INTERNATIONAL CONFERENCE
on Latest Advancements in Commerce, Management, Science & Educational Research

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Abstracts

THE INFLUENCE OF CHATGPT USER EXPERIENCE ON TECHNO INSECURITY AMONG COLLEGE TEACHERS: EXAMINING THE MODERATING ROLE OF ROLE AMBIGUITY

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As artificial intelligence (AI) technologies like ChatGPT increasingly penetrate the educational landscape, understanding their impact on college teachers becomes crucial. This study investigates the relationship between ChatGPT user experience and techno insecurity among college teachers, while examining the moderating role of role ambiguity in this relationship. Additionally, it explores the influence of socio-demographic factors on techno insecurity and evaluates ChatGPT's impact on the overall teaching and learning experience. This descriptive and empirical study utilized convenient sampling to gather data from college teachers. Data was collected through structured questionnaires distributed via Google Forms. Analysis was performed using Jamovi 2.3.28, employing moderation analysis, ANOVA, and independent sample t-tests. Contrary to initial hypotheses, socio-demographic factors were not found to significantly influence techno insecurity among college teachers. However, age emerged as a notable factor associated with both ChatGPT user experience and perceptions of its impact on the overall teaching and learning experience. This finding suggests that generational differences may play a role in technology adoption and its perceived effectiveness in educational settings. The study reveals a complex relationship between ChatGPT usage and techno insecurity among college teachers. While generational differences may influence technology adoption, high role ambiguity could exacerbate techno insecurity as ChatGPT usage increases. These findings highlight the need for clear role definitions and targeted support when implementing AI technologies in educational settings.