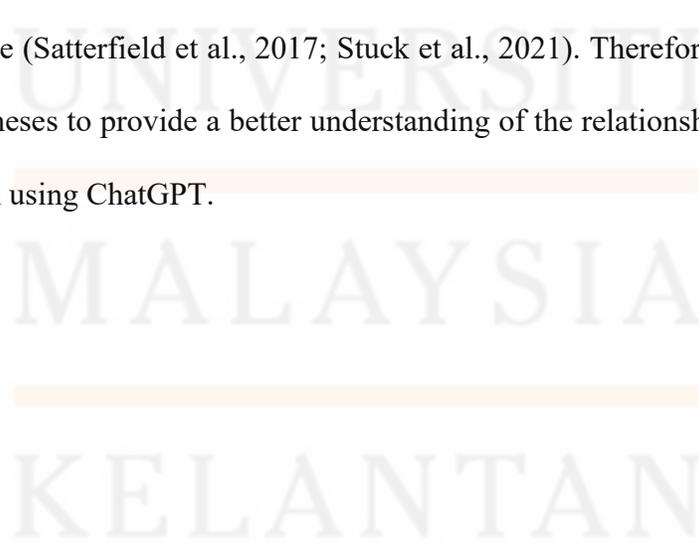
Table 5.3.1 shows that the perceived usefulness has an excellent and positive connection with the intention in using ChatGPT. The significant Spearman correlation value of $r=0.631$, $p=0.000$ confirms what was apparent from the graph, there appears to be a strong positive correlation between two variables substantiating hypothesis H2 that there is a significant relationship between perceived usefulness and intention in using ChatGPT among student of faculty entrepreneurship and business in Universiti Malaysia Kelantan (UMK). Thus, large perceived usefulness is associated with the intention in using ChatGPT. This finding appears to be supported by numerous researchers who have conducted related studies on the perceived usefulness, including Lee, 2006; H. P. Lu & Su, 2009; Worthington & Burgess, 2021; Tiwari et al., 2023; J. H. Wu & Wang, 2005 and Hussain et al., 2019, who found that there is a significant relationship that perceived usefulness is important in the intention in using ChatGPT among university students. Because of this, the ChatGPT technology has spread through the university system in a scientific manner which is shown to be an effective approach to be applied in daily learning. It also shows that with the presence of this ChatGPT, students can more easily think of ideas in working on something learning. According to Davis (1989) and Malik et al., 2021 says the extent to which a person feels that utilizing a certain information system will be devoid of mental effort is known as the perceived ease of use of that technology. Davis asserted that user-friendliness is a sign of technological acceptability. In the context of education, students are more inclined to use chatbots for information acquisition if the technological infrastructure is already in place. Therefore, it is not surprising that many researchers have shown their research interest in this matter and make their understanding better which is about the relationship between perceived usefulness and intention in using ChatGPT.

5.3.2 Technology Acceptability

Table 5.3.1 also shows that the technology acceptability has a negative connection with the intention in using ChatGPT. The significant Spearman correlation value of $r=0.342$, $p=0.000$ confirms what was apparent from the graph, there appears to be a positive correlation between two variables substantiating hypothesis H3 that there is a significant relationship between technology acceptability and intention in using ChatGPT among student of faculty entrepreneurship and business in Universiti Malaysia Kelantan (UMK). So with that, it can be said that technology acceptability is well received by students if it is linked to the intention in using ChatGPT. Technology acceptability is not as bad as expected, but its acceptance becomes doubtful when students worry about security when using ChatGPT. In addition, students also feel secure to provide personal privacy information that needs to be filled in when accessing this ChatGPT technology. In relation to that, technology acceptability has been researched by researchers that there should be no worries in using it. If people have a more favorable attitude towards the technology, they are more likely to form positive intentions to use it (Davis et al., 1989; Estriegana et al., 2019). Perceived usefulness is people's belief about the extent to which using the technology will improve their performance (Davis, 1989). It is a type of extrinsic motivation in determining technology acceptance and technology usage behavior (Davis, 1989; Lee and Lehto, 2013). If the technology is viewed as useful in enhancing writing performance, students are apt to appraise the technological means positively and inclined to use it (Estriegana et al., 2019). Therefore, this study proposes the following hypotheses. Because of this, researchers provide a better understanding of the relationship between technology acceptability and intention in using ChatGPT.

