Factors Associated with Using Automated Content-Generating Tools by Academics in a State University in Sri Lanka

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Adopting Automated Content-Generating Tools (ACGTs) among academic staff in selected Sri Lankan universities is a pivotal study area. These tools, which harness Artificial Intelligence (AI), have the substantial potential to transform research and teaching practices. They offer a range of capabilities, from text generation and content summarization to enhanced writing productivity and correcting language. Despite their transformative potential to revolutionize teaching methods, curriculum design, and student engagement, their integration into educational settings in Sri Lanka encounters significant challenges due to a considerable gap in local research. This study aims to bridge this gap by identifying the factors associated with using ACGTs among academic staff at a selected state university in Sri Lanka. The research examines seven independent variables: performance expectancy (PE), effort expectancy (EE), social influence (SI), facilitating conditions (FC), hedonic motivation (HM), habit (HB), and personal innovativeness (PI); one mediating variable: behavioural intention (BI); and one dependent variable: the actual use of ACGTs. Data were collected from 181 academics across six faculties using a stratified sampling technique, from questionnaires, and analysed using SPSS 21. The findings indicate that PE, EE, HM, HB, and PI significantly enhance behavioural intention towards ACGTs (mean p-value < 0.01 in correlation analysis and significance values < 0.05 in regression analysis). In contrast, SI and FC show no direct influence on behavioural intention. The mediating role of BI fully mediates the effect of PE, EE, and FC on the actual use of ACGTs, while other variables are partially mediated. This study fills a critical research gap by elucidating the factors influencing ACGT adoption and emphasising the significant educational enhancements that could be achieved through their practical use. This research provides valuable insights for university administrators and policymakers to foster a more conducive environment for technology adoption and advocate strategies that amplify positive influences and mitigate barriers, thereby enhancing the educational landscape in Sri Lanka. The study contributes vital empirical insights to the literature on technology adoption in academic contexts. It highlights the urgent need for further studies to expand the knowledge base and inspire future research efforts.

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