INVESTIGATING THE FACTORS OF UNDERGRADUATE STUDENTS SUPPORT FOR AI UTILISATION

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DEDICATION

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LIST OF ABBREVIATIONS

AI	Artificial Intelligence
FFM	Five Factor Theory
TAM	Technology Acceptance Model
TRA	Theory of Reasoned Action
MBTI	Myers-Briggs Type Indicator
IQ	Information Quality
KU	Knowledge and Understanding
AV	Attitudes and Values
ABP	Activity, Behaviour, and Progression
GLOs	Generic Learning Outcomes
AU	Acceptance and Use
SIS	Student Information System
SPSS	Statistical Package Social Science
MCQ	Multiple Choice Question
ANOVA	Analysis of Variance

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PREFACE

This research aims to investigate the factors influencing undergraduate students' support for AI utilisation, particularly focusing on personality traits, creativity, and information quality. The rapid advancement of AI technologies and their integration into various educational tools has prompted significant changes in the learning landscape. As students increasingly rely on AI for academic assistance, it becomes crucial to understand the factors that drive their acceptance and support for these technologies.

The inspiration for this study stemmed from our observation of the growing presence of AI in educational settings and its potential to transform traditional learning methods. By exploring the factors that influence students' support for AI, we hope to provide insights that can guide educators, undergraduate students and AI developers in fostering a more effective and supportive learning environment.

We would like to express our gratitude to our supervisor, Dr. Seow Ai Na, for their guidance and support throughout this research. We also extend our thanks to the respondents who participated in our survey, and to our families and friends for their unwavering encouragement.

This study is structured into five chapters, beginning with an introduction to the research topic, followed by a review of relevant literature, a detailed explanation of the research methodology, an analysis of the results, and finally, a discussion of the implications and conclusions drawn from the study.

We hope that this research will contribute to the ongoing dialogue on the role of AI in education and provide valuable insights for those interested in the intersection of technology and learning.

ABSTRACT

This study investigates the factors that influence undergraduate students' support for AI utilisation, focusing on personality traits, creativity, and information quality. As AI becomes increasingly integrated into educational practices, understanding the determinants of student support for AI is crucial for enhancing learning outcomes and guiding the effective implementation of AI tools in academic settings.

The research employs a quantitative approach, utilising a structured questionnaire to gather data from 400 undergraduate students across various public universities and private universities in Selangor, Kuala Lumpur, and Perak. The study applies the Big Five Personality Traits, Divergent Thinking Theory, and Technology Acceptance Model (TAM) to explore the effects of the independent variables (personality traits, creativity, and information quality) on the dependent variable (support for AI utilisation).

The findings reveal that all three independent variables significantly influence students' support for AI, with creativity having the strongest impact, followed by information quality and personality traits. These results suggest that fostering creativity and ensuring high-quality, relevant, and reliable AI-generated information are key to gaining student support for AI tools in education.

The study concludes with recommendations for educators to integrate AI thoughtfully into curricula and for AI developers to focus on creating tools that meet the evolving needs of educational environments. The implications of this research are significant for the future of AI in education, as it provides insights into how students' support can be harnessed to improve educational outcome

CHAPTER 1: INTRODUCTION

1.0 Introduction

Chapter 1 briefly introduces this study and discusses why it was conducted, its variables, and how they affect the topic. First, we will point out the study background. Next, the problem statement will be noted, followed by the research objectives and questions. Besides, there will be a further discussion of the significance of this study, the chapter layout, and a summary of Chapter 1.

1.1 Research Background

Artificial intelligence (AI) refers to a digital machine's ability to perform tasks that are typically performed by humans with intelligence. Its integrated technologies are classified into several categories, including computer vision, speech, machine learning, big data, and natural language processing. The exponential expansion of AI has led to profound changes in social interaction, communications, life, study, and work (Chiu et al., 2023). Nowadays, the influences of AI are becoming significant with far-reaching implications on the healthcare sector, financial industry, law, manufacturing, and entertainment (Salas -Pico & Yang , 2020). Moreover, AI applications have been successful in many different sectors. These involve face recognition, automation, intelligent smart sensors for photo taking, speech recognition and translation, object tracking, automated driving, and others (Friedrich et al., 2021).

The use of AI is also emerging in education, and a great deal of research is being conducted on the utilisation of AI in intelligent tutoring systems, personalised learning, assessment design, and learning analytics (Salas-Pico & Yang, 2020). In education, AI technologies such as intelligent tutoring systems, chatbots, robots, ChatGPT, and automated assessment tools are used in all digital formats to support and enhance the educational process. AI in education also has excellent potential to improve learning outcomes, pedagogy, assessment practices, and academic management. It facilitates personalised and adaptive student learning experiences, promotes educators' more profound understanding of students' learning processes, and enables on-demand access to machine-supported queries and instant feedback, regardless of time or location (Chiu et al., 2023).

Nowadays, undergraduate students, the individuals currently studying a bachelor's degree programme in university, increasingly turn to AI for academic assistance. According to Figure 1.1, 82% of students and teachers found ChatGPT helpful in learning. The statistics prove that students frequently use AI, and a large percentage rely on AI tools and platforms for various educational activities.

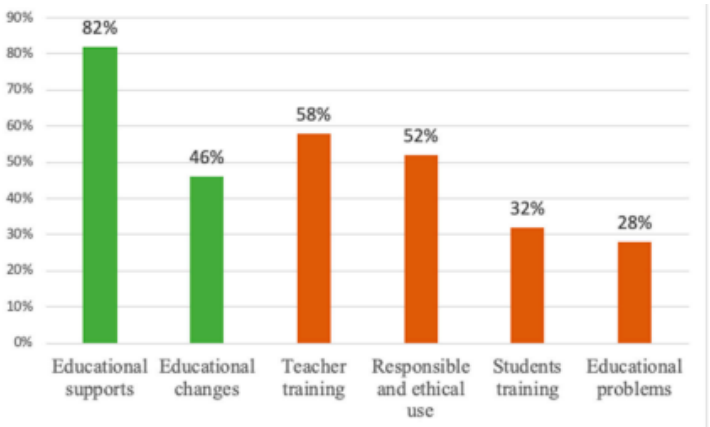

Figure 1.1. Statistics for students and teachers using ChatGPT in their learning process. Adopted from Montenegro-Rueda et al., (2023).

These activities include conducting research, accessing online learning resources, utilising AI-powered tutoring systems, and using AI-based assessment tools. These data highlight the increasing integration of AI with higher education and its role in

shaping the modern learning experience for undergraduate students (Montenegro-Rueda et al., 2023).

1.2 Problem Statement

Today, the rapidly advancing landscape of AI continuously enhances the efficiency and convenience of people's lives (Anderljung & Hazell, 2023). In the ideal scenario, AI should coexist seamlessly with humans, and function as a crutch which is a dependable assistant.

However, the negative impacts of AI are increasingly evident, particularly misuse by some students, raising concerns among educational institutions and schools. As a result, these institutions have implemented proactive measures to address and mitigate these issues. Many colleges and universities worldwide have swiftly reevaluated their plagiarism policies and taken steps to restrict their students' access to AI tools. According to Chan (2023), eight prestigious universities within the UK's Russell Group, including Oxford and Cambridge, have classified using AI bots for assignments as academic misconduct. Besides, the New York City Department of Education announced a ban on students using Chat GPT for plagiarism.

Aside from those educational departments and universities policies, some of the celebrities deliver their concern regarding these AI tools application. In April 2023, several prominent figures, including Musk, Stability AI CEO Emad Mostaque, Turing Award laureate Yoshua Bengio, and others, signed a joint statement. The letter expressed concerns about AI systems' possible societal and humanitarian impacts that rival human intelligence (Samuel, 2023). Consequently, they vacated a six-month moratorium on using AI technology and urged discontinuing the development of large models such as GPT-5.

However, Malaysia remains neutral on one of the famous AI tools, Chat GPT. Fam (2023) mentioned that the Higher Education Minister of Malaysia declared that the

government would not prohibit students from using ChatGPT in local institutes of higher education.

Due to no explicit prohibition, Malaysia's undergraduate students have the autonomy to adopt AI in their study. Personality becomes critical in determining whether to adopt it. This can be further explained by Kaya et al. (2022), who stated that personality traits significantly contribute to technology adoption and acceptance. The different viewpoints among students have prompted people to meditate on whether AI should be integrated into undergraduate education.

Furthermore, the misuse and reliance on AI have damaged some students' creativity, especially their creative writing skills. Over time, it weakens their critical thinking skill, and ultimately, they lose their problem-solving capacity in learning (Shidiq, 2023).

Moving on, the accuracy of AI-generated content is also often questioned. "Hallucination effect" makes the AI-generated but incorrect content seem reliable (Wahid et al. , 2023). Sometimes, there will be a mismatch between the learner's requirements and AI-generated content. The deviations are caused by AI content's general nature rather than focusing on a specific area. Hence, the uncertain quality of AI-generated content raises student concerns about whether AI should be banned or supported in their academics.

AI adoption in undergraduate students' studies has the potential to reform Malaysia's undergraduate education sector, including student’s learning methods. It can contribute to study effectiveness or distort the nature of education. By referring to past studies, many scholars have taken the initiative of utilising various frameworks with support to utilisation of AI in higher education. Wang et al. (2023)

has significantly found the roles of AI in education for international students can affect supportiveness for AI utilisation such as personalised learning experiences, adaptive testing, predictive analytics, and chatbots for learning and research. Labrague et al. (2023) focused their findings on the students' nurses attitudes, perceived utilisation, and intention to affect their supportiveness to adopt the AI in nursing practices. Tian et al. (2024) investigating the students' attitudes, satisfaction, and behavioural intentions that can positively affect supportiveness for using AI Chatbots in academic purposes.

On these bases, we further investigate the factors that affect undergraduate students' support for using artificial intelligence. A theoretical model has been developed and analysed using statistical data to comprehend the personality traits, creativity , and information quality that affect undergraduate students' support for AI utilisation in their learning process. This finding could spire further research into this study area, mainly undergraduate students' support for using artificial intelligence in learning.

In undergraduate education, students not only obtain the specialised skills and knowledge to prepare for professional occupations or further academic pursuits, but also assist in developing their critical thinking, research abilities, and analytical skills (Gray Group International, 2024). Hou et al. (2024) discovered that the presence of undergraduate students is essential for promoting the use of AI in their academic pursuits. In truth, 70.2% of college students utilise AI tools regularly, hourly, or daily for their academic studies. This statistic underscores the high frequency of AI tool usage among undergraduates and highlights their substantial engagement with these technologies. This makes them the ideal target population for understanding supportiveness for AI utilisation.

1.3 Research Objective

1.3.1 General Objective

This study aims to identify the factors that may affect undergraduate students' support for using artificial intelligence (AI).

1.3.2 Specific Objectives

These are the specific objectives from the stated general objectives are as follows:

1. To determine whether personality traits significantly affect undergraduate students' use of artificial intelligence (AI).

2. To determine whether creativity significantly affects undergraduate students' use of artificial intelligence (AI).

3. To determine whether information quality significantly affects undergraduate students' use of artificial intelligence (AI).

1.4 Research question

The research will be guided by three questions, each of which will be explained. The questions are as follows:

1. To what extent do personality traits affect support for AI utilisation among undergraduate students?

2. To what extent does creativity affect support for AI utilisation among undergraduate students?

3. To what extent does information quality affect support for AI utilisation among undergraduate students?

1.5 Significance of the Study

This study is significant as it reflects the transformative role of AI in education, beneficials for both undergraduate students, educators, developers, academic institutions, and corporations. By showing that 70.2% of undergraduate students use AI tools for academic support actively, this research highlights AI's capacity to enhance personalised learning and academic results. For educators, they will gain insights into integrating AI into teaching methods to create more effective learning environments. Besides, it also guides AI developers to better comprehend the need for accurate and relevant tools, fostering continuous improvement. Furthermore, the findings suggest that AI's integration into education aligns academic outcomes with industry needs, preparing a more skilled workforce.

1.6 Chapter Layout

Chapter 1 consists of 8 subtopics, beginning with a chapter introduction followed by the study background and problem statement. Additionally, the chapter will outline the desired research objectives and the research questions. The significance of the study will also be explained before the chapter layout and summary.

Chapter 2 contains 6 subtopics, mainly reviewing the literature conducted by different researchers. It begins with an intro to the chapter, followed by a brief description of the grounded theory that will be applied in further discussion. This is followed by a literature study, which discusses those variables using secondary data. These analyses and data are mainly from journal articles. In addition, a conceptual framework is included, which analyses the links between the variables. Finally, the chapter continues with a discussion of hypothesis formulation and concludes with a chapter summary.

Chapter 3, research methodology, describes how a quantitative study will be conducted. To collect information and data for the study, the target audience will be surveyed through questionnaires. This chapter includes 9 subtopics: introduction, research design, data collection techniques, sample design, research instrument, constructing measurements, data processing, data analysis, and chapter summary.

Chapter 4 focuses on the results and analyses derived from the questionnaires and analyses the entire study using the SPSS Statistics software. This chapter consists of 4 components: descriptive analysis, scale measurement, inferential analysis, and conclusion.

Chapter 5: Implications and Conclusion. The chapters serve as a comprehensive summary of the entire study, aiming to validate the research aims and hypotheses with input from researchers. We address the concerns identified during the process and offer relevant recommendations to all readers, ensuring they can avoid similar limitations when pursuing further research on this subject.

1.7 Chapter Summary

Overall, this study pointed out the factors that may affect undergraduate students' support for artificial intelligence (AI) utilisation. The three factors that will focus on are personality traits, creativity, and quality of information. Chapter 1 briefly discussed the contexts and factors that affect undergraduate students' support for AI. The next chapter will refer to numerous literature reviews for a more detailed discussion.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter will assess and discuss prior studies on this topic. Section 2.1 discusses the grounded theory relevant to this study. Section 2.2 presents the dimensions of the dependent and independent variables identified in Chapter 1. Section 2.3 analyses the conceptual framework based on the research objectives. Section 2.4 points out the study hypothesis and Section 2.5 concludes the chapter.

2.1 Underlying theories

This study selected 3 theories: Big Five Personality Theory, Divergent Thinking Theory, and Technology Acceptance Model to describe the supportiveness of AI utilisation.

Big Five theory is widely used in personality-related research, also known as the five-factor model (FFM) of personality traits. The history of the theory can be traced back to Galton, who suggested that individual differences are reflected in language. Allport and Odbert found that approximately 4500 words can describe personality traits. Cattell further condensed this list to 35 personality variable clusters, which formed 12 factors when factors were analysed. Tupes and Christal consistently found a five-factor model: Surgency, Agreeableness, Dependability, Emotional Stability, and Culture. Finally, Goldberg coined the "Big Five" to describe this model. The Five Broad Personality traits emerged as openness, conscientiousness,

extraversion, agreeableness, and neuroticism (Feher & Vernon, 2021). Azzahra et al. (2024) claimed that these personality traits are relatively stable and lead to different perceptions and values in response to situations.

Openness refers to a personality attribute that refers to a willingness to explore new things. Conscientiousness motivates individuals to take action to achieve goals. Extraversion occurs when a person enjoys frequent interpersonal contact and appears to be more energetic and enthusiastic. Agreeableness reflects an individual capable of prioritising social harmony and getting along with others (Azzahra et al., 2024). Neuroticism refers to an individual's emotional stability; high-neurotic individuals are emotionally unstable and more likely to have psychological diseases like depression and anxiety (Gao et al., 2020).

Divergent thinking theory, a theory proposed by Joy Paul Guilford in the 1960s, emphasising the several ideas generation. It is also known as lateral thinking, a critical component of creativity that encourages individuals to take into account various potential solutions, promoting unconventional and innovative viewpoints. Those diverse ideas enhance individuals' ability to deal with challenging circumstances, leading to effective problem-solving (Kalansooriya, 2023). It is usually generated by brainstorming and a stream-of-consciousness proclivity to think beyond the box to gain solutions and beneficial outcomes (Afunugo, 2023).

Divergent Thinking Theory proposes that originality, fluency, and adaptability encourage creative thinking and problem resolution. Originality refers to the ability to come out with new and original ideas; fluency means being capable of generating multiple ideas or problem solutions promptly; and flexibility means being capable of proposing a few approaches to a particular problem simultaneously (Putra et al., 2022).

Moreover, the Technology Acceptance Model (TAM) is mostly applied to identify and analyse factors that may affect individual technology adoption (Billanes & Enevoldsen, 2021). It was proposed by Fred Davis in 1989 and refers to the Theory of Reasoned Action (TRA) commenced by Fishbein and Ajzen as a ground. At the

beginning, TRA was developed as a model to predict and explain the actual behaviour of an individual (Rahman et al., 2021). Afterwards, TAM was found as a powerful model for predicting individual acceptance and usage of technology.

TAM posits that perceived usefulness and ease of use are the 2 main factors that determine an individual's intention to use a technology, which in turn influences actual usage behaviour (Wicaksono & Maharani, 2020). According to TAM, perceived usefulness refers to how individuals believe technology may increase performance and efficiency; perceived ease of use is an individual's confidence in utilising technology that is able to reduce his or her effort. Sulaiman et al. (2023) mentioned that information quality is considered as an important determinant of both perceived ease of use and usefulness of the information used.

2.2 Literature Review

2.2.1 Dependant variables - Support for AI Utilisation

AI is the computer system's ability to match the human brain's behaviour, including the reception of information in the form of external data, and the learning achieved through training (Montenegro-Rueda de et al., 2023). AI has gained popularity and occupies a place of leadership in medicine, robotics, education, and autonomous driving.

Another author, Gonzalez-Calatayud et al. (2021) defined AI as an artifact that can take data from its surroundings to act rationally and independently, even in an uncertain environment. According to many researchers, artificial intelligence (AI) will be one of the most beneficial technologies of the future when partnered with other technologies like robotics, virtual reality, 3D printing, and networks.

Moreover, support for AI utilisation for student learning is ubiquitous and reputationally significant in higher education. Consequently, it is essential to determine whether the support for AI utilisation affects students (Lane et al., 2019). The various AI applications that students support to use in their academic studies, especially with the famous ChatGPT tools, personalised learning tools, robots, chatbots, and adaptive learning tools (Igbokwe, 2023).

Three dimensions support utilisation: mindsets, self-management, and academic capabilities. Mindset refers to the fundamental beliefs around intelligence, ability, and motivation people have about the nature of the human condition, and it frames the running account that takes place in people's heads. Self-management is demonstrated by students who manage their time effectively, use goals to drive motivation, identify and use their learning strategies, and proactively manage their physical and social environment to ensure learning effectiveness. Academic capabilities refer to the knowledge and skills associated with a student's study area and generic academic learning (Lane et al., 2019).

We align with Lane et al. 's dimensions of support for AI utilisation in education. This approach reflects a holistic approach to leveraging technology for enhanced learning outcomes by fostering a growth mindset, promoting self-management skills, and cultivating academic capabilities. Public and private institutions can empower undergraduate students to harness AI's potential as a tool for personalised, adaptive, and impactful learning experiences.

2.2.2 Independent variables - Personality traits

Wang et al. (2024) defined personality traits as an integral aspect of an individual, which reflects the enduring consistency patterns. Even in diverse situations and periods, the thoughts and emotions of an individual always mirror stability and consistency. These consistent perception, thinking, and behaviour patterns shape

individuals' unique characteristics (Liu et al., 2021). Due to the enduring characteristics being more likely to reflect a person's motives, needs, values, preferences, and attributes, researchers have conducted numerous studies over the decades to understand the impacts of personality traits, particularly when forecasting human behaviours.