5.3.3 Perceived Trust

Perceived trust has a negative connection with the intention in using ChatGPT. The significant Spearman correlation value of $r=0.204$, $p=0.023$, confirms what was apparent from the graph, there appears to be a negative correlation between two variables substantiating hypothesis H3 that there is no significant relationship between perceived trust and intention in using ChatGPT among student of faculty entrepreneurship and business in Universiti Malaysia Kelantan (UMK). In other words, using ChatGPT students feel that the answers do not match the requirements requested. While ChatGPT has the ability to understand natural language and respond accordingly, it has some limitations. For instance, it cannot understand nuances of conversation, which can result in misunderstandings or insufficient outcomes. In some customer service settings, AI chatbots may not be appropriate if emotional support is needed. Castelo et al. (2019) show that using expertise that is mistakenly perceived as high quality seems to carry a greater risk in some tasks than in others, which is why it is assumed that the perceived risk also differs in different knowledge domains. Perceived risk in a certain context affects trust in technology because when the possibility of negative outcomes is higher, individuals are more cautious about its use (Satterfield et al., 2017; Stuck et al., 2021). Therefore, this study proposes the following hypotheses to provide a better understanding of the relationship between perceived trust and intention in using ChatGPT.



5.4 Implications of the study

The main focus of our research is to identify the factors that influence UMK students' intention to use ChatGPT for educational purposes. Three categories will be chosen for defining the implication of this study which is perceived usefulness, technology acceptability, and perceived trust. Understanding these implications can provide valuable insights into the UMK students' intention to use ChatGPT for useful purposes.

Finding the perceived usefulness helps in assessing the practical benefits that students associate with their study. Thus, ChatGPT's ability to assist in understanding complex concepts, providing relevant information, and improving overall learning outcome. It may appreciate ChatGPT's ability to break down complex concepts into simpler explanations, offering additional or alternative explanations that could enhance their understanding. When ChatGPT can provide accurate and relevant information quickly, researchers may find it a valuable resource for gathering initial information, exploring new topics or clarifying doubts. Whether students see ChatGPT as a time-saving tool for obtaining quick and accurate information, thus increasing productivity in their academic tasks.

Assessing technology acceptability provides insights into the likelihood of adoption. Factors such as ease of use, compatibility with existing systems, and user-friendly interfaces contribute to this section. This categorisation helps gauge the overall receptiveness of users to the technology being studied. The ease with which students can interact with ChatGPT, including the simplicity of its interface and the accessibility of its features. ChatGPT seamlessly integrates with existing educational technologies and platforms commonly used by UMK students. The perceived simplicity of incorporating ChatGPT into their learning processes without encountering significant technical challenges.

The confidence that students have in their educational context may be hesitant to use ChatGPT because they have concerns about the privacy and security of their data. They may worry about the protection of their personal identity. They have little control over how their data is collected, used, or shared, it can lead to apprehension. Perceived trust in the technology itself plays a significant role. Students are unsure about how ChatGPT operates, its security features, or its commitment to privacy; they may choose not to use it. By addressing these aspects, developers and educators should aim to create a positive and secure experience for students using ChatGPT for educational purposes.

5.5 Limitation of the Study

In this study, several limitations have been acknowledged with corresponding recommendations provided for future research endeavors. The primary challenge of securing 125 respondents was attributed to factors such as time constraints, survey design, and distribution methods, impacting respondent availability and engagement. Addressing these challenges is essential for ensuring the reliability and representativeness of the data. Strategies like extending the data collection period or refining distribution approaches are recommended to enhance respondent participation in subsequent studies.

