ABSTRACT

As artificial intelligence (AI) continues to transform the educational sector, comprehending the dynamics of ChatGPT adoption becomes increasingly crucial. This thesis dives into the multifaceted factors influencing the adoption of ChatGPT in Kazakhstan's educational realm, focusing on variables such as electronic word-of-mouth (eWOM), peer influence, time-saving features, self-esteem, academic self-efficacy, and perceived stress.

The integration of ChatGPT into academic environments has stirred debates, particularly regarding concerns about academic integrity and the potential for AI-enabled cheating. Despite these apprehensions, there exists a notable absence of clear guidelines governing the incorporation of such innovations into academic practices. Therefore, this study aims to shed light on the motivations propelling academics and researchers to embrace ChatGPT, with particular emphasis on how considerations of academic integrity shape adoption behaviors. A particularly intriguing finding is the significant moderation of the relationship between time-saving features, self-esteem, and perceived stress on ChatGPT usage by academic integrity concerns. This implies that ethical considerations play a pivotal role in determining how ChatGPT is utilized within academic settings.

The research employed a robust measurement instrument consisting of six variables and 28 items, meticulously validated for reliability within the specific context of Kazakhstani education. Primary data was meticulously collected from 299 respondents through a Google Form Survey, representing a diverse array of educators and students. Data analysis harnessed the power of Smart PLS 4.0, employing advanced methodologies such as confirmatory factor analysis to scrutinize the psychometric properties of the measurement instrument. Reliability measures, including Cronbach’s alpha and composite reliability scores, were meticulously evaluated, alongside tests for convergent and discriminant validity.

Insights gleaned from the study unveil that academic self-efficacy exerts the most substantial positive impact (0.468) on ChatGPT usage within academia. Other significant factors contributing to adoption include eWOM (0.246), perceived stress (0.104), self-esteem (0.099), and time-saving features (0.153). Surprisingly, peer influence was found to have a non-significant effect (-0.020) on ChatGPT usage. The predictive capacity of the model was robust, with an R-squared (R2) value of 0.654 for ChatGPT usage within academia. This signifies that the model effectively captures a considerable portion of the variance in adoption behaviors, offering valuable insights for guiding strategic initiatives aimed at facilitating the integration

and utilization of ChatGPT and similar AI technologies within the educational landscape of Kazakhstan.

In conclusion, this study delves into the complex landscape of ChatGPT adoption within the educational sphere of Kazakhstan, examining various factors influencing its uptake. Despite concerns surrounding academic integrity and AI-enabled cheating, there's a lack of clear guidelines governing its integration into academic practices. However, ethical considerations significantly moderate the relationship between key variables like time-saving features, self-esteem, and perceived stress on ChatGPT usage, emphasizing the pivotal role of ethical awareness in shaping its utilization. The robust predictive capacity of the model, with a substantial R-squared value of 0.654, underscores its effectiveness in capturing the variance in adoption behaviors. These insights offer valuable guidance for policymakers and educators in Kazakhstan, facilitating informed decisions and strategic initiatives to foster the integration and utilization of ChatGPT and similar AI technologies within the educational landscape.

Keywords: Academia, Academic Self-Efficacy, Artificial Intelligence, ChatGPT, e-WOM, Kazakhstan, Peer Influence, Perceived Stress, Plagiarism, Time-Saving Features, Self-Esteem, Technology adoption.