The earlier research found that individual personality is an inborn nature that would not change over time (Muhammad Musa & Gashayie, 2021). Nonetheless, recent research overturned this statement and proved that personality traits serve as an individual's dynamic characteristics that are both moderately stable and malleable. It may shift in response to specific experiences throughout an individual's life (Bleidorn et al., 2021).

Among numerous previous studies, the Big Five model, also known as the Five-Factor Model (FFM), is widely accepted for describing personality traits. The model consists of five dimensions: openness, conscientiousness, extraversion, agreeableness, and neuroticism (Angelini, 2023). Openness refers to an individual's intellectual curiosity, open-mindedness, inventiveness, independence, novelty, and diversity. Conscientiousness is demonstrated by an individual's exactness, discipline, organisation, adherence to principles and standards, and hard work toward achievement. Extraversion correlates with the frequency and degree of social interactions. It is characterised by an individual's more assertive sociability, talkativeness, and self-confidence. Agreeableness implies an individual's cooperativeness, compassion, tolerance, and forgiveness towards others while avoiding competitiveness, conflict, and employing force. Lastly, neuroticism is an individual's emotional instability and impulsive behaviour. This group of people commonly has higher negative sentiments and worries.

There are many other models to explain personality traits. Some other studies applied the HEXACO Model (an extension of the Big Five model with an additional dimension—honesty and humility) (Zettler et al., 2020). In recent years, the Myers-Briggs Type Indicator (MBTI) has also become an emerging model. However, we

chose to apply the Big Five to this study as its comprehensiveness and conciseness conclude individual differences.

2.2.3 Independent variables - Creativity

Henriksen et al. (2021) stated that creativity is a critical concept widely adopted across disciplines in academic work, policy frameworks, and practise. A tentative new unity is emerging between different understandings of creativity and interdisciplinary and hybrid approaches to creativity, design, and technology.

Furthermore, Long et al. (2022) stated that creativity is generally defined as the ability to create original and valuable things. In education, creativity, along with critical thinking, communication, and collaboration, is recognised as one of the skills that are essential for deeper learning, with a focus on transferring and applying knowledge to solve problems.

The researchers also found that creativity is an integrated unit of subjective and objective factors that lead to the realisation of new production and valuable assets from the individual and the group that contribute to finding new solutions to problems and approaches (Mohammed Yousif et al., 2020). The researchers identified three dimensions: originality, fluency, and flexibility. One of the essential elements of creativity is originality, which is the ability of the individual to present new ideas that benefit others and not duplicate them. Fluency is the ability of the individual to generate the most significant amount of ideas that fit a situation within a short period. Flexibility indicates the individual's ability to think in various ways and deal with problems in diverse dimensions (Mohammed Yousif et al., 2020).

Based on numerous previous studies, we agree with Mohammed Yousif et al. (2020) that by recognising the different dimensions, which are originality, fluency, and flexibility in educational policies and practises, the education industry can nurture

a generation of students who are not only knowledgeable but also creative, adaptable, and capable of making meaningful contributions to society.

2.2.4 Independent variables - Information quality

Nowadays, information quality is highly valued across sectors since it is considered one of the critical determinants of customer satisfaction and decision-making. Low-quality information can lead to substantial business losses. Many businesses have adopted information systems and data warehouses to generate accurate, reliable, and timely information (Patma et al., 2021). Especially in the healthcare industry, which needs to make decisions under time pressure, accuracy and timely information are essential to patient care and treatment. Information quality is subjective, which depends on users' judgement of whether the information matches their needs and usage intention (Jiang et al., 2021).

Moreover, it has received increasing scholars' attention (Xie et al., 2022). Based on Dadzie et al. (2021), information quality (IQ) is defined as the information's suitability for use or the value it offers the user. Another researcher, Gutiérrez et al. (2022), claimed that information quality may be defined as the appropriateness of a given piece of information for a particular purpose. Moreover, it can be defined from two perspectives (producer and consumer) that should be able to conform to specifications and satisfy consumer expectations (Hwang et al., 2023).

It is also recognised as multidimensional. As a result, different researchers have measured information quality with diverse dimensions in past studies. According to Zrnec et al. (2022), the study explained information quality using four dimensions: accuracy, completeness, objectivity, and representation. At the same time, another research study (Liu et al., 2023) defined seventeen attributes that help comprehend information quality better. Among the studies, we refer to the study from Naeem et al. (2022) to determine the information quality dimensions.

The study proposed four dimensions for information quality: accuracy, timeliness, relevancy, and completeness. Accuracy refers to the information being free of error. Timeliness means the information is obtained promptly. Relevancy is the degree to which the information is relevant to the given tasks. Completeness ensures that the information is obtained entirely. These four dimensions will be applied in this study to understand the information quality better.

2.3 Proposed Conceptual Framework

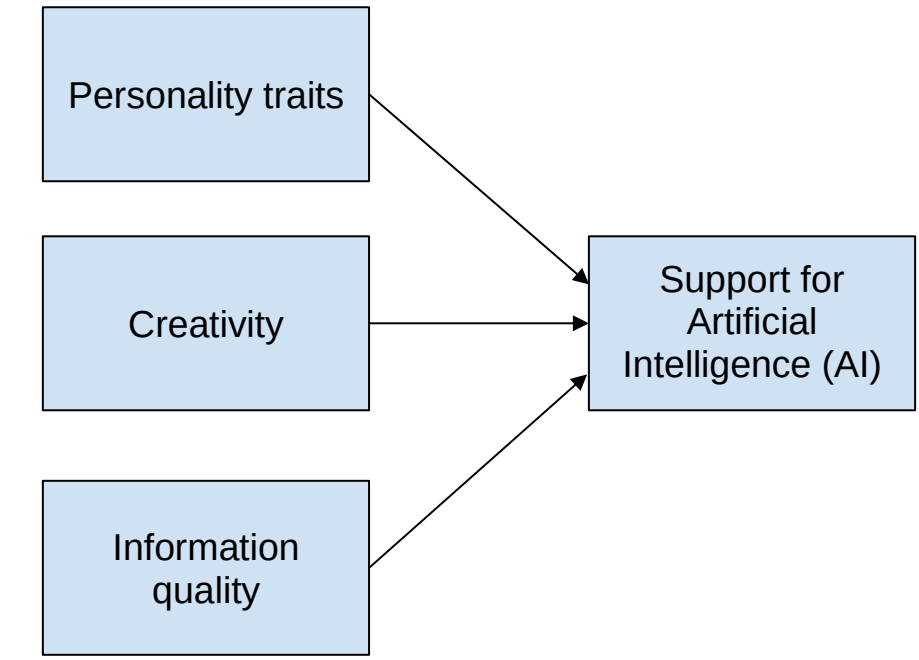

Figure 2.1 Proposed Conceptual Framework.

Figure 2.1 shows a proposed conceptual framework in this study, which aims to illustrate the factors affecting undergraduate students' support for AI utilisation. Support for AI utilisation is viewed as a dependent variable that might be affected

by the three independent variables: personality traits, creativity, and information quality. Three theories have been applied to support the proposed framework.

Personality traits are the first factor that can lead to the supportiveness for AI utilisation. It comprises five dimensions: openness, conscientiousness, extraversion, agreeableness, and neuroticism. Chuah et al. (2021) found that individuals with high openness tend to be more willing to engage with AI. Conversely, high neuroticism individuals are less inclined to trust AI (Sharan & Romano, 2020). These statements can be supported by the Big Five theory, which explains that different personality traits cause different insights into AI adoption.

Creativity is the second factor composed of originality, fluency, and flexibility. Drawing from the Divergent Thinking Theory, Handayani et al. (2021) stated that highly creative individuals tend to generate innovation and unique ideas (originality), come up with a wide variety of solutions (fluency), and adapt their thinking to varied circumstances (flexibility).

In addition, information quality includes dimensions such as accuracy, timeliness, relevance, and completeness, which are the third factor that contributes to the acceptance of AI. The Technology Acceptance Model (TAM) can be used to explain how individuals see the quality of information in AI and how this perception of their willingness to use that AI technology. Individual supportiveness of AI utilisation is improved when information generated by AI is accurate enough to align individual expectations (Grimes et al., 2021) and when information generated by AI is timely enough to decrease the effort required for individuals to make decisions (Modgil et al., 2021); when information generated by AI is relevant to individual needs and goals; and when information provided by AI systems is comprehensive and complete that makes individuals perceive the facilitation.

2.4 Hypotheses Development

2.4.1 The effects on personality traits to support AI utilisation

According to Wu et al. (2019), students' personality traits can affect their communication and behavioural support when using AI tools in their learning process. Wu et al. (2019) measured student personality traits in the Big Five Model: openness, conscientiousness, extraversion, agreeableness, and neuroticism. Besides, Wu et al. (2019) built an inference model such as Least Absolute Shrinkage and Selection Operator to predict the undergraduate student's personality traits better accurately. The results showed that the two personality traits, Agreeableness and Extraversion, positively correlated with student participation to support AI utilisation in their learning process.

Furthermore, Baran and Cangir (2024) explored the implications of openness and neurotic personality traits on adopting educational AI technologies in the healthcare industry. The study found that openness positively affected the supportiveness of AI technology utilisation, and neuroticism harmed supporting AI utilisation. Moreover, the study's results by Osei et al. (2022) showcased the positive effect of personality traits, motivation factors, and behavioural intention on the supportiveness of AI utilisation platforms in shaping attitudes and engagement with AI technology among healthcare students. The research hypotheses have been proposed based on numerous previous studies.

H1: There is a positive effect on personality traits to support AI utilisation among undergraduate students.

2.4.2 The effects on creativity to support AI utilisation

Zhang and Zhu (2022) examined how students' creativity and problem-solving skills can positively affect educational robotics using a Meta-analysis of 20 typical studies published from 2011 to 2021. Another author, Li et al., 2022 The findings revealed that knowledge and understanding (KU), attitudes and values (AV), activity, behaviour, and progression (ABP), and satisfaction, motivation, and creativity (EIC) from Generic Learning Outcomes (GLOs) have an advantageous impact on technology acceptance and use (AU).

Furthermore, Tang et al. (2022) stated that a student's creativity can be measured using digital technology regarding creative characteristics, outputs, processes, and environment. Another author, Shaikh et al. (2021) results also showed that the creativity and innovation of the students had brought their willingness to adopt digital technology. Thus, the above statements prove that students' creativity can positively affect AI utilisation among undergraduate students, and the research hypothesis is proposed.

H2: There is a positive effect on creativity to support AI utilisation among undergraduate students.

2.4.3 The Effects on information quality to support AI utilisation

Zhang and Kim (2022) investigated how the evaluation of web-based information quality affects the use of AI in the healthcare industry. The results showed that web-based health information quality had the most substantial positive effect on consumers' support for using AI technology and satisfaction with health information.

Mkinga and Mandari (2020) also investigated the efficiency of the Student Information System (SIS) utilised at the Institute of Finance Management. According to the Delone and Mclean approach, information quality can be used to quantify AI success better. The findings also suggested that information quality has a good and significant impact on SIS user support and satisfaction (Sayyidatul Abqoriyyah Melgis et al., 2024). According to the above relationship, the higher the quality of information, the more likely people are to support the use of present AI technology. The research idea is proposed after reviewing various past studies.

H3: There is a positive effect on information quality to support AI utilisation among undergraduate students.

2.5 Chapter Summary

This chapter comprehensively analysed the independent variables (personality traits, creativity, and information quality). A conceptual framework and hypotheses are presented as guiding principles for this study. In Chapter 3, we will implement the research methodology based on the themes established in this chapter.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

Chapter 3 aims to describe the research methods used to collect data and address the research questions. Section 3.1 will discuss the research design to determine whether the question-answering strategy will be qualitative or quantitative. Section

3.2 will discuss the data collection methodology, followed by a discussion of the sampling design, research instruments, constructed measures, and data analysis in sections 3.3 to 3.7. The last section, section 3.8, will conclude the chapter.

3.1 Research Design

Quantitative business research was chosen to design the research questionnaires in our empirical studies. This is because quantitative business research emphasises study objectives through empirical assessments, including measurement in numbers and statistical analysis of data acquired by surveys. It also includes quantitative assessment in the form of numeric rating scales and quantitative analysis in applied statistical methods (Bougie & Sekaran, 2019). Furthermore, quantitative research was used to explain the three independent variables (personality traits, creativity, and information quality) affecting support for AI utilisation among undergraduate students. The questionnaire consists of fixed alternative questions distributed through online Google Forms. Therefore, causal research is suitable in this study because having a good understanding of the factors (personality traits, creativity, and information quality) affects support for AI utilisation among undergraduate students.

3.2 Data Collection Methods

Data collection methods are techniques and procedures for collecting information and data for research purposes. The data will be used to test hypotheses and ensure the accuracy and validity of the study. Both primary and secondary data will be compiled to support our findings on the research questions in our study.

3.2.1 Primary Data

Mwita (2022) stated that a researcher collects primary data from the leading source for the first time. The data collected by the primary data method is real-time data that is direct from main sources through surveys. Primary data includes interviews, questionnaires, focus group discussions, and observation. We distributed the questionnaires via google forms to respondents as our primary data in this research.

3.2.2 Secondary Data

Bougie and Sekaran (2019) stated that secondary data is gathered and recorded by others and is readily available for researchers to use in the studies. Wagh (2023) defined secondary data as past data from third-way sources, including government publications, websites, books, journal articles, internal records, etc. Secondary data is always faster and less expensive than acquiring primary data by collecting data. Hence, we also utilised secondary data as our sources of the literature review in this research. It was collected through Google Scholar, including Science Direct, Jstor, Emerald, Taylor & Francis.

3.3 Sampling Design

3.3.1 Target Population

The target population can be defined as the entire population or group of people that a researcher is interested in researching and analysing (DJS Research, 2019). According to the Statistic Higher Education 2022, the target population is focused

on the undergraduate students who are studying in public and private universities within Malaysia. In the research, we will adopt 58.77% of public university undergraduate students and 41.23% of private university undergraduate students. Table 3.1 shows the figures released by the Statistic Higher Education that the total number of undergraduate students amounted to 815,133 in the year 2023.

Table 3:1 :

Undergraduate student category	Public university	Private university	Total
Total Intake	103,155	72,519	
Total Enrolment	375,904	263,555	
Total	479,059	336,074	815,133
Percentage	$\frac{479,059}{815,133} \times 100 = 58.77\%$	$\frac{336,074}{815,133} \times 100 = 41.23\%$	100%

Number of Undergraduate Student in Malaysia

Note. Adopted From Statistics Higher Education Institution 2023

3.3.2 Sampling Frame and Sampling Location

A list of elements from which a sample can be drawn is referred to as a sampling frame (Bougie & Sekaran, 2019). The sampling frame is not available since the target population is large. However, the sampling location can be referred to as the location of the study. According to Statistics Higher Education Institutions (2023), we focus on the first three states with the highest number of undergraduate students in public universities and private universities in the year 2023 in Malaysia are Selangor (420,398), Kuala Lumpur (173,199), and Perak (75,032) to conduct the research successfully and easily get the data from undergraduate students.

Table 3.2

States	Public university	Private university	TOTAL
SELANGOR	150,916	269,482	420,398
W.P KUALA LUMPUR	54,351	118,848	173,199
PERAK	39,538	35,494	75,032

Number of Undergraduate Students in Three States

Note. Adopted from Statistics Higher Education Institution 2023

3.3.3 Sampling Elements

The sampling element of this study focuses on undergraduate students who have frequently used AI-based tools for academic purposes in private and public universities in three states. It is important to the targeted respondents in this research to have used AI-based tools for academic purposes. Therefore, they can provide information and opinions regarding the supportiveness of using AI for academic purposes in public universities and private universities in Selangor, Kuala Lumpur, and Perak states.

3.3.4 Sampling Technique

Quota sampling is defined as the non-probability sampling technique in which the researchers identify subgroups in the population and set quotas for individuals to be included in the sample from each subgroup. The subgroups can be based on characteristics such as age, gender, race, and others. The purpose of the quota sampling technique is to make the sample more representative of the population (Simkus, 2023).

In this study, we adopt quota sampling to identify the 2 subgroups according to the nature of universities: public and private universities. The quotas will be allocated proportionally, considering that there are private universities and public universities in Selangor, Kuala Lumpur, and Perak. Therefore, 58.77% of undergraduate students will be selected from the public universities, whereas 41.23% will be drawn from the private universities in Selangor, Kuala Lumpur, and Perak.

3.3.5 Sampling Size

Sampling size refers to the number of target respondents to explain the target population in our studies. In this research, the targeted population is all undergraduate students from private and public institutions in Malaysia. Based on **Appendix 10**, the maximum ideal targeted respondents are 400 undergraduate students since the exact number of the target population is 815,133. Therefore, 235 undergraduate students will be collected from the public universities and remaining 165 undergraduate students will be collected from private universities in Selangor, Kuala Lumpur, and Perak. A pilot study will then be conducted on 30 sets of data for it.

Table 3.3:
Number of respondents

Universities category	Percentage	Number of respondents
Public university	$\frac{479,059}{815,133} \times 100 = 58.77\%$	$0.5877 \times 400 = 235$
Private university	$\frac{336,074}{815,133} \times 100 = 41.23\%$	$0.4123 \times 400 = 165$
Total	100%	400

Note. Developed from the research

3.4 Research instrument

3.4.1 Questionnaire survey

This study adopted a questionnaire instrument. The self-administered questionnaire was designed in 2 language versions: English and Malay. This method allows for reaching a large number of respondents promptly and makes it easier to analyse the data. The questionnaire was distributed to Malaysian undergraduate students at both public and private institutions.

3.4.2 Pilot Test

A pilot study is a small-scale preliminary investigation before the entire study (Teresi et al., 2021). It examined the study and the questionnaire's reliability, validity, and accuracy. From that, it can refine the research methods and identify the flaws and limitations of the study that enable the necessary adjustments before the entire study. This is essential to maximise the quality and efficiency of the study. In this research, 30 sets of questionnaires were distributed to the target respondents. The completion questionnaire of pilot study had taken 3 days to complete. Statistical Package then tested all the collected data for the Social Sciences (SPSS) software. The reliability test result is shown in Cronbach’s coefficient alpha for each variable.

Table 3.4

Result of Pilot Test

Types of Variables	Variables	Number of items	Cronbach's Alpha (α)	Reliability
Independent Variable (IV)	Personality Traits	15	0.873	Very Good Reliability
Independent Variable (IV)	Creativity	15	0.834	Very Good Reliability
Independent Variable (IV)	Information Quality	15	0.902	Very Good Reliability
Dependant Variable (DV)	Support for AI Utilisation	9	0.903	Very Good Reliability

Note. Developed from research

As shown in Table 3.4, the pilot test results suggested that both independent variables and dependent variables had excellent reliability. All Cronbach's alpha of the variables are within the range of 0.80 to 0.95 which are 0.873, 0.834, 0.902, and 0.903, respectively. Hence, the questionnaire for the pilot study will be carried out for the entire study.

3.4.3 Questionnaire design

The questionnaire was designed using a fixed-alternative question in which the suggested answer was provided for the respondent to select one that matches their viewpoint. This enables the respondent to make a quick response and save time when answering the question.

There are a total of 57 questions (excluded screening questions) in the questionnaire, which is designed into five sections: A, B, C, D, and E. Section A has 7 questions that are under the demographic profile. Sections B, C, and D each contain a total of 15 questions that relate to the independent variables (personality traits, creativity, and information quality). Moreover, section E was the dependent variable

supporting AI utilisation that contained 9 questions. Multiple-choice questions (MCQ) are applied in section A, whereas five-point Likert scales are used in sections B to E.