Similarly, the research on factors influencing intention in using ChatGPT by student at Faculty of Entrepreneurship and Business, UMK faces several limitations. The dynamic nature of human behavior in this context poses challenges in comprehensively capturing the diverse factors influencing intention in using ChatGPT by student. Methodological constraints, including reliance on self-reported data, add further complexities. Despite these limitations, transparent acknowledgment of constraints provides valuable insights for refining methodologies and

guiding future research in understanding the factors influencing intention in using ChatGPT by students at Faculty Entrepreneurship and Business, UMK.

5.6 Recommendations / Suggestion for future research

Future research in integrating ChatGPT into education can focus on three main areas: personalized learning, ethical considerations, and collaborative environments. First, exploring ways to improve the personalized learning experience through ChatGPT involves adapting content, steps, and teaching methods to the needs of individual students. This can develop an adaptive learning system that involves the ability of the model to provide feedback, and the delivery of content that can help and it can ensure that education is more interesting and effective for each student.

Next, ethical considerations are important in the use of AI in education. Future research should deepen the understanding found in ChatGPT so that it can ensure fairness in evaluation and address issues related to privacy data. Additionally, there is a need to explore the impact of AI in education on student autonomy, agency, and possible unintended consequences of relying on AI-driven systems in the learning process.

Finally, ChatGPT also plays a role in shaping a collaborative learning environment. This involves exploring how the model can facilitate group discussions, support teamwork, and encourage knowledge sharing among students. Research in this area can contribute to the development of AI-driven tools that not only help individual learners but also promote a sense of community and engagement in educational settings and even understand how ChatGPT can be seamlessly integrated into collaborative platforms and contribute to effective group learning experiences. Important for the future of AI in education.

5.7 Overall Conclusion of the Study

To summarize, the current research focuses on examining the factors influencing the intention in using ChatGPT by student in Faculty of Entrepreneurship and Business, UMK. Chapter 1 to 3 lay the groundwork by exploring the impact of using ChatGPT by student, presentation theoretical model such as the Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT), and conducting a comprehensive literature review on the key variables involved. Chapter 4 employs statistical analysis using SPSS to analyze the gathered data from 125 respondents in Faculty Entrepreneurship and Business, UMK. The final chapter summarizes the findings which indicated that perceived trust, technology acceptability and perceived usefulness are significant factors influencing intention in using ChatGPT by student of Faculty Entrepreneurship and Business, UMK.

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APPENDIX A - Draft of Questionnaire



Factors influencing intention in using ChatGPT by students for educational purposes: a case study in Faculty of Entrepreneurship and Business, UMK.

Greetings to all dear respondents,

We are final year students from the Faculty of Entrepreneurship and Business (FKP) University Malaysia Kelantan (UMK) pursuing Degree in Bachelor of Entrepreneurship (Commerce) with Honors. We are currently conducting a research survey “Factors influencing intention in using ChatGPT by students for educational purposes: a case study in Faculty of Entrepreneurship and Business, UMK ". Your participation in this research is greatly appreciated. The questionnaire will take about 5 to 10 minutes of your valuable time. Your response will be kept fully private and used exclusively for academic purposes only.

Assalamualaikum & Salam Sejahtera,

Kami merupakan pelajar tahun akhir dari Fakulti Keusahawanan dan Perniagaan (FKP) Universiti Malaysia Kelantan (UMK) yang mengikuti pengajian Ijazah Sarjana Muda Keusahawanan (Perdagangan) dengan Kepujian. Kami sedang menjalankan tinjauan penyelidikan “Faktor-faktor yang mempengaruhi niat menggunakan ChatGPT oleh pelajar untuk tujuan pendidikan: kajian kes di Fakulti Keusahawanan dan Perniagaan, UMK ". Penyertaan anda dalam penyelidikan ini amat dihargai. Soal selidik akan mengambil masa kira-kira 5 hingga 10 minit masa berharga anda. Respons anda akan dirahsiakan sepenuhnya dan digunakan secara eksklusif untuk tujuan akademik sahaja.