3.5 Construct Measurement

3.5.1 Origins and Constructs Measurements

The questionnaire of the study is adapted from the four previous research. It classified the variables into four sections: B, C, D, and E. The source model of construct measurement for each variable is clearly shown in table 3.5.

Table 3.5

Source Model of Construct Measurement

Variable	Dimension	Question	Source used
Personality Traits (Independent variable)	Openness	I focus on new ideas and solutions.	(Muhammad Musa & Gashayie, 2021)
		I do not enjoy changes.	
		I dislike abstract concepts.	
	Conscientiousness	I am goal-oriented in my study.	
		I need someone to monitor me in my study.	
		I am anxious when I am distracted.	
	Extraversion	When a task is given, I do it with urgency.	
		I blame others when things go wrong.	
		I accept positively valid criticisms and suggestions on my performance.	
	Agreeableness	I easily establish rapport with my coursemates.	
		I feel sad and tense under pressure.	
		I have little interest in my study problems.	
	Neuroticism	I enjoy competitiveness.	
		I am not afraid to exert pressure to influence others.	
		I am emotionally stable and deal well with stress.	
Creativity	Intellectual Fluency	I can suggest quick solutions when facing problems in a study.	(Mohammed Yousif Abo Keir et al., 2020)

(Independent variable)		I can present more than an idea within a short period.	
		I can produce the largest possible number of single meanings to denote a certain idea.	
		I can think quickly about different circumstances in my study.	
		I can express my thoughts fluently and put them into meaningful words that fit a specific situation.	
	Originality	I avoid repeating methods in my study.	
		Repetition of the procedures followed in the learning process makes me bored.	
		I strive to produce new ideas in my study.	
		I do the assignment in a sophisticated style.	
		I can debate, hold arguments, and persuade in my study.	
	Flexibility	I do not hesitate to change my position when I am convinced that it is not correct.	
		I make sure to make changes in study methods every period.	
		I can see things from different angles.	
		I can present new ideas to study spontaneously and easily.	
		I make sure to know the opposite opinion to take advantage of it in my study.	

Information Quality (Independent variable)	Accuracy	The information generated by AI is correct and error-free.	(Naeem et al., 2022)
		The information generated by AI is free of bias.	
		The information I get from AI is reliable.	
		The information that I get from AI to the beneficiaries is the result of data on which microprocessors have been performed.	
	Timeliness	I get the required information from AI as fast as I need it.	
		The information I need is easily accessible through AI.	
		AI helps me get information directly without much effort.	
		I always get the information from AI that I need from my study in time.	
	Relevancy	The information I get from AI is very relevant to my studies at the university.	
		I constantly get information from AI that fits what I'm trying to achieve in university.	
		I feel that the AI-generated information I pass on to my coursemates or beneficiaries is always appropriate for them.	
	Completeness	The information I get from AI is comprehensive and adequate for my study.	
		I feel like the information I get from AI covers all areas of my study at the university.	
		AI provides me with all the information I need for the study.	

		I think the information from AI meets all the needs of its beneficiaries.	
Support for AI Utilization (Dependent variable)	Mindsets	I am now more interested in what I am learning.	(Lane et al., 2019)
		I have a clearer sense of purpose for my learning.	
		I am more likely to persevere with the challenging parts of my learning.	
	Self-management	I have a clearer understanding of my goals.	
		I am better able to prioritise tasks.	
		I am better able to manage my time.	
	Academic capabilities	I feel more confident in my knowledge of the academic content.	
		I feel more confident in applying the skills I have learned.	
		I feel more confident in completing my assessment items.	

Note. Developed for the research

3.5.2 Scale of Measurement

The scales of measurement are the values allocated to the variables in a data collection. It also helps to define and classify variables. The selection of measurement scales depends on the nature of the data being collected. The scales can be classified into four types: nominal, ordinal, ratio, and interval (Prasad, n.d.). In this study, the questionnaire was designed using the nominal, ordinal, and interval scales.

3.5.2.1 Nominal Scale

The nominal scale categorised qualitative values according to their attributes, without any specific order (Allanson & Notar, 2020). In other words, it is used to label items without any quantitative value. To illustrate, this scale was used in section A of the question, which recognises respondents' gender.

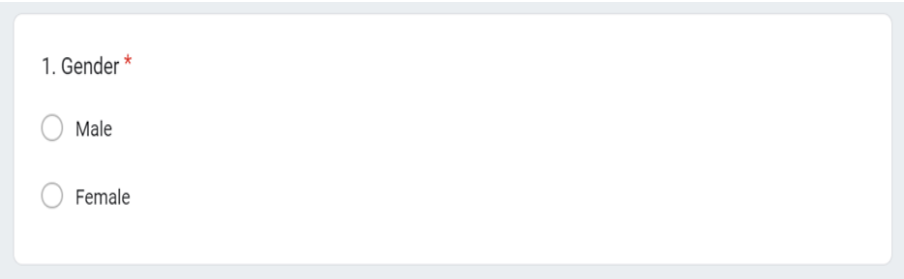

Figure 3.1. Nominal Scale Example.

3.5.2.2 Ordinal Scale

An ordinal scale is where data are categorised and ranked according to a particular characteristic or attribute (Allanson & Notar, 2020). To illustrate, this scale was used in a section A question to recognise respondents' age.

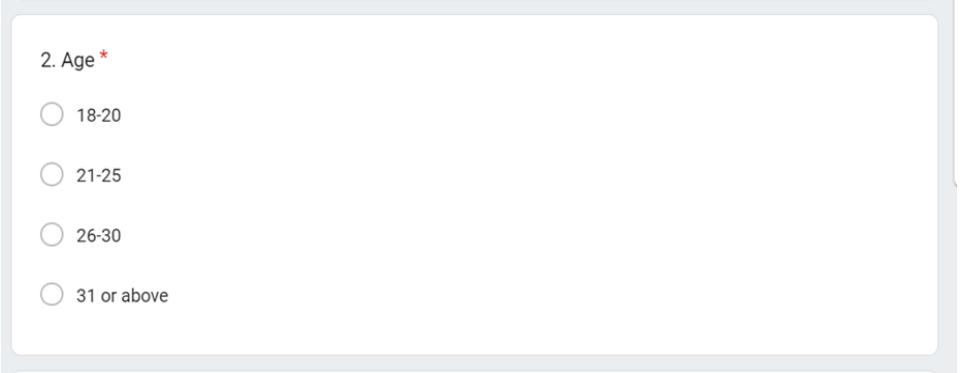

Figure 3.2. Ordinal Scale Example.

3.5.2.3 Interval Scale

The interval scale has equal intervals between values and categories in a meaningful order (Alhassan et al., 2022). It is known as both a metric and a Likert scale. The Likert scale is a five-point scale with five categories, from strongly disagreeing to agreeing strongly. In this study, most of the questions from the questionnaire adopted this scale, which includes sections B, C, D, and E. The respondents are required to select an answer for each question according to their learning preferences and thoughts.

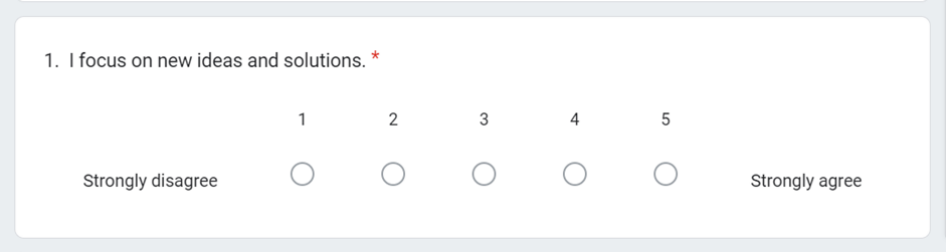

Figure 3.3. Interval Scale Example.

3.6 Data Processing

3.6.1 Data Checking

Data checking is the first step of data processing and also a critical process to ensure the data collected from the questionnaire is accurate and correct. Checking is necessary to ensure that the completed questionnaires indicate the complete response to each question without repeating the same answer to different questions. Pilot testing allows detecting errors and problems. Once the results of the pilot study are not reliable, making amendments to the questionnaire is necessary. Hence, we are assured that the outcomes will be reliable and that the data will be accurate.

3.6.2 Data Editing

Data editing is the second step of data processing in these studies. It refers to the process of review and adjustment of the data collected, which includes illogical responses, illegal codes, omissions, and inconsistent responses (Bougie & Sekaran, 2019). Once we find any errors in a questionnaire, the editing process enables us to modify the problem data to maintain consistency and reliability.

3.6.3 Data Coding

Data coding involves assigning numbers to each response option for each question. The numbers collected allow us to quickly enter data into the database through any software programme such as SPSS.

Table 3.7:

Coding and Labels for Screening Questions

Question No.	Label	Code
1.	Undergraduate programme	1 = Yes 2 = No
2.	AI-based tools	1 = Yes 2 = No

Note. Developed for the research.

QuestionNo.	Label	Code
1.	Gender	1 = Male 2 = Female
2.	Age	1 = 18-20 2 = 21-25 3 = 26-30 4 = 31 and above
3.	Ethnic group	1 = Chinese 2 = Malay 3 = India 4 = Others

Note. Developed for the research.

Table 3.9 :

Coding and Labels for Personality traits, Creativity, Information Quality, and Support for AI utilisation (Section B, C, D, E)

Question No.	Label	Code
45 Questions	3 Independent Variables: Section B: Personality traits Section C: Creativity Section D: Information Quality	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
9 Questions	1 Dependant Variable: Section E: Support for AI Utilisation	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Note. Developed for the research.

3.6.4 Data Transcribing

Data transcribing is the last step in data processing. It is a process that transcribes the coded data carefully into SPSS software for data analysis after data is checked, editing, and coding.

3.7 Data Analysis

In this study, we only utilised SPSS version 29.0 software to analyse the gathered data. In the pilot study, 30 sets of questionnaires were sent to respondents, and the results collected were used for data analysis. Data analysis refers to converting the data into information.

3.7.1 Descriptive analysis

Descriptive analysis summarises data by describing the relationship between dependent and independent variables in a sample or population (Kaur et al., 2019). It consists of frequency distribution and percentage distribution. This study will analyse all demographic profile questions from Section A. There are 3 questions under the demographics profile, followed by the sequence: gender, age, and ethnic group. There are 2 nominal scale questions, gender and ethnic group questions, as the options are allocated for qualitative criteria based on their characteristics without ranking. Another question (Age) disputes the ordinal scale due to displays of the ranking scale. As a result, we used frequency distribution to draw the pie chart in this research because all demographic questions were on nominal and ordinal scales.

3.7.2 Reliability analysis

Cronbach's alpha (α) is a dependability coefficient that assesses how healthy aspects of the relationship are positively related. Cronbach's alpha is determined as the average intercorrelation among the dependent variables (support for AI utilisation) and independent variables (personality traits, creativity, and information quality). When Cronbach’s Alpha value is closer to 1, it will lead to higher internal consistency reliability (Bougie & Sekaran, 2019).

3.7.3 Inferential analysis

According to CueMath (2023), inferential analysis is a field of statistics that uses analytical tools to test whether the independent variable (personality traits, creativity, and information quality) positively affect the dependent variable (support for AI utilisation). It consists of an independent-sample T-test, One-Way ANOVA, Chi-square test, Pearson Correlation Coefficient, and Multiple Regression Analysis.

In this study, we decided to use Multiple Regression Analysis to test our research hypotheses since three independent variables (personality traits, creativity, and information quality) explain the variance in the dependent variable (support for AI utilisation). Additionally, we will utilise the Pearson Correlation Coefficient to further validate the correlation between certain predictors and the dependent variable. This will help us determine whether a strong linear relationship exists between them.

3.8 Chapter Summary

Finally, we selected causal and quantitative research for our study. We conducted our data collection exercise using a set of questions (questionnaire) administered to the randomly selected population for our study. The scale of measurement used for each factor in our questionnaire, how the data collection was done, and information on the data that will be used for data analysis were also mentioned. Moreover, SPSS achieves reliability while doing data analysis to finalise that step. Finally, we discussed and summarised our descriptive, reliability, and inferential analysis.

CHAPTER 4 : Research Results

4.0 Introduction

This chapter will cover an analysis of the questionnaire results collected from 400 undergraduate students. SPSS Statistics software will apply to further analyse and compile the total study findings. The chapter will structured into four sections, which begin with an introduction, followed by a demographic analysis, an inferential analysis, and conclude by a chapter summary.

4.1 Descriptive Analysis

4.1.1 Summary of Respondents Demographic Profile

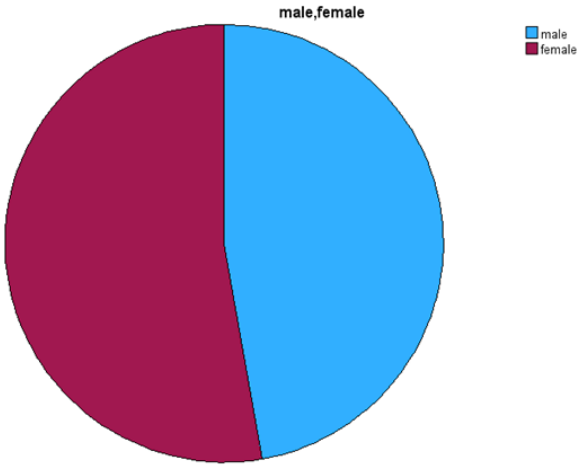

Figure 4.1. Gender of Respondents.

Table 4.1:

Gender					
		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Male	190	47.5	47.5	47.5
	Female	210	52.5	52.5	100
	Total	400	100	100	

Gender of respondents

Note. Developed for the research

Based on Table 4.1, 190 (47.5%) male, and 210 (52.5%) female respondents participated in this research. The data shows a slightly higher female student portion but still considered fair-balanced gender representation.

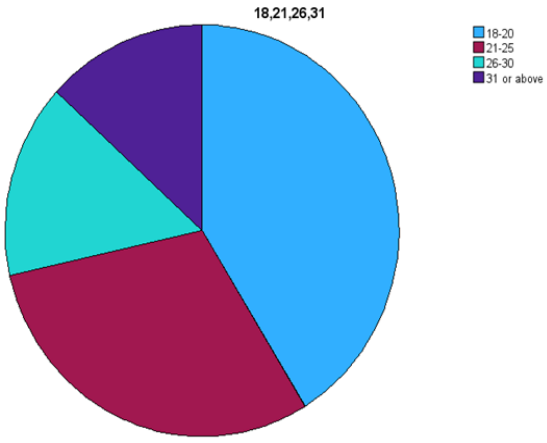

Figure 4.2. Age of Respondents.

Table 4.2:

Age

Age					
		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	18-20	165	41.3	41.3	41.3
	21-25	121	30.3	30.3	71.6
	26-30	61	15.2	15.2	86.8
	31 or above	53	13.2	13.2	100
	Total	400	100	100	

Note. Developed for the research

Among the respondents, most of them which is 165 (41.4%) are aged between 18 and 20. Besides, 121 (30.3%) come from the age group 21-25, followed by the age group 26-30 with 61 (15.2%) respondents. The remaining 53 respondents are aged 31 or above, representing 13.2% only of the research. It highlights the majority of undergraduate students still in the younger age range, which is still in their late teens or early twenties.

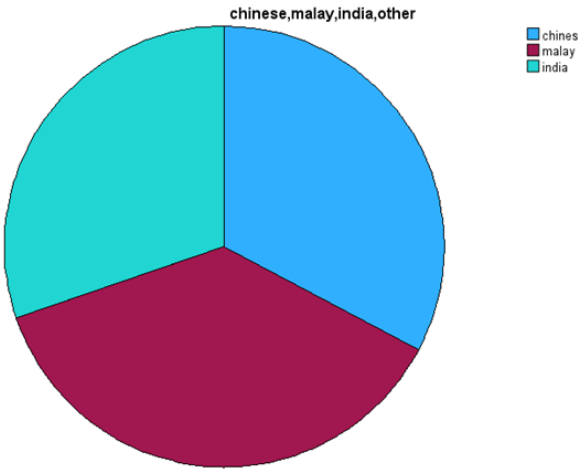

Figure 4.3. Ethnic of respondent.

Table 4.3:

Ethnic

Ethnic group					
		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Chinese	131	32.8	32.8	32.8
	Malay	148	37	37	69.8
	India	121	30.3	30.3	100
	Others	0	0	0	100
	Total	400	100	100	

Note. developed for the research.

Table 4.3 shows that Malaysia's three major ethnic groups participated in this study. Among the respondents, Malay is the largest group, comprising 148 (37%).

Following that, Chinese respondents makeup 131 (32.8%), and Indian respondents with 121 (30.3%). Additionally, no responses are from the "other" category.

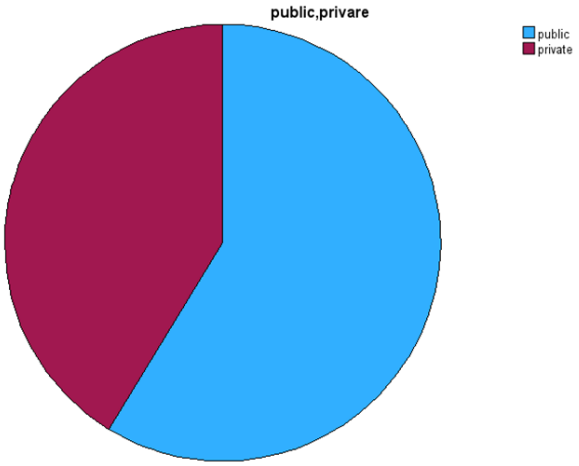

Figure 4.4. Type of university of respondents.

Table 4.4:

Type of university

Type of university					
		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Public	235	58.8	58.8	58.8
	Private	165	41.3	41.3	100
	Total	400	100	100	

Note. developed for the research.

Based on Table 4.4, 235 (58.8%) out of 400 respondents studying at public universities in Malaysia. On the other hand, the remaining 165 (41.3%) of students enrolled in Malaysia's private universities.

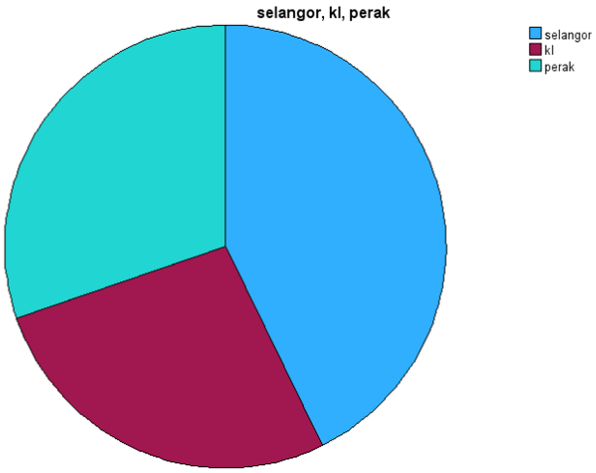

Figure 4.5. University location of respondents.

Table 4.5:

University location of respondents

University location					
		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Selangor	171	42.8	42.8	42.8
	Kuala Lumpur	107	26.8	26.8	69.6
	Perak	122	30.5	30.5	100
	Total	400	100	100	

Note. Developed for the research.

Among the three states, Selangor is the most represented state with 171 (42.8%) respondents. This is followed by 122 respondents (30.5%) from universities in Perak, and 107 respondents (26.8%) from universities in Kuala Lumpur.