Sincerely;

1. MUHAMMAD RIEZMAN FARIEZUDDIN BIN AZHAR (A20A1557)
2. YEE KAR BOON (A20A2293)
3. NUR FATIN SYAZWINA BINTI IBRAHIM (A20A1727)
4. RAJA NUR SAMIHAH BINTI RAJA MAT SUHAIMI (A20A1920)

SECTION A: DEMOGRAPHIC INFO

Please select your answer in the questions below.

Sila pilih jawapan anda pada soalan di bawah.

1. Age/ Umur
 - 19-21 years old / tahun
 - 22-24 years old / tahun
 - 25-27 years old / tahun
 - (others)

2. Gender / Jantina
 - Male / Lelaki
 - Female / Perempuan

3. Race / Bangsa
 - Malay / Melayu
 - Chinese / Cina
 - Indian / India

- (others)
4. State of origin / Negeri asal
- East Malaysia / Malaysia Timur
 - West Malaysia / Malaysia Barat
 - International Students / Pelajar Antarabangsa
5. Year / Tahun
- Year 1 / Tahun 1
 - Year 2 / Tahun 2
 - Year 3 / Tahun 3
 - Year 4 / Tahun 4
6. Have you ever used ChatGPT? / Pernahkah anda menggunakan ChatGPT?
- Yes / Ya
 - No / Tidak
7. How long have you been using ChatGPT? / Berapa lama anda telah menggunakan ChatGPT?
- Less than 2 months / Kurang daripada 2 bulan
 - 3~5 months / 3~5 bulan
 - 6 months and above / 6 bulan dan ke atas
8. How often do you use ChatGPT in a month? / Berapa kerap anda menggunakan ChatGPT dalam sebulan?
- 1~2 times / 1~2 kali
 - 3~4 times / 3~4 kali
 - 5 times and above / 5 kali dan ke atas

SECTION B: INTENTION IN USING CHATGPT

Please answer all questions as follows:

Sila jawab semua soalan seperti berikut:

1. Strongly Disagree / *Sangat Tidak Setuju*
2. Disagree / *Tidak setuju*
3. Neutral / *Neutral*
4. Agree / *Setuju*
5. Strongly Agree / *Sangat Setuju*

		1	2	3	4	5
1.	I use ChatGPT for educational purposes. <i>Saya menggunakan ChatGPT untuk tujuan pendidikan.</i>					
2.	I can get assistance from ChatGPT for a variety of educational needs. <i>Saya boleh mendapatkan bantuan daripada ChatGPT untuk pelbagai keperluan pendidikan.</i>					
3.	I feel ChatGPT helps me to reduce a lot of pressure in my study field. <i>Saya berasa ChatGPT membantu saya mengurangkan banyak tekanan dalam bidang pengajian saya.</i>					
4.	I think that ChatGPT is able to provide me with many ideas. <i>Saya berasa bahawa ChatGPT mampu memberikan saya banyak idea.</i>					
5.	I think ChatGPT is convenient for educational purposes. <i>Saya berrasa ChatGPT sesuai untuk tujuan pendidikan.</i>					

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SECTION C: FACTOR INFLUENCING INTENTION IN USING CHATGPT BY STUDENTS FOR EDUCATIONAL PURPOSES

Please answer all questions as follows:

Sila jawab semua soalan seperti berikut:

1. Strongly Disagree / *Sangat Tidak Setuju*
2. Disagree / *Tidak setuju*
3. Neutral / *Neutral*
4. Agree / *Setuju*
5. Strongly Agree / *Sangat Setuju*

	IV 1 : PERCEIVED USEFULNESS	1	2	3	4	5
1.	I feel that ChatGPT helps me overcome misunderstandings in the lesson material. <i>Saya berasa ChatGPT membantu saya mengatasi kesalahan pemahaman dalam materi pelajaran.</i>					
2.	I find that ChatGPT is very helpful with my educational work. <i>Saya mendapati bahawa ChatGPT sangat membantu dalam kerja pendidikan saya.</i>					
3.	I using ChatGPT for educational purposes will make it more productive. <i>Saya menggunakan ChatGPT untuk tujuan pendidikan akan menjadikannya lebih produktif.</i>					
4.	I think applying ChatGPT will enhance the requirement for					