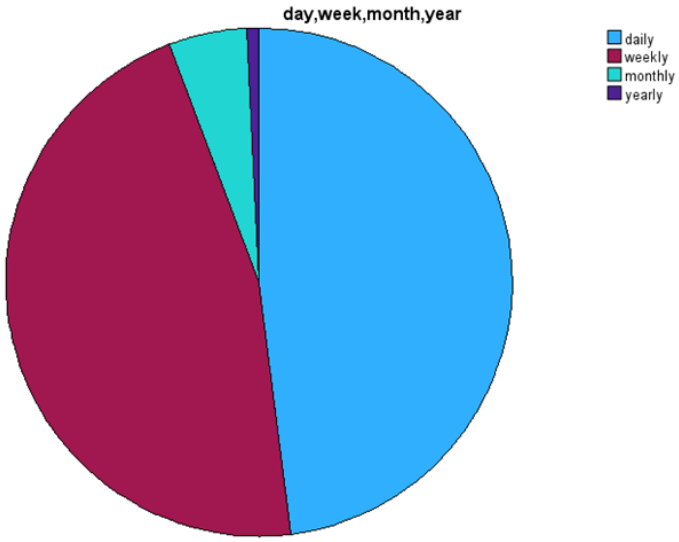

Figure 4.6. Frequency of use AI of Respondents

Table 4.6:

Frequency of use AI

Frequency of use AI					
		Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid	Daily	192	48	48	48
	Weekly	185	46.3	46.3	94.3
	Monthly	20	5	5	99.3
	Yearly	3	0.7	0.7	100
	Total	400	100	100	

Note. Developed for the research.

Table 4.6 shows the preference of undergraduate students for regular interaction with AI tools. 192 (48%) of respondents stated they use AI daily, indicating a high level of integration into their daily routine. Next, 185 students (46.3%) use AI weekly, suggesting regular but less frequent engagement. A minority of respondents, 20%, use it monthly whereas only 3 (0.7%) use the tools about once per year. The

result highlights the growing dependence on AI technology among undergraduate studies.

4.1.2 Central tendencies measurement of constructs

Table 4.7:

Central tendencies measurement of constructs

Variable	Sample size, N	Mean	Standard deviation
TraitsAVE	400	3.9952	0.31006
CreativityAVE	400	4.4715	0.29534
QualityAVE	400	4.4977	0.27734
UtilizationAVE	400	4.4953	0.25776

Note.

Developed for the research.

Table 4.7 demonstrates the mean and standard deviation for the variables. In terms of mean, QualityAVE has the highest score at 4.4977, followed by UtilizationAVE at 4.4953 and CreativityAVE at 4.4715. All these mean values are above 4.4, reflecting that respondents perceive these aspects very positively. On the other hand, TraitsAVE has the lowest mean score at 3.9952, suggesting a generally positive assessment but slightly less favourable compared to the other variables.

Moving on, the standard deviations for UtilizationAVE, QualityAVE, and CreativityAVE are 0.25776, 0.27734, and 0.29534 respectively. These relatively low standard deviations suggested that respondents rate these variables quite consistently, who have similar views and perceptions. In contrast, TraitsAVE has a standard deviation of 0.31006, which is not unduly high compared to the other but is still considered a moderate level of variability in the ratings. Since there are

diverse opinions or experiences for TraitsAVE, the variation in how different respondents perceive TraitsAVE is greater. Therefore, it is not as universally well-regarded or consistent in quality as the other variables.

4.2 Inferential Analysis

Multiple regression analysis is applied to examine the effects of the independent variables (personality traits, creativity, information quality) on the dependent variable (support for AI Utilisation).

4.2.1 Multiple Regression Analysis

Table 4.8:

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	**0.715**[a]	**0.511**	**0.507**	**0.18089**
a. Predictors: (Constant), Information, Personal traits, Creativity				
b. Dependent Variable: Support				

Note. Developed for the research.

R-Value

The level of correlation between the dependent variable and the independent variables is represented by the R-value. The R value is the correlation coefficient between the dependent variable and the independent variable taken together. Based on the table 4.8 , the value of correlation coefficient (R value) for this study is 0.715[a]. According to the strength of the Pearson Correlation coefficient, the value of 0.715a falls under the coefficient range of +0.71 to +0.90. Thus, there is a positive and high correlation between dependent variables (support for AI utilisation) and independent variables (personality traits, creativity, and information quality).

R square

The R square indicates the extent or percentage the independent variables can explain the variations in the dependent variable. Based on table 4.8, independent variables (personality traits, creativity and information quality) can explain 51.1% of the variations in dependent variables (support for AI utilisation) in this study. However, it still leaves 48.9% (100%-51.1%) unexplained in this study. On the other hand, there are other additional variables that are important in explaining Support for AI Utilisation that have not been considered in this study.

Table 4.9:

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.552	3	4.517	138.049	<.001[b]
	Residual	12.958	396	.033		
	Total	26.510	399			
a. Dependent Variable: Support						
b. Predictors: (Constant), Information, Personal Traits, Creativity						

Note. Developed for the research.

H1: There is a positive effect of independent variables (personality traits, creativity, and information quality) on Support for AI Utilisation among undergraduate students.

Based on the table 4.9 (ANOVA), the p-value (< 0.001) is less than alpha value 0.05 indicating that F-statistic is significant. The model for this study is a good descriptor of the relation between the dependent and predictor variables. Therefore, the independent variables (personality traits, creativity and information quality) are significant to explain the variance in support for AI utilisation. Therefore, we reject the null hypothesis and agree to support the alternate hypothesis in our study.

Table 4.10:

Model		Unstandardized Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.418	.156		9.071	<.001
	Personality traits	-.091	.040	-.109	-2.247	.025
	Creativity	.412	.048	.472	8.668	<.001
	Information quality	.355	.046	.382	7.701	<.001
a. Dependent Variable: support for AI utilisation						

Coefficients

Note. Developed for the research.

H1: There is a positive effect on personality traits to support AI utilisation among undergraduate students.

In this study, the predictor variable (personality traits) significantly influence the dependent variable (support for AI utilisation). Due to the personality traits p-value (0.025) which indicates less than the alpha 0.05. Refer to the table 4.10, the beta value for personality traits was shown negative value (-0.109) possibly meaning that there are negative effects on personality traits to support AI utilisation. Therefore, we applied the Pearson Correlation analysis as shown in table 4.11 to further validate the correlation between personality traits and the support for AI utilisation. Since the result showed positive values (0.430), we conclude that the predictor variable (personality traits) positively significantly influences the dependent variable (support for AI utilisation).

Table 4.11:

Pearson Correlation Analysis

		Personality traits	Support for AI Utilisation
Personality traits	Pearson Correlation	1	.430**
	Sig. (1–tailed)		<.001
	N	400	400
Support for AI Utilisation	Pearson Correlation	.430	1
	Sig. (1–tailed)	<.001	
	N	400	400
**. Correlation is significant at the 0.01 level (1-tailed).			

Note. Developed for the research.

H2: There is a positive effect on creativity to support AI utilisation among undergraduate students.

In this study, the predictor variable (creativity) significantly influences the dependent variable (support for AI utilisation). Because of the personality traits p-value (0.001) which indicates less than the alpha 0.05.

H3: There is a positive effect on information quality to support AI utilisation among undergraduate students.

In this study, the predictor variable (information quality) significantly influences the dependent variable (support for AI utilisation). Because of the personality traits p-value (0.001) which indicates less than the alpha 0.05.

Regression equation

$y = a + b_1 (x_1) + b_2 (x_2) + b_3 (x_3)$

x_1 = Independent variable 1 (Personality traits)

x_2 = Independent variable 2 (Creativity)

x_3 = Independent variable 3 (Information Quality)

Support for AI Utilisation = 1.418 + (-)0.091(Personality traits) + 0.412 (Creativity) + 0.355 (Information Quality)

Higher contribution

Based on the table 4.10, creativity is the predictor variables that contributed the highest to the variation of the dependent variable (support for AI utilisation) because Beta value (under standardised coefficients) for this predictor variable is the largest 0.472 if compare to other predictor variables personality traits and information quality. This means that creativity makes the strongest unique contribution to explain the variation in dependent variables (support for AI utilisation).

Second highest contribution

The table also indicates that information quality is the predictor variables that contributed the second highest to the variation of the dependent variable (support for AI utilisation) because Beta value (under standardised coefficients) for this predictor variable is the second largest 0.382 if compare to other predictor variables (personality traits and creativity). This means that information quality makes the second strongest unique contribution to explain the variation in dependent variable (support for AI utilisation) when the variance explained by all other predictor variables in the model is controlled for.

Lower contribution

According to the table 4.10, personality traits is the predictor variables that contributed the lowest to the variation of the dependent variable (support for AI Utilisation) because the Beta value under standardised coefficients for this predictor variable is the smallest (-0.109) if compare to other predictor variables (creativity and information quality). This means that personality traits make the least contribution to explain the variation in dependent variable (support for AI Utilisation) when the variance explained by all other predictor variables in the model.

Recommendation

Based on the result of Multiple Regression and Pearson Correlation analysis, three predictor variables (personality traits, creativity, and information quality) are significant to this study as the p-value is less than the alpha value (0.05). Moreover, the universities should prioritise the development of student creativity as it significantly influences undergraduate support for AI utilisation with a Beta value of 0.472. Therefore, we suggest that universities pay more attention to students'

creativity because it has a greater impact on support for AI utilisation compared to other predictor variables (personality traits and information quality).

4.3 Conclusion

This chapter made numerous references to statistics and research findings. Each completed review is covered in full in this chapter. The data collected for the research were summarised and analysed by using the SPSS Statistics to give a completed picture. The relationship between the dependent variable (support for AI Utilisation) and the independent variables (personality traits, creativity, and information quality) was established using Multiple Regression and Pearson Correlation analysis.

CHAPTER 5 : Implications and Conclusion

5.0 Introduction

This chapter aims to summarise the study and the statistical analysis. First, a discussion of the findings to validate the study hypothesis and objective will be covered, followed by the implications and limitations of the study. Finally, we will provide some suggestions for future research.

5.1 Summary of Statistical Analyses

5.1.1 Summary of Descriptive Analysis

As presented in Chapter 4, the results are illustrated through pie charts. All respondents are enrolled in undergraduate programs. Among 400 respondents, most are female, Malay, aged 18 to 20, from public institutions, and attending institutions in Selangor. The analysis also discovered most students use AI daily, with ChatGPT being the most used tool.

5.1.2 Summary of Inferential Analysis

In the results as presented in Chapter 4, the ANOVA results illustrated that the independent variables (personality traits, creativity and information quality) are significant to explain the variance in support for AI utilisation. Moreover, the p-value for the three predictor variables is less than the alpha value (0.05) indicates that there are positive significant predictors of the dependent variable in our study.

5.2 Discussion of Major Findings

5.2.1 Personality traits and support for AI utilisation

H1: There is a positive effect on personality traits to support AI utilisation among undergraduate students.

Chapter 4's result demonstrated the P-value (0.025) is lesser than the alpha value (0.05), which indicates a positive effect on personality traits to support AI utilisation among undergraduate students, so we accept the alternative hypothesis (H1).

This finding is supported by Bergdahl et al. (2023), who found personality traits may predict attitudes toward various phenomena, including technology. The relationship between personality traits and attitudes towards AI has been examined in some previous research. A study showed that introverts tend to have more positive attitudes toward AI, and another research further concluded that extraversion has more negative emotions toward AI. Furthermore, neurotic people have more negative attitudes toward AI. In addition, agreeableness is a statistically significant predictor of positive attitudes toward AI (Stein et al., 2024). Thus, we conclude that the impact of personality traits on support for AI utilisation is positive.

5.2.2 Creativity and support for AI utilisation

H2: There is a positive effect on creativity to support AI utilisation among undergraduate students.

Chapter 4's result shows that creativity significantly influences the support for AI utilisation among undergraduate students. The alternate hypothesis (H2) has been accepted because of the p-value (0.001) less than the alpha value (0.05). This result proved that creativity is positive and significantly affects support for AI utilisation.

This results findings supported by Li et al., (2022) revealed that knowledge and understanding (KU), attitudes and values (AV), activity, behaviour, and progression (ABP), and satisfaction, motivation, and creativity (EIC) from Generic Learning Outcomes (GLOs) have an advantageous impact on technology acceptance and use (AU). The study stated that creative students are more likely to engage with AI. Thus, we conclude that the effect of creativity on support for AI utilisation is positive.

5.2.3 Information quality and support for AI utilisation

H3: There is a positive effect on information quality to support AI utilisation among undergraduate students.

Furthermore, Chapter 4 findings discovered that information quality significantly influences the support for AI utilisation among undergraduate students. The alternative hypothesis (H2) has been accepted due to the P-value (0.001) less than the alpha value (0.05).

This result aligned with Duong et al. (2024), who asserted that both information quality and service quality directly affect higher education students' trust in ChatGPT, satisfaction, and continuance usage intention. A significant incongruity between information and service quality would diminish trust in ChatGPT, satisfaction, and the intention to continue using the service. In other words, students are less likely to continually use the system when both qualities are low but more motivated to continue usage when both dimensions are high.

5.3 Implications of the Study

Educational Implications

AI is increasingly being used in education to improve learning outcomes through intelligent tutoring systems, personalised learning and automated assessment tools. The combination of AI and education is transforming pedagogy and academic management, making education more accessible and personalised (Chiu et al., 2023). In our study, personality traits, creativity, and information quality were found to positively significantly affect the support for AI utilisation. The study will have numerous implications for the educators, academic institutions, students, AI developers, corporations, and others.

According to Tiwari et al. (2023), this study highlighted several significant implications for global communities, corporations, and academia. It suggested that integrating AI tools like ChatGPT into educational settings can enhance accessibility, literacy, and awareness by making technology more engaging and credible. ChatGPT's usefulness, social presence, and motivational aspects foster positive supportiveness utilisation among users. As the tools gain popularity, they provide valuable information not only for students but also for professionals across various fields, including marketing, finance, and human resources. Additionally, AI technology can aid academics by facilitating data collection, research, and report writing, thus improving educational experiences and preparing graduates with essential skills for the workforce (Shin, 2021).

In Malaysia's context, we found that the majority of undergraduate students have increasingly supported the use of AI for academic assistance. According to the statistics, we have found that 70.2% of college students regularly, hourly, or daily utilise AI tools for their academic studies, reflecting the growing integration of technology in education (Hou et al., 2024).

The study has significant implications for undergraduate students, as it underscores the growing importance of AI in enhancing their academic experiences. With 70.2% of students regularly using AI tools for their studies, it is clear that these technologies are becoming integral to how students learn and engage with educational content. AI tools, such as intelligent tutoring systems and personalised learning platforms, offer students tailored support, allowing them to learn at their own pace and receive immediate feedback on their performance. This personalised approach not only helps students to better understand complex concepts but also enables them to identify and address their academic weaknesses more effectively (Chiu et al., 2023).

Moreover, the study suggests that students' personality traits, creativity, and the quality of information provided by AI tools significantly influence their support for AI utilisation. This means that students who are open to new experiences, creative in their problem-solving, and provided with high-quality, relevant information are more likely to embrace AI as a valuable resource in their education. Students can use AI effectively in their studies by leveraging its capabilities to enhance their learning experience. This involves utilising AI tools for personalised learning, where the AI adapts to their individual learning styles and paces, providing targeted support and resources. By engaging with AI-driven tutoring systems, students can receive real-time feedback, helping them identify areas for improvement and reinforcing their understanding of complex concepts. Additionally, students can use AI to streamline their study habits, such as automating note-taking, organising study materials, and even generating practice questions tailored to their course content. To maximise the benefits, students should remain proactive in their use of AI, ensuring that they critically evaluate the information provided by these tools and integrate them with traditional study methods to achieve a well-rounded and effective learning approach.

Furthermore, educators play a pivotal role in harnessing the potential of AI to enrich the learning environment. The widespread use of AI among students, with 70.2% of college students regularly utilising AI tools, reflects a significant shift towards

comfort and familiarity with these technologies (Hou et al., 2024). This trend offers educators a unique opportunity to build on students' existing engagement with AI by thoughtfully integrating these tools into the curriculum. By incorporating AI like ChatGPT in ways that complement traditional teaching methods, educators can create a more dynamic and responsive learning environment. For instance, ChatGPT can be used to provide personalised learning experiences, where students receive tailored support based on their individual needs and learning styles. This can lead to more effective learning, as students are guided through content at their own pace, with AI offering timely feedback and resources that address specific challenges they might face (Aithal & Shubhrajyotsna Aithal, 2024).

Moreover, educators can use AI to enhance their instructional strategies by identifying patterns in student performance and adjusting their teaching approaches accordingly. This data-driven approach allows for a more targeted intervention, helping educators to focus on areas where students may need additional support or enrichment. As a result, students not only benefit from a more personalised learning experience but also develop a deeper understanding of the material, leading to improved academic outcomes. In essence, the integration of AI into the curriculum, facilitated by educators, has the potential to transform the educational experience. By leveraging AI's capabilities, educators can provide more individualised instruction, foster a supportive learning environment, and ultimately enhance the overall educational journey for their students (Judijanto et al., 2022). Therefore, AI tools like ChatGPT greatly facilitate education by improving learning outcomes through personalised and automated systems. This integration benefits educators, students, and professionals by increasing accessibility, engagement, and efficiency in learning and work environments.

The study underscores the critical responsibility of AI developers in crafting and refining AI tools to meet the evolving needs of educational environments. AI developers are tasked with ensuring that these technologies deliver high-quality, relevant, and reliable information, which is paramount in fostering trust and reliance among students. By prioritising the accuracy, timeliness, and practical utility of AI-

generated content, developers can significantly enhance the educational value of these tools (Patma et al., 2021).

According to Chen et al. (2020), a key finding from the research emphasises that well-designed AI tools are indispensable for providing the type of precise, actionable feedback that can enrich students' learning experiences. High-quality AI systems not only support students in their academic pursuits but also empower educators to offer more personalised and effective instruction. The implications for AI developers are profound: by focusing on the continuous improvement of these tools, they can play a pivotal role in advancing educational outcomes.

Moreover, as AI becomes increasingly integrated into educational settings, developers must remain attuned to the needs of both educators and students. This involves iterative development processes that incorporate user feedback, adapt to emerging educational trends, and ensure that AI tools are aligned with pedagogical best practices. The ultimate goal for developers should be to create AI technologies that are not only sophisticated and innovative but also seamlessly integrated into the educational experience, thereby supporting and enhancing the teaching and learning process. Therefore, AI developers must play an important role in shaping the future of education through the creation of tools that are accurate, reliable, and beneficial to both students and educators. Their work is central to realising the potential of AI in transforming educational practices and outcomes.

5.4 Limitations of the Study

Although this study generated useful insights into what drives undergraduate students' support for AI utilisation, we acknowledged some limitations after conducting this research.

Even though the quantitative methods, so-called close-ended or multiple-choice questions serve as a useful tool for us to collect large amounts of data , it also limits the respondents' ability to elaborate on their answers. This restricts the depth of data collected due to respondents being confined to select from predetermined options rather than offered more detailed responses. Unlike qualitative methods that allow for broader and more open-ended feedback, quantitative methods do not provide the opportunity to capture the full scope of respondents' perspectives and insights (Schmidt et al., 2020). As a result, we might miss out on specific feedback that could offer a richer understanding of their viewpoints.

Moreover, this research is limited to specific geographic areas that are Selangor, Perak, and Kuala Lumpur. This indicates that this study without considering the opinions of students in other regions or states. Hence, the findings may not be representative of the broader student population across different geographic locations. In other words, this study lacks the generalizability that could restrict the study’s results extrapolated to other contexts or settings outside the studied areas. Consequently, although the findings provide valuable insights into the three states, they might not fully capture or reflect the diverse experiences of students in other parts of Malaysia.