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	<p>educational skill levels. <i>Saya berasa penggunaan ChatGPT akan meningkatkan keperluan untuk tahap kemahiran pendidikan.</i></p>					
5.	<p>I found that using ChatGPT will be easy to use and fast service. <i>Saya mendapati bahawa penggunaan ChatGPT akan menjadi mudah digunakan dan perkhidmatannya pantas.</i></p>					

	IV 2 : TECHNOLOGY ACCEPTABILITY	1	2	3	4	5
1.	<p>I have no security concerns or requirements for using ChatGPT technology. <i>Saya tidak mempunyai kebimbangan atau keperluan keselamatan terhadap penggunaan teknologi ChatGPT.</i></p>					
2.	<p>I feel safe providing personal privacy information when using ChatGPT. <i>Saya berasa selamat memberikan maklumat privasi peribadi ketika menggunakan ChatGPT.</i></p>					
3.	<p>I feel that ChatGPT is a more efficient and fast way to complete daily tasks compared to traditional approaches. <i>Saya berasa bahawa ChatGPT sebagai cara yang lebih efisien dan pantas untuk menyelesaikan tugas-tugas harian dibandingkan dengan pendekatan tradisional.</i></p>					
4.	<p>I think that using ChatGPT in distance learning is a better way to improve interaction and learning experience. <i>Saya berpendapat bahawa penggunaan ChatGPT dalam pembelajaran jarak jauh dianggap sebagai cara yang lebih baik untuk meningkatkan interaksi dan pengalaman pembelajaran.</i></p>					

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5.	<p>I think that students' perceptions of the availability and capabilities of alternative technologies influence their acceptance of using ChatGPT.</p> <p><i>Saya berpendapat bahawa persepsi pelajar terhadap ketersediaan dan kebolehan alternatif teknologi mempengaruhi penerimaan mereka terhadap penggunaan ChatGPT.</i></p>					
----	---	--	--	--	--	--

	IV 3: PERCEIVED TRUST	1	2	3	4	5
1	<p>I feel the belief in ChaGPT can help in improving understanding in learning.</p> <p><i>Saya berasa kepercayaan terhadap ChaGPT dapat membantu dalam meningkatkan pemahaman dalam pembelajaran</i></p>					
2	<p>I am confident that ChatGPT is a useful learning tool but not too dependent on the answers given.</p> <p><i>Saya yakin bahawa ChatGPT ini menjadi alat pembelajaran yang berguna tetapi tidak terlalu bergantung sangat dengan jawapan yang diberikan.</i></p>					
3	<p>I believe ChatGPT can improve the education system.</p> <p><i>Saya percaya ChatGPT ini dapat meningkatkan sistem pendidikan.</i></p>					
4	<p>I believe ChatGPT will give the right answer in my learning.</p> <p><i>Saya percaya ChatGPT akan memberikan jawapan yang tepat dalam pembelajaran saya.</i></p>					

5	<p>I see the belief in ChatGPT is the main drive that motivates students to accept innovation in education <i>Saya melihat kepercayaan terhadap ChatGPT adalah pemacu utama yang mendorong pelajar untuk menerima inovasi dalam pendidikan.</i></p>					
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APPENDIX B – GANTT CHART

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Registration of supervisor	■													
Finding Journal		■												
Project Title Selection		■												
Discussion about the framework of Chapter 1			■	■										
Submission of Chapter 1 to supervisor				■	■	■								
Correction of Chapter 1				■	■	■								
Discussion about the framework of Chapter 2				■	■									
Submission of Chapter 2 to supervisor				■	■	■								
Correction of Chapter 2				■	■	■								
Discussion about the framework of Chapter 3				■	■	■								
Submission of Chapter 3 to supervisor				■	■	■	■	■						
Correction of Chapter 3				■	■	■	■	■						
Discussion about the framework of questionnaire				■	■	■	■	■						
Submission of questionnaire to supervisor				■	■	■	■	■						
Correction of questionnaire				■	■	■	■	■						
Distribution of Google								■	■					