When future research interprets this study's results further, they can consider the identified limitations, and avoid these limitations in their future study.

5.5 Recommendations for future research

Aside from pointing out the constraints, we suggest several guidelines for improving the future research on undergraduate students' support for AI utilisation.

First, the questionnaire design can be refined by integrating the qualitative method. Dawadi et al., (2021) mentioned that a mixed method that combines both quantitative and qualitative data collection techniques can be adopted in the survey. By integrating with some open-ended questions, the future researchers can obtain a more detailed perspective on what students are thinking, allowing a better comprehensive understanding of their support for AI use. This approach will also help add in the grey areas often missed by just using quantitative data.

To enhance the generalizability of research findings, they can consider expanding the geographic scope of their study. For instance, they can cover all the 14 states in Malaysia. A broader range of areas will enable a more comprehensive understanding of undergraduate students' attitudes towards AI utilisation. It ensures that each region is adequately represented.

We hope that future studies through incorporating these suggestions, could generalise and extend the results of this research contributions to a relatively more robust understanding of where undergraduate student support for AI utilisation. By implementing these strategies, they manage to improve response rates and produce findings that are more representative of the broader student population. However, these recommendations may not fit all situations, so we suggest them to base on the

circumstances, research topic, and other factors to evaluate whether these identified recommendations are applicable in their study.

5.6 Conclusion

In summary, our study brought deeper insights into the supportiveness of AI utilisation among undergraduate students. The results showed that the three independent variables (personality traits, creativity, and information quality) had significant positive impact on the support of AI utilisation. This study provided different insights to educators in the field as well as future researchers. Other than that, several limitations of this study were also acknowledged, and recommendations for future studies.

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Appendices

Appendix 1: Blank copy Questionnaire (English version)
Link: https://forms.gle/hH5xbkg3L3KRNicg7

Investigating the factors of Undergraduate Student's Support for Artificial Intelligence (AI) Utilization

Dear Respondents,

We are final-year undergraduate students who are currently pursuing the Bachelor of Business Administration (Hons) from University Tunku Abdul Rahman (UTAR). We are conducting a research project which is titled "Investigating the factors of Undergraduate Student's Support for Artificial Intelligence (AI) Utilization". This research aims to achieve an in-depth understanding of the factors that affect undergraduate students' support for AI utilization applications.

There are **FIVE (5) sections** in this survey. Section A is on demographics. Section B, C, D, and E cover all of the variables in this study. Please read the instructions carefully before answering the questions. **Please answer ALL sections.** Completion of this questionnaire will take you approximately 5 minutes. There will be no risk involved in your participation in this survey.

Your participation in this study is entirely voluntary. There will be no disadvantage if you decide not to complete the attached anonymous questionnaire. You can withdraw at any time without any penalty. You can refuse to answer any questions at any time if you feel uncomfortable.

Your personal particular will remain anonymous and will be treated as strictly confidential. The data collected is only used for the purpose of this academic research and only aggregated data will be used in this study.

Your assistance in completing the questionnaire is very much appreciated. If you have any questions regarding this questionnaire, you may contact us at huini1026@1utar.my.

If you decide to complete this attached anonymous survey, this will be taken as your voluntary agreement and formal consent to participate in this study. Thank you very much for your cooperation and willingness to participate in this study.

Thank you.

Your Sincerely,

Lee Hui Ni (huini1026@1utar.my)

Tan Yen Yee (yyee710@1utar.my)

yee100702@gmail.com Switch account

* Indicates required question

Personal Data Protection Notice

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes: Name, identity card, place of birth, address, education history, employment history, medical history, blood type, race, religion, photo, personal information and associated research data.

2. The purposes for which your personal data may be used are inclusive but not limited to:

a) For assessment of any application to UTAR
b) For processing any benefits and services
c) For communication purposes
d) For advertorial and news
e) For general administration and record purposes
f) For enhancing the value of education
g) For educational and related purposes consequential to UTAR
h) For replying any responds to complaints and enquiries
i) For the purpose of our corporate governance
j) For the purposes of conducting research/ collaboration

3. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

4. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

5. UTAR is committed to ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance with the terms and conditions in the Notice and our relevant policy.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to us at huini1026@1utar.my.

Acknowledgment of Notice *

- ◯ I have been notified and that I hereby understood, consented and agreed per UTAR above notice.
- ◯ I disagree, my personal data will not be processed.

Next Clear form

Screening Question

Please choose one most appropriate answer for each of the following questions:

1. Are you pursuing an undergraduate program (Bachelor's degree)? *

- ◯ Yes (Please continue)
- ◯ No (End of the survey, Thank you)

2. Is the institution you currently study located in any of these 3 states (Selangor, Kuala Lumpur, and Perak)? *

- ◯ Yes (Please continue)
- ◯ No (End of the survey, Thank you)

3. Have you ever used AI-based tools or applications for your study? *

- ◯ Yes (Please continue)
- ◯ No (End of the survey, Thank you)

Section A: Demographic Profile

In this section, there are 3 questions required to answer. Please choose one most appropriate answer for each of the following questions:

1. Gender *

- ◯ Male
- ◯ Female

2. Age *

- ◯ 18-20
- ◯ 21-25
- ◯ 26-30
- ◯ 31 or above

3. Ethnic group *

- ◯ Chinese
- ◯ Malay
- ◯ India
- ◯ Others

4. What type of university are you studying at: *

- ◯ Public university
- ◯ Private university

5. The institution you study at is located in: *

- ◯ Selangor
- ◯ Kuala Lumpur
- ◯ Perak

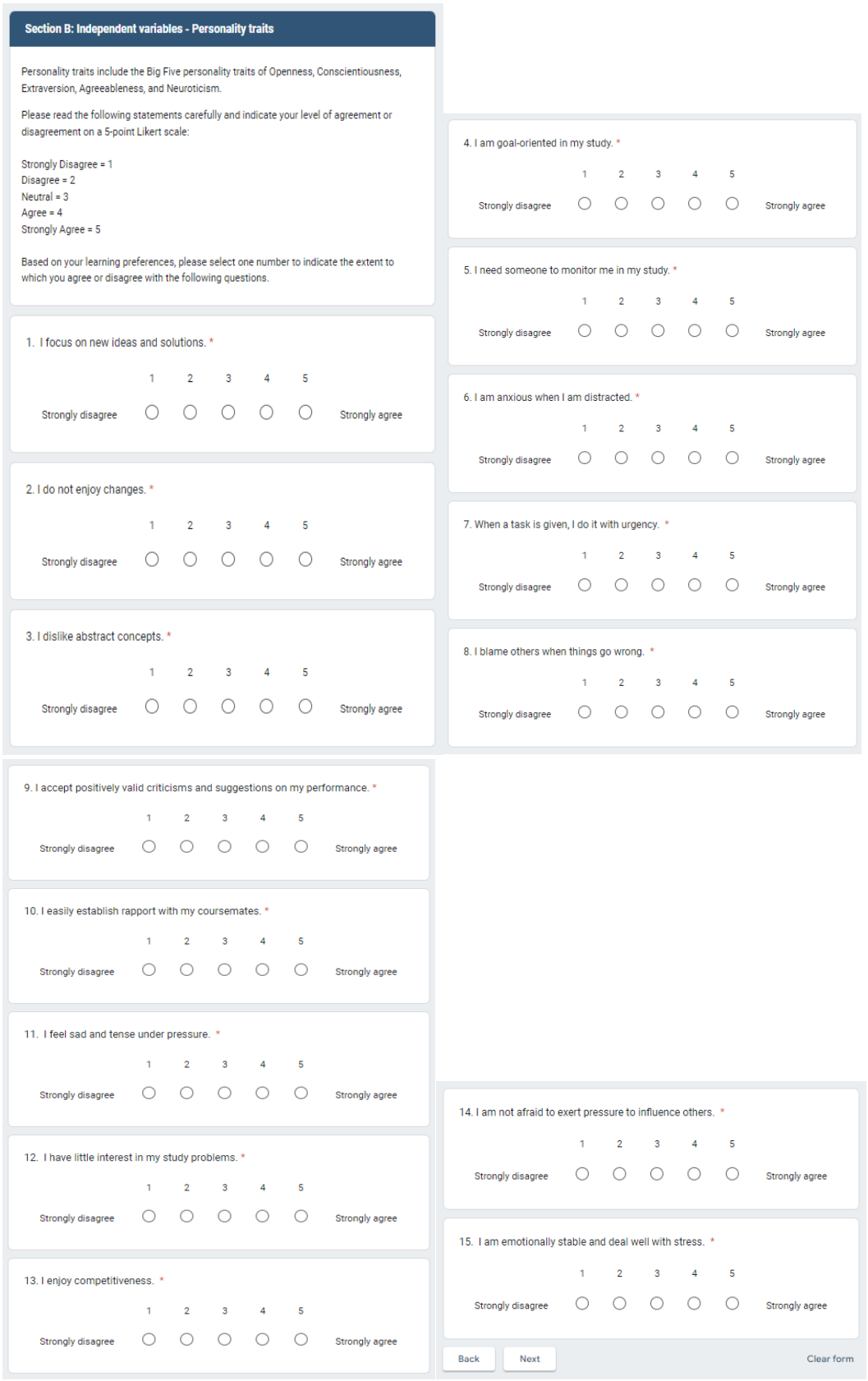
6. Which AI tools have you currently used for your study? (Select all that apply) *

- ☐ Google Bard
- ☐ Chat GPT
- ☐ Microsoft Office 365 Copilot
- ☐ Bing Chat
- ☐ Other:

7. How frequently do you use AI tools for your study? *

- ◯ Daily
- ◯ Weekly
- ◯ Monthly
- ◯ Yearly

Back Next Clear form



Section B: Independent variables - Personality traits

Personality traits include the Big Five personality traits of Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.

Please read the following statements carefully and indicate your level of agreement or disagreement on a 5-point Likert scale:

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

Based on your learning preferences, please select one number to indicate the extent to which you agree or disagree with the following questions.

1. I focus on new ideas and solutions. *

2. I do not enjoy changes. *

3. I dislike abstract concepts. *

4. I am goal-oriented in my study. *

5. I need someone to monitor me in my study. *

6. I am anxious when I am distracted. *

7. When a task is given, I do it with urgency. *

8. I blame others when things go wrong. *

9. I accept positively valid criticisms and suggestions on my performance. *

10. I easily establish rapport with my coursemates. *

11. I feel sad and tense under pressure. *

12. I have little interest in my study problems. *

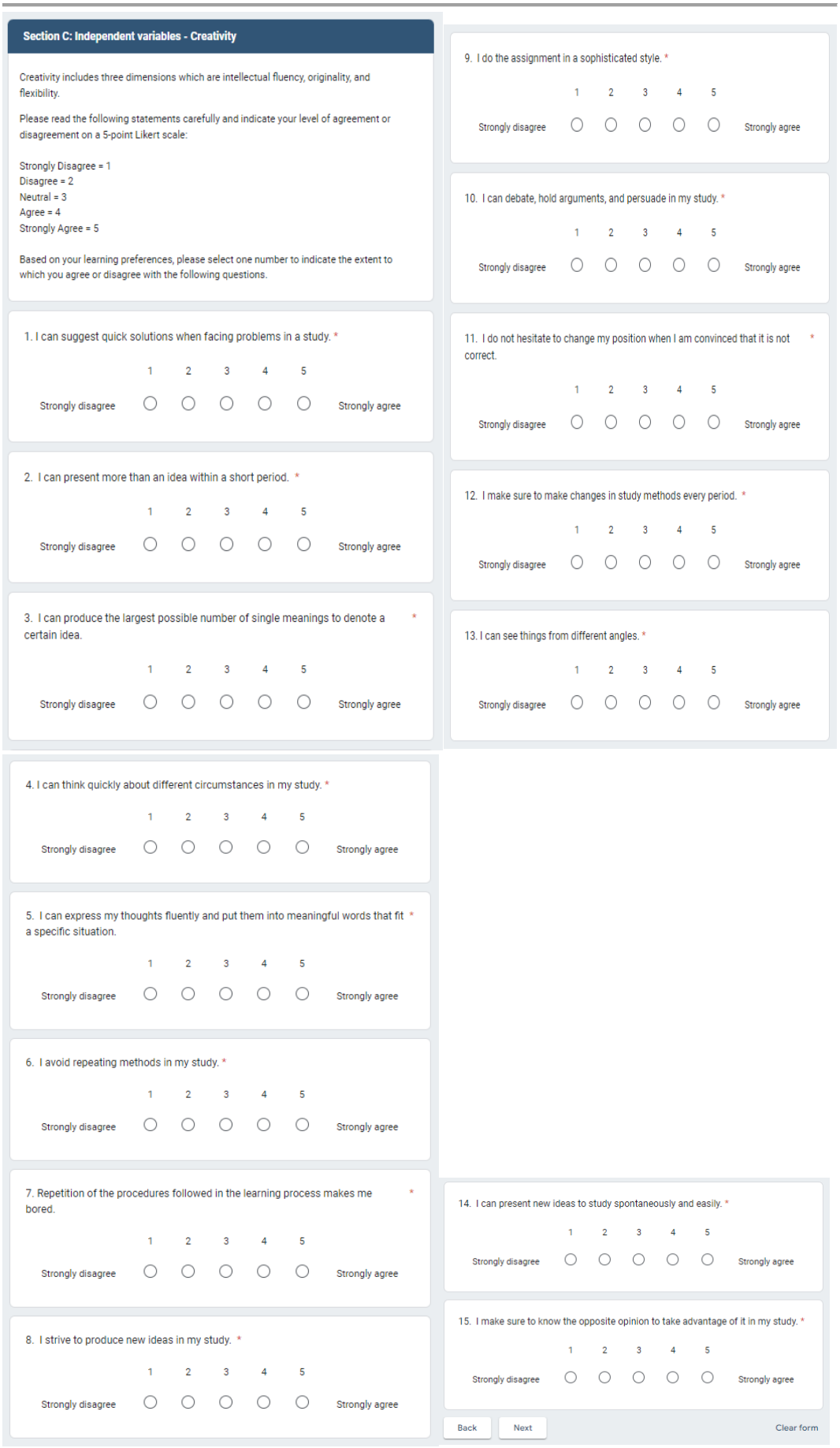
13. I enjoy competitiveness. *

14. I am not afraid to exert pressure to influence others. *

15. I am emotionally stable and deal well with stress. *

Strongly disagree 1 2 3 4 5 Strongly agree

Back Next Clear form



Section C: Independent variables - Creativity

Creativity includes three dimensions which are intellectual fluency, originality, and flexibility.

Please read the following statements carefully and indicate your level of agreement or disagreement on a 5-point Likert scale:

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

Based on your learning preferences, please select one number to indicate the extent to which you agree or disagree with the following questions.

1. I can suggest quick solutions when facing problems in a study. *

2. I can present more than an idea within a short period. *

3. I can produce the largest possible number of single meanings to denote a certain idea. *

4. I can think quickly about different circumstances in my study. *

5. I can express my thoughts fluently and put them into meaningful words that fit a specific situation. *

6. I avoid repeating methods in my study. *

7. Repetition of the procedures followed in the learning process makes me bored. *

8. I strive to produce new ideas in my study. *

9. I do the assignment in a sophisticated style. *

10. I can debate, hold arguments, and persuade in my study. *

11. I do not hesitate to change my position when I am convinced that it is not correct. *

12. I make sure to make changes in study methods every period. *

13. I can see things from different angles. *

14. I can present new ideas to study spontaneously and easily. *

15. I make sure to know the opposite opinion to take advantage of it in my study. *

Strongly disagree 1 2 3 4 5 Strongly agree

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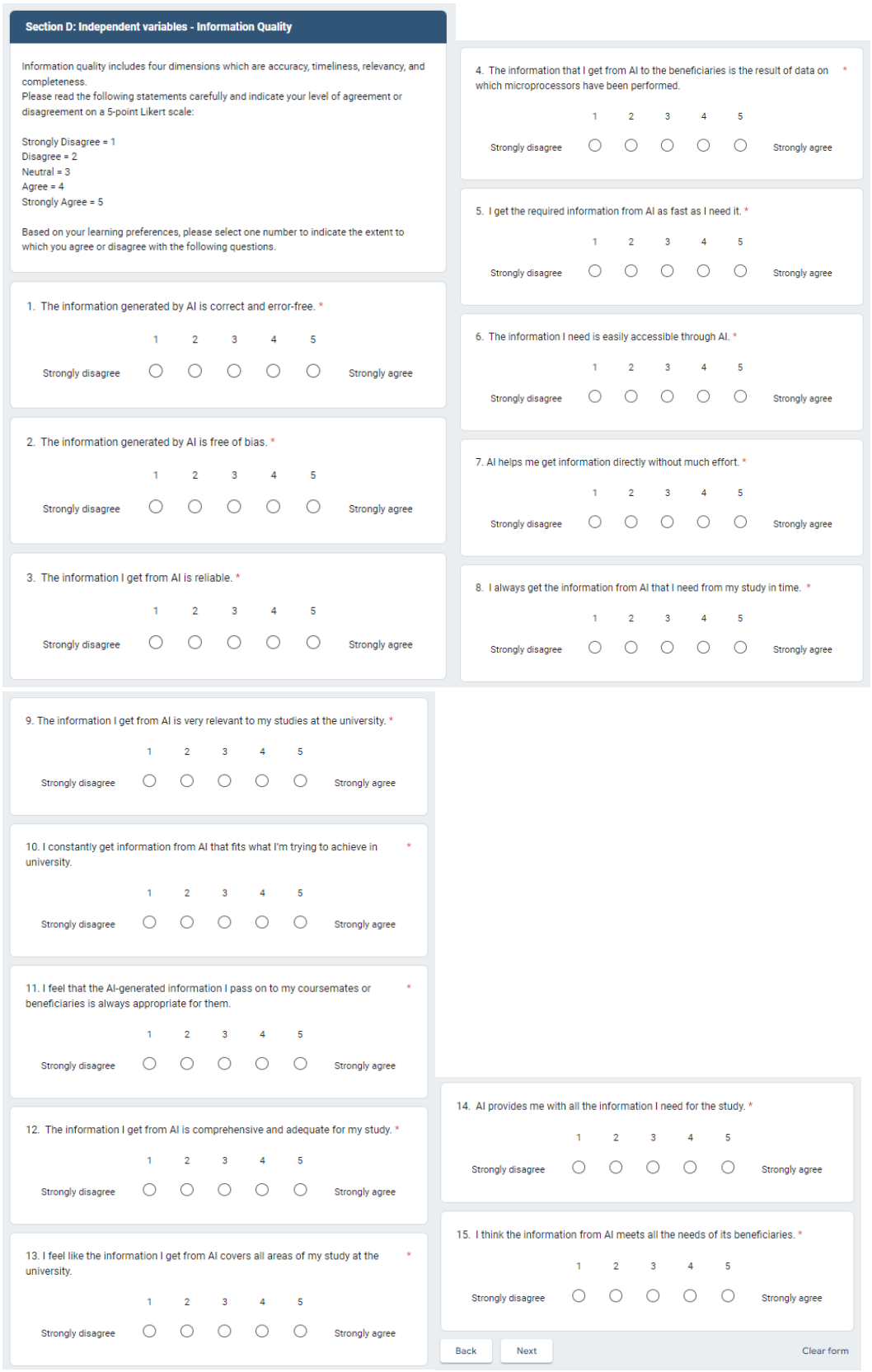

Section D: Independent variables - Information Quality

Information quality includes four dimensions which are accuracy, timeliness, relevancy, and completeness.
Please read the following statements carefully and indicate your level of agreement or disagreement on a 5-point Likert scale:

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

Based on your learning preferences, please select one number to indicate the extent to which you agree or disagree with the following questions.

1. The information generated by AI is correct and error-free. *

2. The information generated by AI is free of bias. *

3. The information I get from AI is reliable. *

4. The information that I get from AI to the beneficiaries is the result of data on which microprocessors have been performed. *

5. I get the required information from AI as fast as I need it. *

6. The information I need is easily accessible through AI. *

7. AI helps me get information directly without much effort. *

8. I always get the information from AI that I need from my study in time. *

9. The information I get from AI is very relevant to my studies at the university. *

10. I constantly get information from AI that fits what I'm trying to achieve in university. *

11. I feel that the AI-generated information I pass on to my coursemates or beneficiaries is always appropriate for them. *

12. The information I get from AI is comprehensive and adequate for my study. *

13. I feel like the information I get from AI covers all areas of my study at the university. *

14. AI provides me with all the information I need for the study. *

15. I think the information from AI meets all the needs of its beneficiaries. *

Strongly disagree 1 2 3 4 5 Strongly agree

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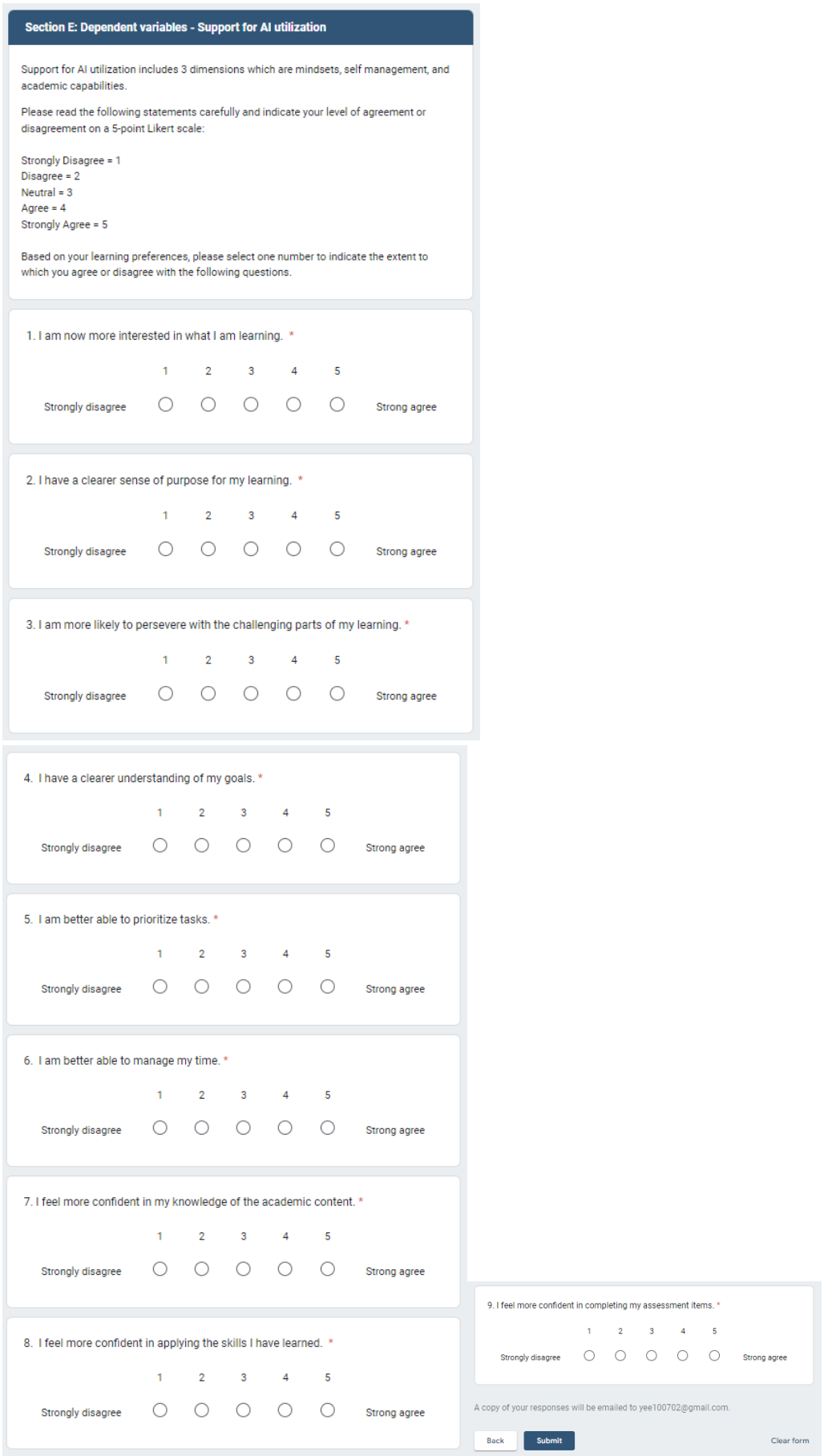

Section E: Dependent variables - Support for AI utilization

Support for AI utilization includes 3 dimensions which are mindsets, self management, and academic capabilities.

Please read the following statements carefully and indicate your level of agreement or disagreement on a 5-point Likert scale:

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

Based on your learning preferences, please select one number to indicate the extent to which you agree or disagree with the following questions.

1. I am now more interested in what I am learning. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strong agree

2. I have a clearer sense of purpose for my learning. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strong agree

3. I am more likely to persevere with the challenging parts of my learning. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strong agree

4. I have a clearer understanding of my goals. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strong agree

5. I am better able to prioritize tasks. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strong agree

6. I am better able to manage my time. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strong agree

7. I feel more confident in my knowledge of the academic content. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strong agree

8. I feel more confident in applying the skills I have learned. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strong agree

9. I feel more confident in completing my assessment items. *

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strong agree

A copy of your responses will be emailed to yee100702@gmail.com.

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Appendix 2: Blank copy Questionnaire (Malay version)
Link: https://forms.gle/cuZcWBtbBidqQGbw6

Menyiasat Faktor Sokongan Pelajar Sarjana Muda untuk Penggunaan AI

Responden yang dihormati,

Kami adalah pelajar sarjana muda tahun akhir yang sedang mengikuti pengajian Ijazah Sarjana Muda Pentadbiran Perniagaan (Kepujian) dari Universiti Tunku Abdul Rahman (UTAR). Kami sedang menjalankan projek penyelidikan yang bertajuk "Menyiasat faktor Sokongan Pelajar Sarjana Muda untuk Penggunaan AI". Penyelidikan ini bertujuan untuk mencapai pemahaman yang mendalam tentang faktor-faktor yang mempengaruhi sokongan pelajar prasiswazah untuk aplikasi penggunaan AI.

Terdapat **LIMA (5) bahagian** dalam tinjauan ini. Bahagian A adalah mengenai demografi. Bahagian B, C, D, dan E merangkumi semua pembolehubah dalam kajian ini. Sila baca arahan dengan teliti sebelum menjawab soalan. **Sila jawab SEMUA bahagian**. Pengisian soal selidik ini akan mengambil masa lebih kurang 5 minit. Tiada risiko terlibat dalam penyertaan anda dalam tinjauan ini.

Penyertaan anda dalam kajian ini adalah secara sukarela. Tidak akan ada kelemahan jika anda memutuskan untuk tidak melengkapkan soal selidik tanpa nama yang dilampirkan. Anda boleh menarik diri pada bila-bila masa tanpa sebarang penalti. Anda boleh menolak untuk menjawab sebarang soalan pada bila-bila masa jika anda berasa tidak selesa.

Butiran peribadi anda akan kekal tanpa nama dan akan dianggap sebagai sulit. Data yang dikumpul hanya digunakan untuk tujuan kajian akademik ini dan hanya data agregat sahaja yang akan digunakan dalam kajian ini.

Bantuan anda dalam melengkapkan soal selidik amat kami hargai. Jika anda mempunyai sebarang pertanyaan mengenai soal selidik ini, anda boleh menghubungi kami di huini1026@1utar.my.

Jika anda memutuskan untuk melengkapkan tinjauan tanpa nama yang dilampirkan ini, ini akan dianggap sebagai persetujuan sukarela dan persetujuan rasmi anda untuk mengambil bahagian dalam kajian ini. Kerjasama dan kesudian anda mengambil bahagian dalam kajian ini diucapkan ribuan terima kasih.

Yang ikhlas,

Lee Hui Ni (huini1026@1utar.my)

Tan Yen Yee (yyee710@1utar.my)

Penyata Perlindungan Data Peribadi
Adalah dimaklumkan bahawa menurut Akta Perlindungan Data Peribadi 2010 ("PDPA") yang berkuat kuasa pada 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") dengan ini terikat untuk membuat notis dan memerlukan persetujuan berhubung dengan pengumpulan, rakaman , penggunaan dan penyimpanan maklumat peribadi.

1. Data peribadi merujuk kepada sebarang maklumat yang mungkin secara langsung atau tidak langsung mengenal pasti seseorang yang boleh termasuk data peribadi sensitif dan luahan pendapat. Antara lain ia termasuk: Nama, kad pengenalan, tempat lahir, alamat, sejarah pendidikan, sejarah pekerjaan, sejarah perubatan, jenis darah, bangsa, agama, foto, maklumat peribadi dan data penyelidikan yang berkaitan.

2. Tujuan data peribadi anda boleh digunakan adalah termasuk tetapi tidak terhad kepada:

a) Untuk penilaian sebarang permohonan kepada UTAR

b) Untuk memproses sebarang faedah dan perkhidmatan

c) Untuk tujuan komunikasi

d) Untuk advertorial dan berita

e) Untuk tujuan pentadbiran am dan rekod

f) Untuk meningkatkan nilai pendidikan

g) Untuk tujuan pendidikan dan yang berkaitan dengan UTAR

h) Untuk menjawab sebarang maklum balas kepada aduan dan pertanyaan

i) Untuk tujuan tadbir urus korporat kami

j) Bagi tujuan menjalankan penyelidikan/kerjasama

3. Data peribadi anda mungkin dipindahkan dan/atau didedahkan kepada pihak ketiga dan/atau rakan kerjasama UTAR termasuk tetapi tidak terhad kepada ejen penyumberan luar masing-masing dan dilantik untuk tujuan memenuhi kewajipan kami kepada anda berkenaan dengan tujuan dan semua tujuan lain tersebut yang berkaitan dengan tujuan dan juga dalam menyediakan perkhidmatan bersepadu, menyelenggara dan menyimpan rekod. Data anda mungkin dikongsi apabila dikehendaki oleh undang-undang dan apabila pendedahan diperlukan untuk mematuhi undang-undang yang berkenaan.

4. Sebarang maklumat peribadi yang disimpan oleh UTAR akan dimusnahkan dan/atau dipadamkan mengikut dasar pengekalan kami yang terpakai untuk kami sekiranya maklumat tersebut tidak diperlukan lagi.

5. UTAR komited dalam memastikan kerahsiaan, perlindungan, keselamatan dan ketepatan maklumat peribadi anda disediakan kepada kami dan telah menjadi dasar ketat kami yang berterusan untuk memastikan maklumat peribadi anda adalah tepat, lengkap, tidak mengelirukan dan dikemas kini. UTAR juga akan memastikan bahawa data peribadi anda tidak akan digunakan untuk tujuan politik dan komersial.

Persetujuan:

1. Dengan menyerahkan atau memberikan data peribadi anda kepada UTAR, anda telah bersetuju untuk data peribadi anda digunakan menurut terma dan syarat dalam Notis dan dasar kami yang berkaitan.

2. Jika anda tidak bersetuju atau kemudiannya menarik balik persetujuan anda untuk pemprosesan dan pendedahan data peribadi anda, UTAR tidak akan dapat memenuhi kewajipan kami atau menghubungi anda atau untuk membantu anda berkenaan dengan tujuan dan/atau untuk mana-mana yang lain. tujuan yang berkaitan dengan tujuan.

3. Anda boleh mengakses dan mengemas kini data peribadi anda dengan menulis kepada kami di huini1026@1utar.my.

Pengakuan Notis *

- ◯ Saya telah dimaklumkan dan bahawa saya dengan ini memahami dan bersetuju mengikut notis UTAR di atas.
- ◯ Saya tidak bersetuju, data peribadi saya tidak akan diproses.

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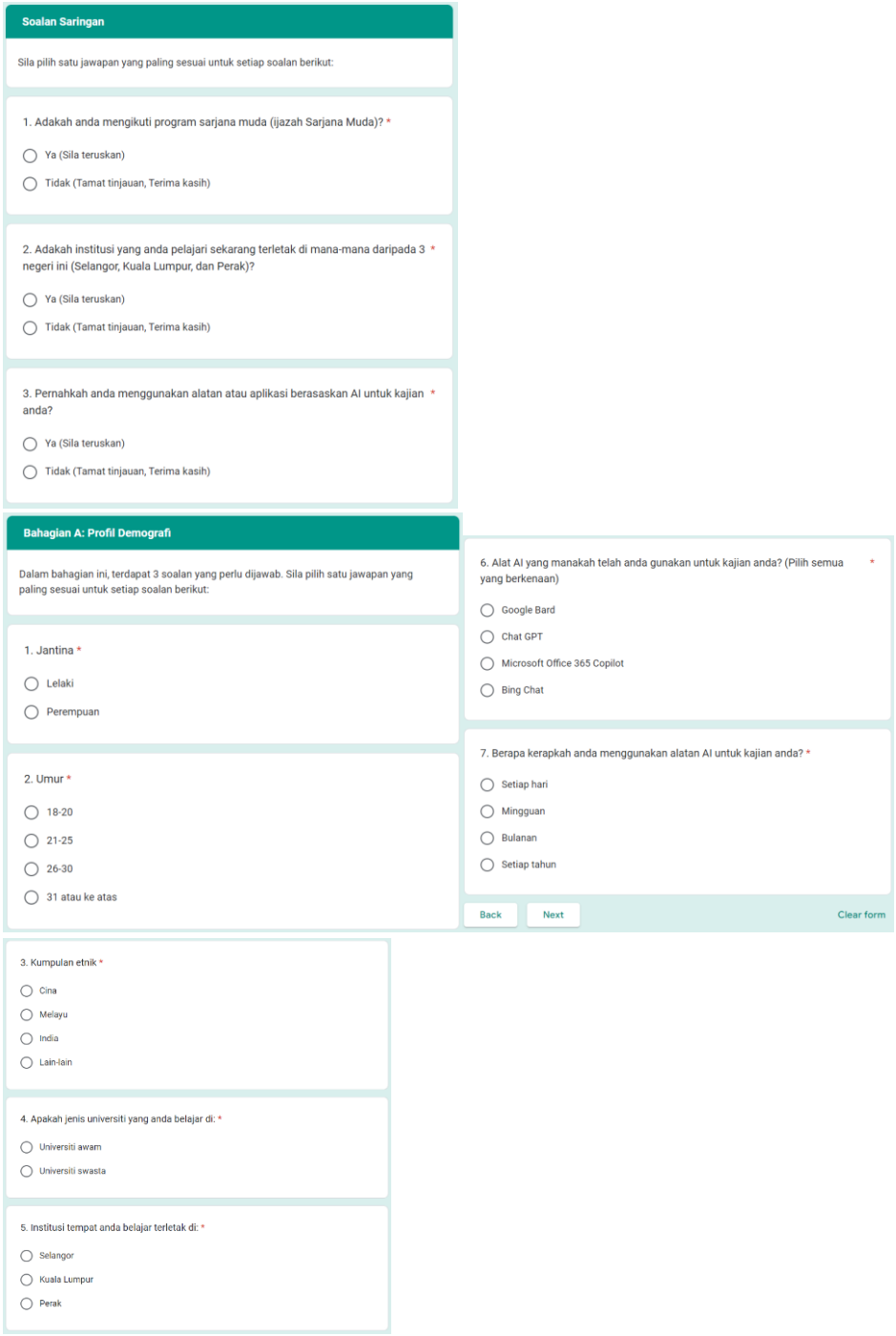

Soalan Saringan

Sila pilih satu jawapan yang paling sesuai untuk setiap soalan berikut:

1. Adakah anda mengikuti program sarjana muda (ijazah Sarjana Muda)? *
- Ya (Sila teruskan)
- Tidak (Tamat tinjauan, Terima kasih)

2. Adakah institusi yang anda pelajari sekarang terletak di mana-mana daripada 3 negeri ini (Selangor, Kuala Lumpur, dan Perak)? *
- Ya (Sila teruskan)
- Tidak (Tamat tinjauan, Terima kasih)

3. Pernahkah anda menggunakan alatan atau aplikasi berasaskan AI untuk kajian anda? *
- Ya (Sila teruskan)
- Tidak (Tamat tinjauan, Terima kasih)

Bahagian A: Profil Demografi

Dalam bahagian ini, terdapat 3 soalan yang perlu dijawab. Sila pilih satu jawapan yang paling sesuai untuk setiap soalan berikut:

1. Jantina *
- Lelaki
- Perempuan

2. Umur *
- 18-20
- 21-25
- 26-30
- 31 atau ke atas

3. Kumpulan etnik *
- Cina
- Melayu
- India
- Lain-lain

4. Apakah jenis universiti yang anda belajar di: *
- Universiti awam
- Universiti swasta

5. Institusi tempat anda belajar terletak di: *
- Selangor
- Kuala Lumpur
- Perak

6. Alat AI yang manakah telah anda gunakan untuk kajian anda? (Pilih semua yang berkenaan) *
- Google Bard
- Chat GPT
- Microsoft Office 365 Copilot
- Bing Chat

7. Berapa kerapkah anda menggunakan alatan AI untuk kajian anda? *
- Setiap hari
- Mingguan
- Bulanan
- Setiap tahun

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Bahagian B: Pembolehubah tidak bersandar - Ciri personaliti

Ciri-ciri personaliti termasuk ciri-ciri personaliti Lima Besar iaitu Keterbukaan, Ketelitian, Ekstraversi, Kesepakatan, dan Neurotikisme.

Sila baca kenyataan berikut dengan teliti dan nyatakan tahap persetujuan atau ketidaksetujuan anda pada skala Likert 5 mata:

Sangat Tidak Setuju = 1
Tidak setuju = 2
Neutral = 3
Setuju=4
Sangat Setuju = 5

Berdasarkan pilihan pembelajaran anda, sila pilih satu nombor untuk menunjukkan sejauh mana anda bersetuju atau tidak bersetuju dengan soalan berikut.