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Semester:

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Fakulti/Pusat/*Faculty/Centre:* Fakulti Keusahawanan Dan Perniagaan/

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Saya, Muhammad Riezman Fariezuddin Bin Azhar (A20A1557), Yee Kar Boon (A20A2293), Nur Fatin Syazwina Binti Ibrahim (A20A1727) dan Raja Nur Samihah Binti Raja Mat Suhaimi (A20A1920) dengan ini mengesahkan Kertas Projek Penyelidikan ini telah melalui saringan aplikasi turnitin. Bersama ini dilampirkan sesalinan laporan saringan Turnitin dengan skor persamaan sebanyak 21%.

I, Muhammad Riezman Fariezuddin Bin Azhar (A20A1557), Yee Kar Boon (A20A2293), Nur Fatin Syazwina Binti Ibrahim (A20A1727) and Raja Nur Samihah Binti Raja Mat Suhaimi (A20A1920) hereby declare that I have screen my thesis using Turnitin Software. Enclosed here with a copy of verification of Turnitin screening with similarity score of 21%.

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FACTORS INFLUENCING INTENTION IN USING CHATGPT BY STUDENTS FOR EDUCATIONAL PURPOSES: A CASE STUDY IN FACULTY OF ENTREPRENEURSHIP AND BUSINESS, UMK

Tandatangan/*Signature*

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Tarikh/*Date:* **18/1/2024**

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Tandatangan/*Signature*

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Pengesahan

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UNIVERSITI MALAYSIA KELANTAN**

**BORANG KELULUSAN PENYERAHAN
LAPORAN AKHIR PROJEK PENYELIDIKAN TANPA JILID**

Kepada,

Dekan,
Fakulti Keusahawanan dan Perniagaan
Universiti Malaysia Kelantan

Kelulusan Penyerahan Draf Akhir Laporan Akhir Projek Penyelidikan Tahun Akhir Tanpa Jilid

Saya,, penyelia kepada pelajar berikut, bersetuju membenarkan penyerahan dua (2) naskah draf akhir Laporan Akhir Projek Penyelidikan Tahun Akhir tanpa jilid untuk pentaksiran.

Nama Pelajar: Nur Fatin Syazwina Binti Ibrahim

No Matrik: A20A2142

Nama Pelajar: Yee Kar Boon

No Matrik: A20A2293

Nama Pelajar: Raja Nur Samihah Binti Raja Mat Suhaimi

No Matrik: A20A1920

Nama Pelajar: Muhammad Riezman Fariezuddin Bin Azhar

No Matrik: A20A1557

Tajuk Penyelidikan:

FACTORS INFLUENCING INTENTION IN USING CHATGPT BY STUDENTS FOR EDUCATIONAL PURPOSES: A CASE STUDY IN FACULTY OF ENTREPRENEURSHIP AND BUSINESS, UMK

Sekian, terima kasih

Tandatangan Penyelia

Tarikh

Student's Name Nur Fatin Syazwina Binti Ibrahim
 Student's Name Yee Kar Boon
 Student's Name Raja Nur Samihah Binti Raja Suhaimi
 Student's Name Muhammad Riezman Fariezuiddin Bin Azhar

Matric No. A20A2142
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Name of Supervisor: Muhammad Jaffri Bin Mohd Nasir

Name of Programme: Bachelor Of Entrepreneurship (Commerce) With Honours

Research Topic: Factor Influencing Intention In Using ChatGPT by Students For Educational Purposes: A Case Study In Faculty Of Entrepreneurship And Business, UMK