1. Saya memberi tumpuan kepada idea dan penyelesaian baharu. *

2. Saya tidak menikmati perubahan. *

3. Saya tidak suka konsep abstrak. *

4. Saya berorientasikan matlamat dalam kajian saya. *

5. Saya memerlukan seseorang untuk memantau saya dalam kajian saya. *

6. Saya cemas apabila saya terganggu. *

7. Apabila tugasan diberikan, saya melakukannya dengan segera. *

8. Saya menyalahkan orang lain apabila berlaku masalah. *

9. Saya menerima kritikan dan cadangan yang sah secara positif terhadap prestasi saya. *

10. Saya mudah menjalinkan hubungan baik dengan rakan sekursus saya. *

11. Saya berasa sedih dan tegang di bawah tekanan. *

12. Saya kurang berminat dalam masalah pembelajaran saya. *

13. Saya menikmati daya saing. *

14. Saya tidak takut untuk memberikan tekanan untuk mempengaruhi orang lain. *

15. Saya stabil dari segi emosi dan menangani tekanan dengan baik. *

Sangat tidak setuju 1 2 3 4 5 Sangat bersetuju

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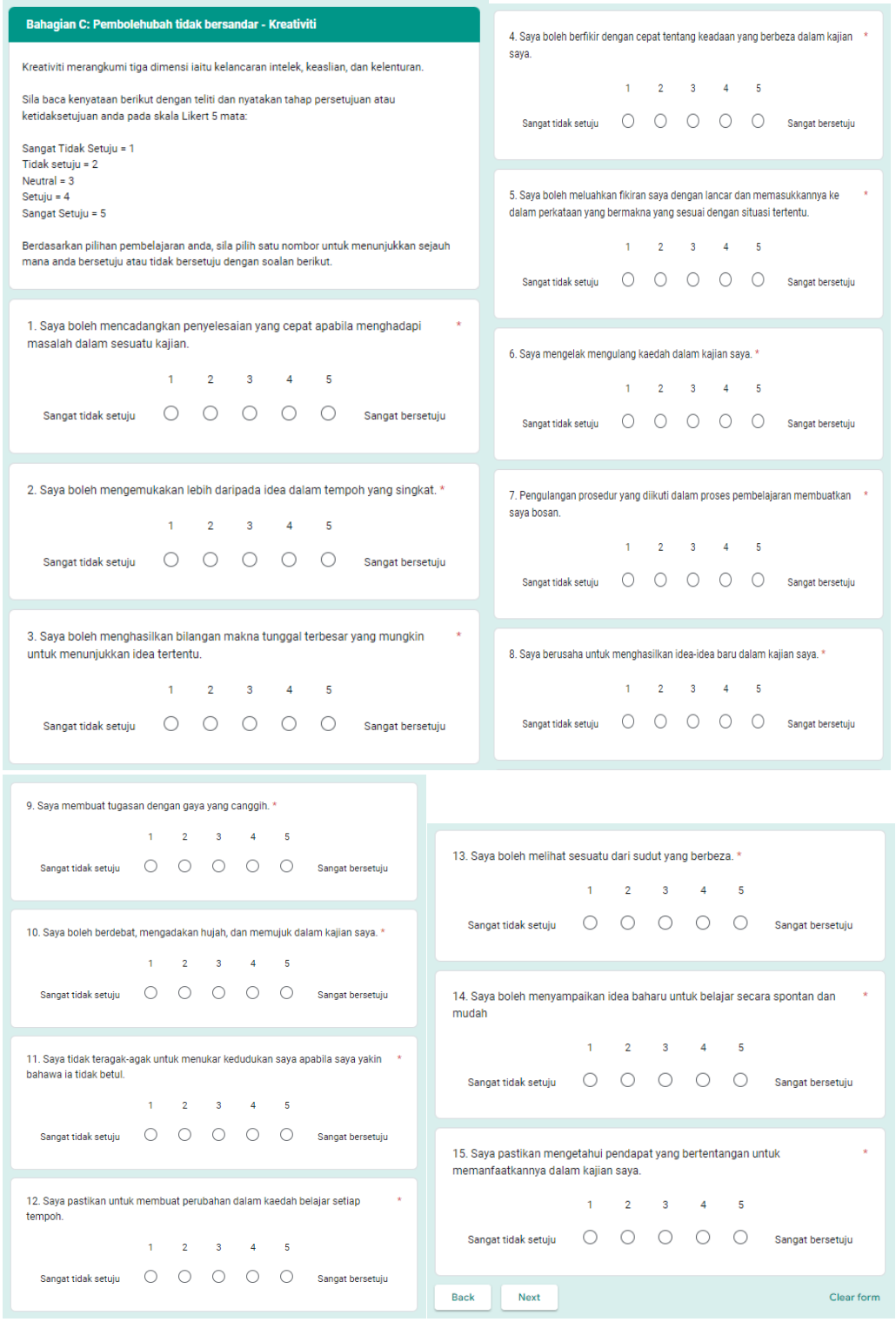

Bahagian C: Pembolehubah tidak bersandar - Kreativiti

Kreativiti merangkumi tiga dimensi iaitu kelancaran intelek, keaslian, dan kelenturan.

Sila baca kenyataan berikut dengan teliti dan nyatakan tahap persetujuan atau ketidaksetujuan anda pada skala Likert 5 mata:

Sangat Tidak Setuju = 1
Tidak setuju = 2
Neutral = 3
Setuju = 4
Sangat Setuju = 5

Berdasarkan pilihan pembelajaran anda, sila pilih satu nombor untuk menunjukkan sejauh mana anda bersetuju atau tidak bersetuju dengan soalan berikut.

1. Saya boleh mencadangkan penyelesaian yang cepat apabila menghadapi masalah dalam sesuatu kajian. *

2. Saya boleh mengemukakan lebih daripada idea dalam tempoh yang singkat. *

3. Saya boleh menghasilkan bilangan makna tunggal terbesar yang mungkin untuk menunjukkan idea tertentu. *

4. Saya boleh berfikir dengan cepat tentang keadaan yang berbeza dalam kajian saya. *

5. Saya boleh meluahkan fikiran saya dengan lancar dan memasukkannya ke dalam perkataan yang bermakna yang sesuai dengan situasi tertentu. *

6. Saya mengelak mengulang kaedah dalam kajian saya. *

7. Pengulangan prosedur yang diikuti dalam proses pembelajaran membuatkan saya bosan. *

8. Saya berusaha untuk menghasilkan idea-idea baru dalam kajian saya. *

9. Saya membuat tugasan dengan gaya yang canggih. *

10. Saya boleh berdebat, mengadakan hujah, dan memujuk dalam kajian saya. *

11. Saya tidak teragak-agak untuk menukar kedudukan saya apabila saya yakin bahawa ia tidak betul. *

12. Saya pastikan untuk membuat perubahan dalam kaedah belajar setiap tempoh. *

13. Saya boleh melihat sesuatu dari sudut yang berbeza. *

14. Saya boleh menyampaikan idea baharu untuk belajar secara spontan dan mudah *

15. Saya pastikan mengetahui pendapat yang bertentangan untuk memanfaatkannya dalam kajian saya. *

Sangat tidak setuju 1 2 3 4 5 Sangat bersetuju

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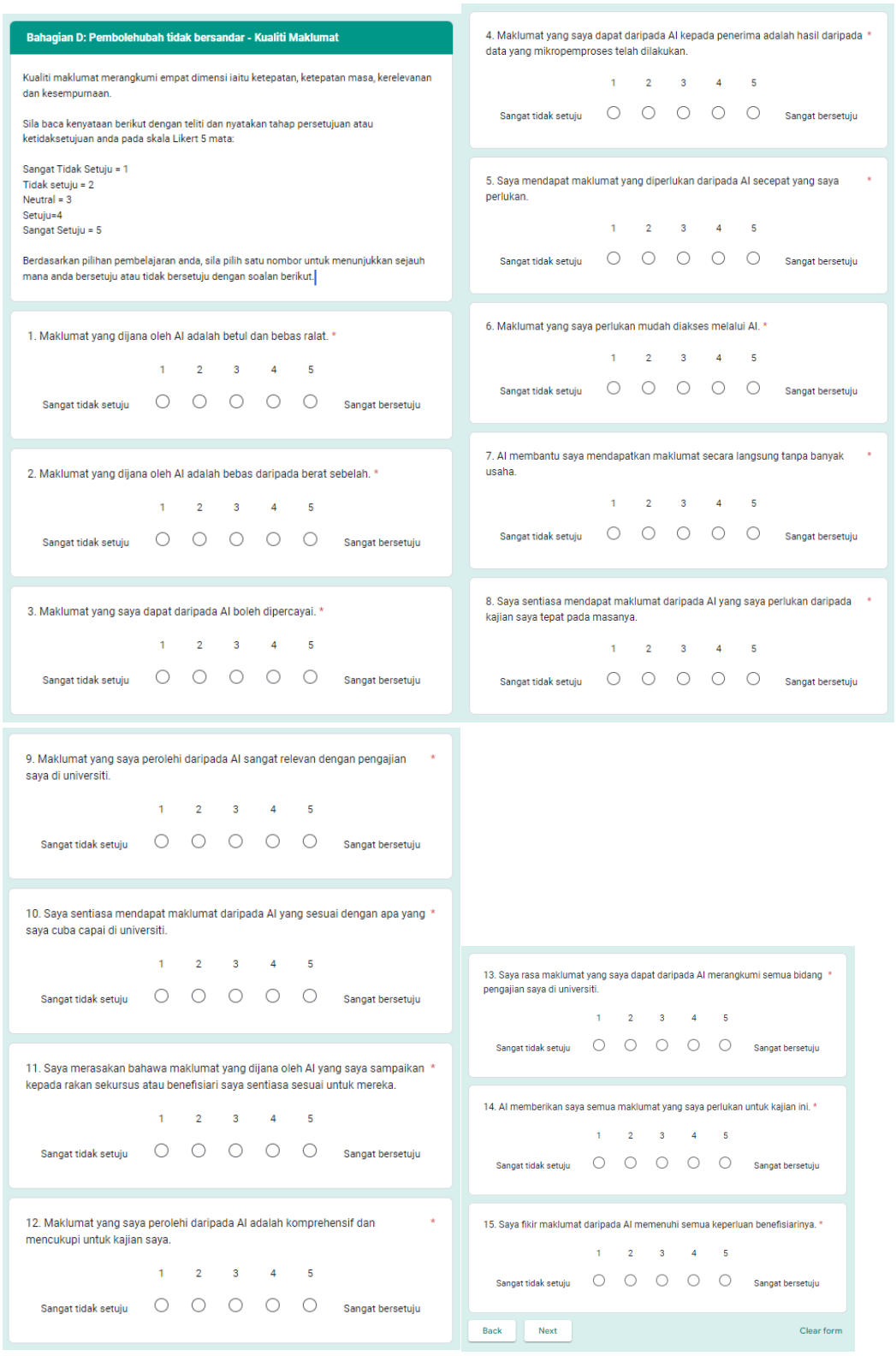

Bahagian D: Pembolehubah tidak bersandar - Kualiti Maklumat

Kualiti maklumat merangkumi empat dimensi iaitu ketepatan, ketepatan masa, kerelevanan dan kesempurnaan.

Sila baca kenyataan berikut dengan teliti dan nyatakan tahap persetujuan atau ketidaksetujuan anda pada skala Likert 5 mata:

Sangat Tidak Setuju = 1
Tidak setuju = 2
Neutral = 3
Setuju=4
Sangat Setuju = 5

Berdasarkan pilihan pembelajaran anda, sila pilih satu nombor untuk menunjukkan sejauh mana anda bersetuju atau tidak bersetuju dengan soalan berikut.

1. Maklumat yang dijana oleh AI adalah betul dan bebas ralat. *

2. Maklumat yang dijana oleh AI adalah bebas daripada berat sebelah. *

3. Maklumat yang saya dapat daripada AI boleh dipercayai. *

4. Maklumat yang saya dapat daripada AI kepada penerima adalah hasil daripada data yang mikropemproses telah dilakukan. *

5. Saya mendapat maklumat yang diperlukan daripada AI secepat yang saya perlukan. *

6. Maklumat yang saya perlukan mudah diakses melalui AI. *

7. AI membantu saya mendapatkan maklumat secara langsung tanpa banyak usaha. *

8. Saya sentiasa mendapat maklumat daripada AI yang saya perlukan daripada kajian saya tepat pada masanya. *

9. Maklumat yang saya perolehi daripada AI sangat relevan dengan pengajian saya di universiti. *

10. Saya sentiasa mendapat maklumat daripada AI yang sesuai dengan apa yang saya cuba capai di universiti. *

11. Saya merasakan bahawa maklumat yang dijana oleh AI yang saya sampaikan kepada rakan sekursus atau benefisiari saya sentiasa sesuai untuk mereka. *

12. Maklumat yang saya perolehi daripada AI adalah komprehensif dan mencukupi untuk kajian saya. *

13. Saya rasa maklumat yang saya dapat daripada AI merangkumi semua bidang pengajian saya di universiti. *

14. AI memberikan saya semua maklumat yang saya perlukan untuk kajian ini. *

15. Saya fikir maklumat daripada AI memenuhi semua keperluan benefisiarinya. *

Sangat tidak setuju 1 2 3 4 5 Sangat bersetuju

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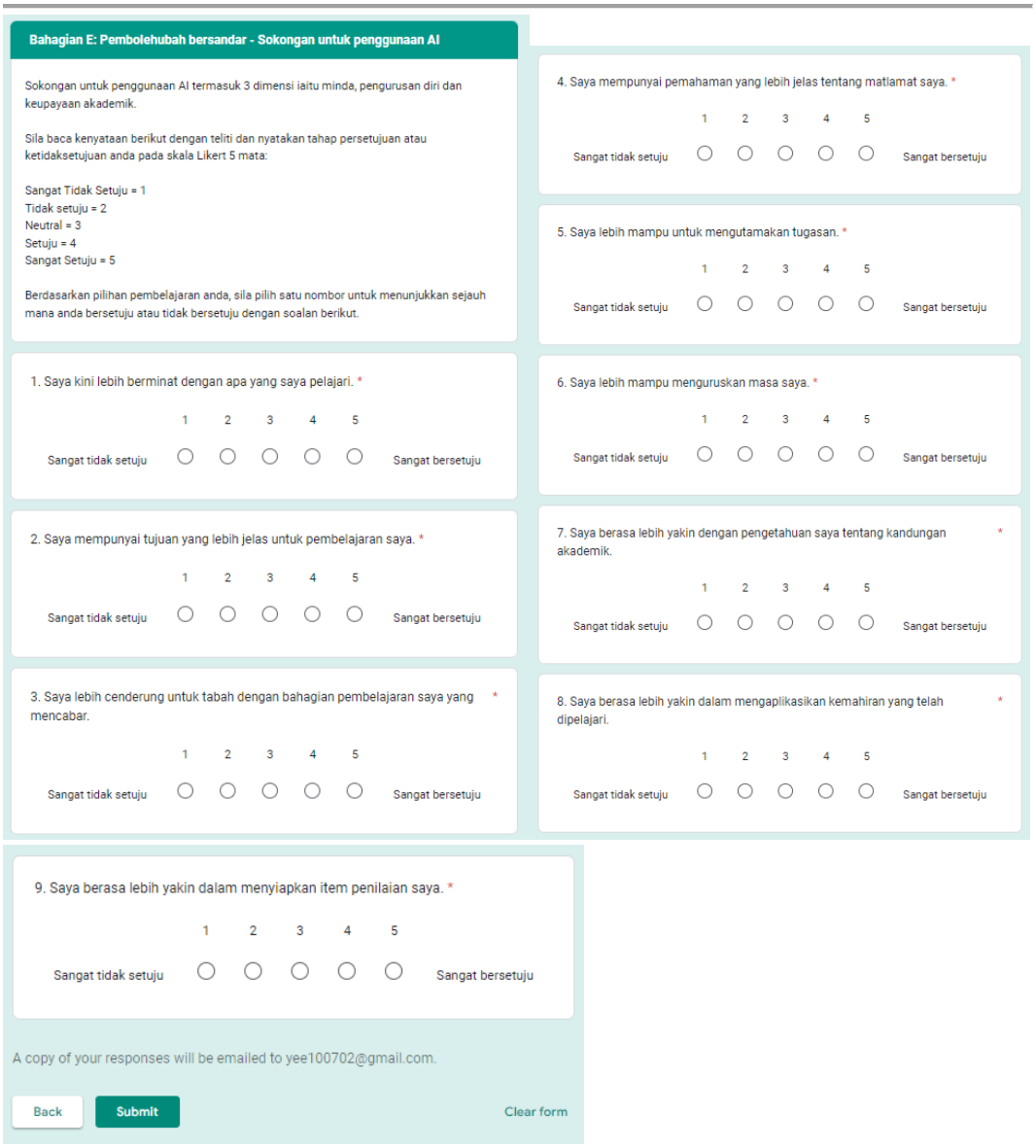

Bahagian E: Pembolehubah bersandar - Sokongan untuk penggunaan AI

Sokongan untuk penggunaan AI termasuk 3 dimensi iaitu minda, pengurusan diri dan keupayaan akademik.

Sila baca kenyataan berikut dengan teliti dan nyatakan tahap persetujuan atau ketidaksetujuan anda pada skala Likert 5 mata:

Sangat Tidak Setuju = 1
Tidak setuju = 2
Neutral = 3
Setuju = 4
Sangat Setuju = 5

Berdasarkan pilihan pembelajaran anda, sila pilih satu nombor untuk menunjukkan sejauh mana anda bersetuju atau tidak bersetuju dengan soalan berikut.

1. Saya kini lebih berminat dengan apa yang saya pelajari. *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	○	Sangat bersetuju

2. Saya mempunyai tujuan yang lebih jelas untuk pembelajaran saya. *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	○	Sangat bersetuju

3. Saya lebih cenderung untuk tabah dengan bahagian pembelajaran saya yang mencabar. *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	○	Sangat bersetuju

4. Saya mempunyai pemahaman yang lebih jelas tentang matlamat saya. *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	○	Sangat bersetuju

5. Saya lebih mampu untuk mengutamakan tugasan. *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	○	Sangat bersetuju

6. Saya lebih mampu menguruskan masa saya. *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	○	Sangat bersetuju

7. Saya berasa lebih yakin dengan pengetahuan saya tentang kandungan akademik. *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	○	Sangat bersetuju

8. Saya berasa lebih yakin dalam mengaplikasikan kemahiran yang telah dipelajari. *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	○	Sangat bersetuju

9. Saya berasa lebih yakin dalam menyiapkan item penilaian saya. *

	1	2	3	4	5	
Sangat tidak setuju	○	○	○	○	○	Sangat bersetuju

A copy of your responses will be emailed to yee100702@gmail.com.