NO.	CRITERIA	PERFORMANCE LEVEL				WEIGHT	TOTAL
		POOR (1 MARK)	FAIR (2 MARKS)	GOOD (3 MARKS)	EXCELLENT (4 MARKS)		
1.	Content (10 MARKS) (Research objective and Research Methodology in accordance to comprehensive literature review) Content of report is systematic and scientific (Systematic includes Background of study, Problem Statement, Research Objective, Research Question) (Scientific refers to researchable topic)	Poorly clarified and not focused on Research objective and Research Methodology in accordance to comprehensive literature review.	Fairly defined and fairly focused on Research objective and Research Methodology in accordance to comprehensive literature review.	Good and clear of Research objective and Research Methodology in accordance to comprehensive literature review with good facts.	Strong and very clear of Research objective and Research Methodology in accordance to comprehensive literature review with very good facts.	___ x 1.25 (Max: 5)	
		Content of report is written unsystematic that not include Background of study, Problem Statement, Research Objective, Research Question and unscientific with unsearchable topic.	Content of report is written less systematic with include fairly Background of study, Problem Statement, Research Objective, Research Question	Content of report is written systematic with include good Background of study, Problem Statement, Research Objective, Research Question	Content of report is written very systematic with excellent Background of study, Problem Statement, Research Objective, Research Question	___ x 1.25 (Max: 5)	

			and less scientific with fairly researchable topic.	and scientific with good researchable topic.	and scientific with very good researchable topic.		
2.	Overall report format (5 MARKS)	Submit according to acquired format	The report is not produced according to the specified time and/ or according to the format	The report is produced according to the specified time but fails to adhere to the format.	The report is produced on time, adheres to the format but with few weaknesses.	The report is produced on time, adheres to the format without any weaknesses.	___ x 0.25 (Max: 1)
		Writing styles (clarity, expression of ideas and coherence)	The report is poorly written and difficult to read. Many points are not explained well. Flow of ideas is incoherent.	The report is adequately written; Some points lack clarity. Flow of ideas is less coherent.	The report is well written and easy to read; Majority of the points is well explained, and flow of ideas is coherent.	The report is written in an excellent manner and easy to read. All of the points made are crystal clear with coherent argument.	___ x 0.25 (Max: 1)
		Technicality (Grammar, theory, logic and reasoning)	The report is grammatically, theoretically, technically and logically incorrect.	There are many errors in the report, grammatically, theoretically, technically and logically.	The report is grammatically, theoretically, technically and logically correct in most of the chapters with few weaknesses.	The report is grammatically, theoretically, technically, and logically perfect in all chapters without any weaknesses.	___ x 0.25 (Max: 1)
		Reference list (APA Format)	No or incomplete reference list.	Incomplete reference list and/ or is not according to the format.	Complete reference list with few mistakes in format adherence.	Complete reference list according to format.	___ x 0.25 (Max: 1)

		Format organizing (cover page, spacing, alignment, format structure, etc.)	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing include a strong beginning, middle, and end with clear transitions and a focused closure.	___ x 0.25 (Max: 1)	
3.	Research Findings and Discussion (20 MARKS)	Data is not adequate and irrelevant.	Data is fairly adequate and irrelevant.	Data is adequate and relevant.	Data is adequate and very relevant.	___ x 1 (Max: 4)		
		Measurement is wrong and irrelevant	Measurement is suitable and relevant but need major adjustment.	Measurement is suitable and relevant but need minor adjustment.	Measurement is excellent and very relevant.	___ x 1 (Max: 4)		
		Data analysis is inaccurate	Data analysis is fairly done but needs major modification.	Data analysis is satisfactory but needs minor modification.	Data analysis is correct and accurate.	___ x 1 (Max: 4)		
		Data analysis is not supported with relevant output/figures/tables and etc.	Data analysis is fairly supported with relevant output/figures/tables and etc.	Data analysis is adequately supported with relevant output/figures/table and etc.	Data analysis is strongly supported with relevant output/figures/table and etc.	___ x 1 (Max: 4)		
		Interpretation on analyzed data is wrong.	Interpretation on analyzed data is weak.	Interpretation on analyzed data is satisfactory.	Interpretation on analyzed data is excellent	___ x 1 (Max: 4)		
4.	Conclusion and Recommendations (15 MARKS)	Implication of study is not stated.	Implication of study is weak.	Implication of study is good.	Implication of study is excellent	___ x 1.25 (Max: 5)		



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