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Appendix 3: Sources of Questionnaire

1st IV - Personality Traits adapted from Muhammad Musa & Gashayie, (2021)

Section II - Assessment of sales person's personality traits

S/N	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	Openness					
1	You focus on new ideas and solutions					
2	You do not enjoy changes					
3	You dislike abstract concepts					
	Conscientiousness					
1	You are goal oriented in your workplace					
2	You need manager reminder to do a job					
3	You are anxious when you are distracted					
	Extraversion					
1	When a task is given you do it in urgency					
2	You blame others when things go wrong					
3	You accept positively valid critics and suggestions on your performance					
	Agreeableness					
1	You easily establish rapport with customer					
2	You feel sad and tense under pressure					
3	You have little interest for customers problems					
	Neuroticism					
1	You enjoy competitiveness					
2	You do not afraid to exert pressure to influence others					
3	You are emotionally stable and deals well with stress					

2nd IV - Creativity adapted from Mohammed Yousif Abo Keir et al., (2020)

Table 8 Analysis of the research sample answers to the questionnaire variable (Creativity, originality dimension)

Sr.	Statement	Mean	Standard Deviation	Ranking	Mean Interpretation
1	I do the work in a sophisticated style.	3.85	1.069	3	Agree
2	I avoid repetition in solving work problems.	3.40	1.014	5	Agree
3	Repetition of the procedures followed in the completion of work makes me bored.	3.49	1.243	4	Agree
4	I have the ability to debate, hold argument and persuasion.	3.91	1.058	1	Agree
5	I strive to produce new ideas in the field of work.	3.85	1.126	2	Agree
Total		**3.70**			**Agree**

Table 9 Analysis of the research sample answers to the questionnaire variable (creativity, intellectual fluency dimension)

Sr.	Statement	Mean	Standard Deviation	Ranking	Mean Interpretation
1	I have the ability to suggest quick solutions to face work problems.	3.95	1.124	1	Agree
2	I have the ability to present more than an idea within a short period of time.	3.89	1.055	2	Agree
3	I have the ability to produce the largest possible number of single meaning works to denote a certain idea.	3.70	1.036	4	Agree
4	I have the ability to think quickly about different circumstances.	3.69	1.143	5	Agree
5	I have the ability to express my thoughts fluently and put them in to meaningful words that fit a specific situation.	3.77	1.085	3	Agree
Total		**3.80**			**Agree**

Table 10 Analysis of the research sample answers to the questionnaire variable (creativity, flexibility dimension)

Sr.	Statement	Mean	Standard Deviation	Ranking	Mean Interpretation
1	I have the ability to present new ideas to develop work spontaneously and easily.	3.70	1.036	5	Agree
2	I make sure to know the opposite opinion to take advantage of it.	3.72	1.240	4	Agree
3	I do not hesitate to change my position when I am convinced that it is not correct.	3.79	1.166	2	Agree
4	I make sure to make changes in work methods every period.	3.75	1.085	3	Agree
5	I have the ability to see things from different angles.	3.89	1.091	1	Agree
Total		**3.77**			**Agree**

3rd IV - Information Quality adapted from Naeem et al., (2022)

Table 9. Weighted Arithmetic Means and Standard Deviations for Accuracy Dimension (Researchers, SPSS, 2022)

NO.	Paragraphs	Mean	Standard Deviation	Assessment Level	Relative Importance
1	The information I give to my colleagues or others is correct and error-free.	4.25	.845	very good	1
2	The information I give my colleagues or beneficiaries is free of bias.	4.19	.981	good	2
3	The information I provide to the beneficiaries is the result of data on which microprocessors have been performed.	3.97	.855	good	3
4	The information I get at the university is from reliable sources.	3.86	.920	good	4

Table 10. Weighted Arithmetic Means and Standard Deviations for Timeliness Dimension (Researchers, SPSS, 2022)

NO.	Paragraphs	Mean	Standard Deviation	Assessment Level	Relative Importance
1	I Get the required information as fast as I need it.	3.45	1.066	good	1
2	I always get the information I need from college in time.	2.89	1.072	medium	4
3	The information I need is easily accessible from various sources at the university.	2.92	1.065	medium	3
4	The work environment at the university helps me get information directly without much effort.	2.93	1.062	medium	2

Table 11. Weighted Arithmetic Means and Standard Deviations for Relevancy Dimension (Researchers, SPSS, 2022)

NO.	Paragraphs	Mean	Standard Deviation	Assessment Level	Relative Importance
1	The information I get is very relevant to my work at the university.	3.53	.953	good	3
2	I constantly get information that fits what I'm trying to achieve in college.	3.30	1.067	medium	4
3	I feel that the information I pass on to my college colleagues or beneficiaries is always appropriate for them.	3.73	.810	good	1
4	The information I get is commensurate with the size and variety of work I give others.	3.54	.910	good	2

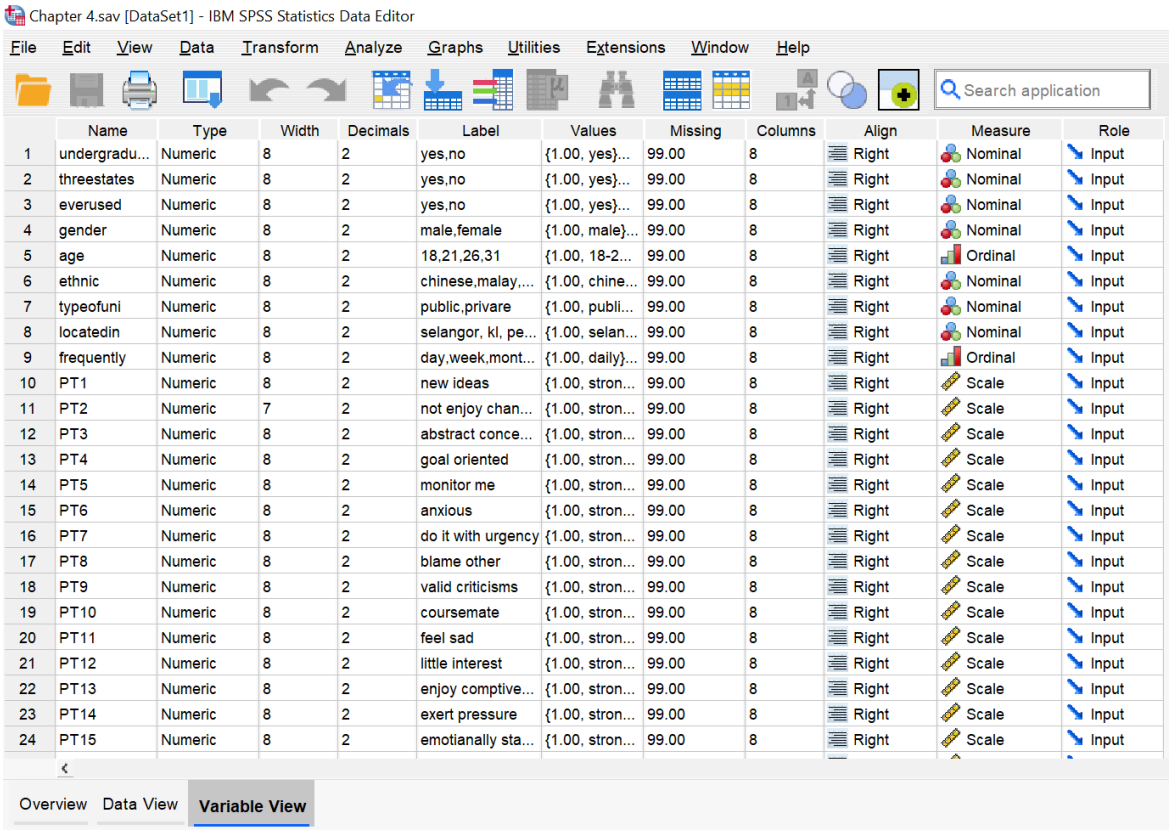
DV - Support for AI Utilization adapted from Lane et al., (2019)

Dimension of support for learning	Objective	Evaluation question	Indicator	Data collection questions *In relation to the initiative:*

Mindsets	To deepen students' desire to engage in learning	To what extent does the initiative deepen students' engagement in their own learning?	Students report deeper engagement in their own learning	(1) I am now more interested in what I am learning (2) I have a clearer sense of purpose in my learning (3) I am more likely to persevere with the challenging parts of my learning
Self-management	To support students to build their own learning strategies within their personal, work and study lives	To what extent does the initiative improve student self-management capabilities?	Students report improved self-management capabilities	(1) I have a clearer understanding of my goals (2) I am better able to prioritise tasks (3) I am better able to manage my time
Academic capabilities	To improve students' academic capabilities for academic success	To what extent does the initiative improve academic capabilities?	Students report improved academic capabilities; Existing data: academic achievement (unit grade, course GPA) and enrolment (persistence, progression, retention)	(1) I feel more confident in my knowledge of the academic content (2) I feel more confident in applying the skills I have learnt (3) I feel more confident in completing my assessment items

Appendix 4: Variable View

1



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8	locatedin	Numeric	8	2	selangor, kl, pe...	{1.00, selan...	99.00	8	Right	Nominal	Input
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12	PT3	Numeric	8	2	abstract conce...	{1.00, stron...	99.00	8	Right	Scale	Input
13	PT4	Numeric	8	2	goal oriented	{1.00, stron...	99.00	8	Right	Scale	Input
14	PT5	Numeric	8	2	monitor me	{1.00, stron...	99.00	8	Right	Scale	Input
15	PT6	Numeric	8	2	anxious	{1.00, stron...	99.00	8	Right	Scale	Input
16	PT7	Numeric	8	2	do it with urgency	{1.00, stron...	99.00	8	Right	Scale	Input
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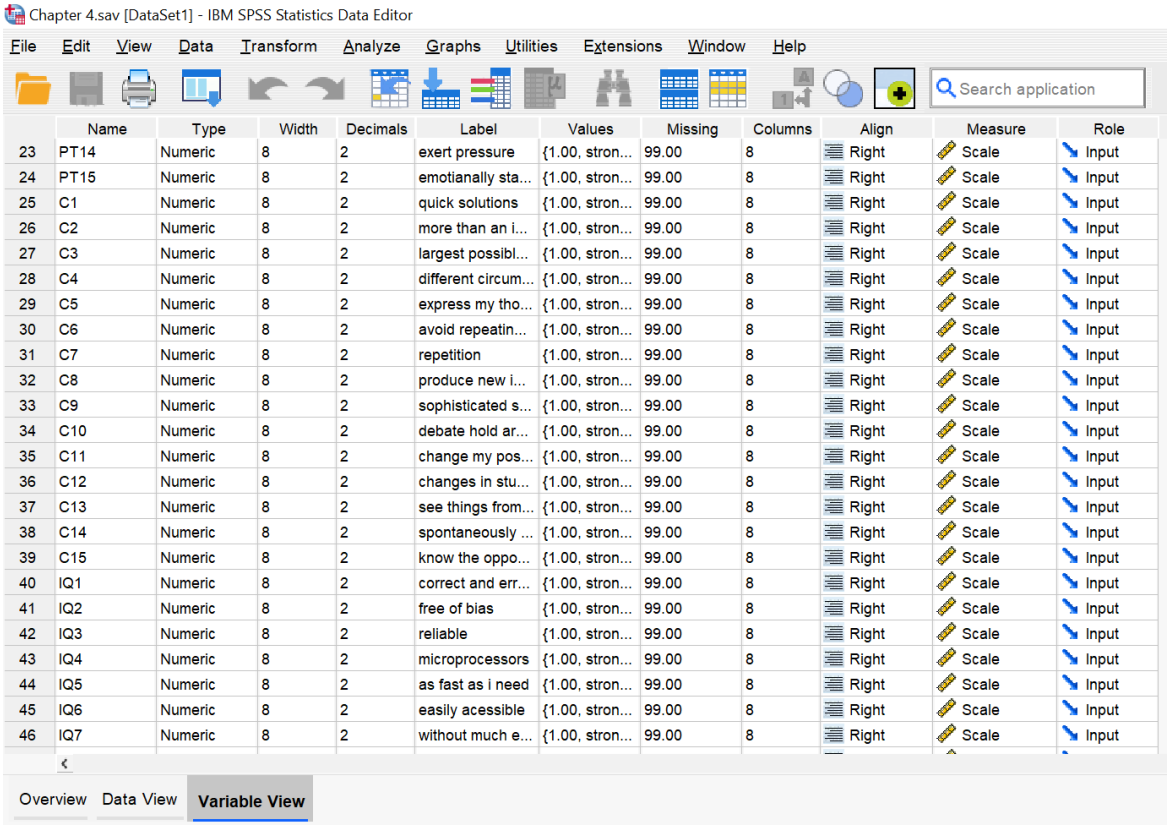
20	PT11	Numeric	8	2	feel sad	{1.00, stron...	99.00	8	Right	Scale	Input
21	PT12	Numeric	8	2	little interest	{1.00, stron...	99.00	8	Right	Scale	Input
22	PT13	Numeric	8	2	enjoy comptive...	{1.00, stron...	99.00	8	Right	Scale	Input
23	PT14	Numeric	8	2	exert pressure	{1.00, stron...	99.00	8	Right	Scale	Input
24	PT15	Numeric	8	2	emotianally sta...	{1.00, stron...	99.00	8	Right	Scale	Input

2



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28	C4	Numeric	8	2	different circum...	{1.00, stron...	99.00	8	Right	Scale	Input
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35	C11	Numeric	8	2	change my pos...	{1.00, stron...	99.00	8	Right	Scale	Input
36	C12	Numeric	8	2	changes in stu...	{1.00, stron...	99.00	8	Right	Scale	Input
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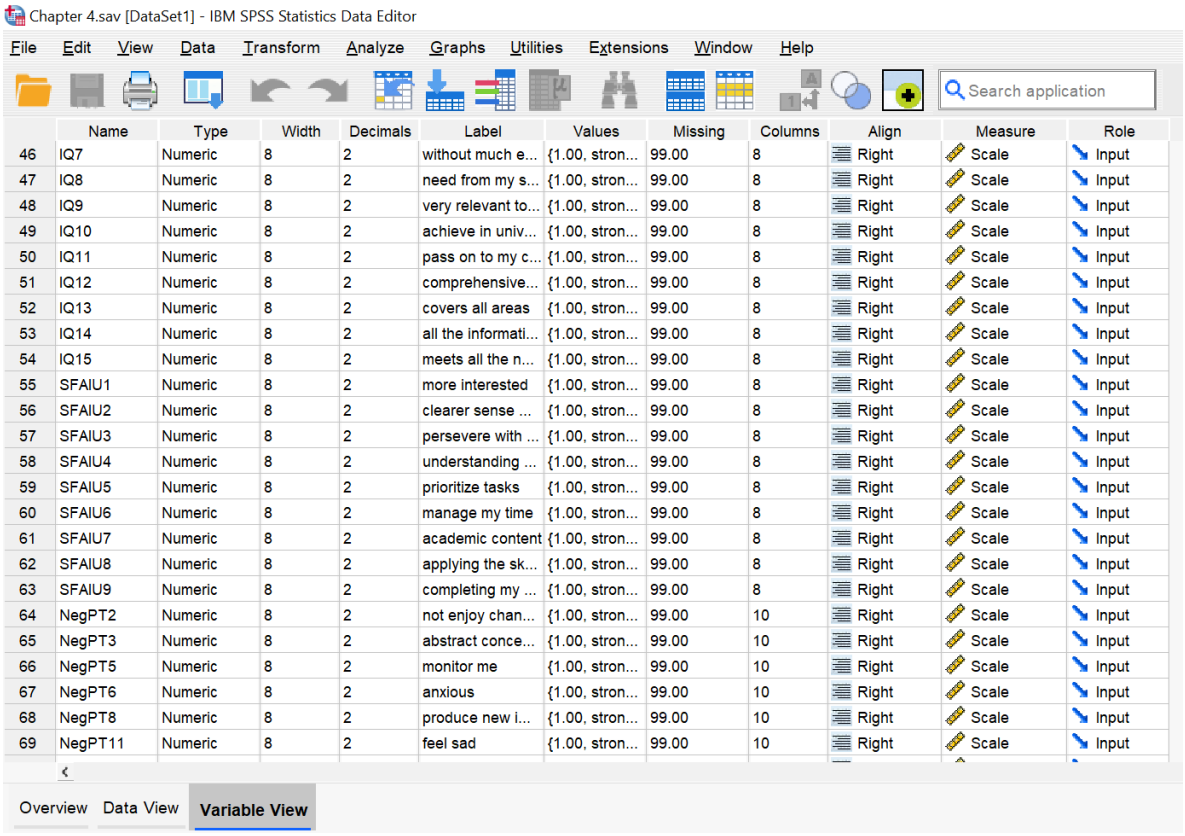

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56	SFAIU2	Numeric	8	2	clearer sense ...	{1.00, stron...	99.00	8	Right	Scale	Input
57	SFAIU3	Numeric	8	2	persevere with ...	{1.00, stron...	99.00	8	Right	Scale	Input
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60	SFAIU6	Numeric	8	2	manage my time	{1.00, stron...	99.00	8	Right	Scale	Input
61	SFAIU7	Numeric	8	2	academic content	{1.00, stron...	99.00	8	Right	Scale	Input
62	SFAIU8	Numeric	8	2	applying the sk...	{1.00, stron...	99.00	8	Right	Scale	Input
63	SFAIU9	Numeric	8	2	completing my ...	{1.00, stron...	99.00	8	Right	Scale	Input
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66	NegPT5	Numeric	8	2	monitor me	{1.00, stron...	99.00	10	Right	Scale	Input
67	NegPT6	Numeric	8	2	anxious	{1.00, stron...	99.00	10	Right	Scale	Input
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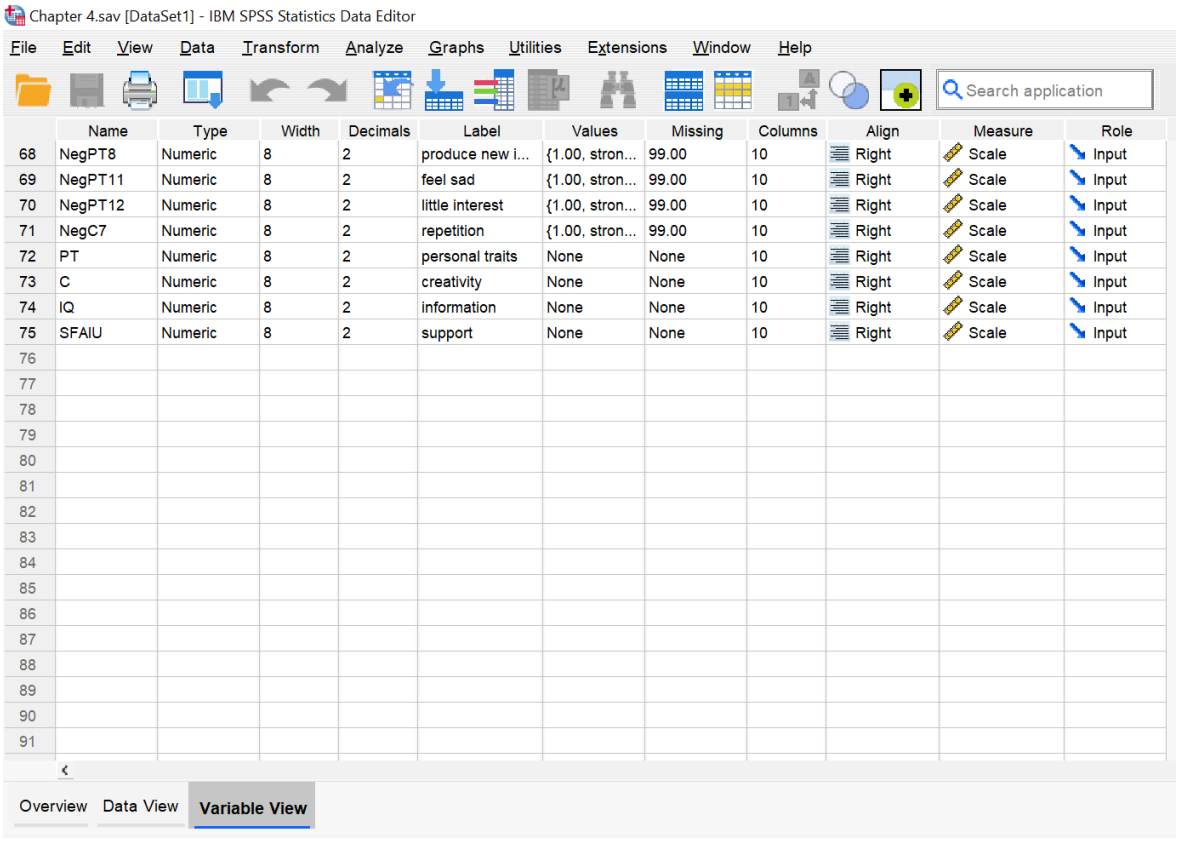
Overview Data View **Variable View**

4



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70	NegPT12	Numeric	8	2	little interest	{1.00, stron...	99.00	10	Right	Scale	Input
71	NegC7	Numeric	8	2	repetition	{1.00, stron...	99.00	10	Right	Scale	Input
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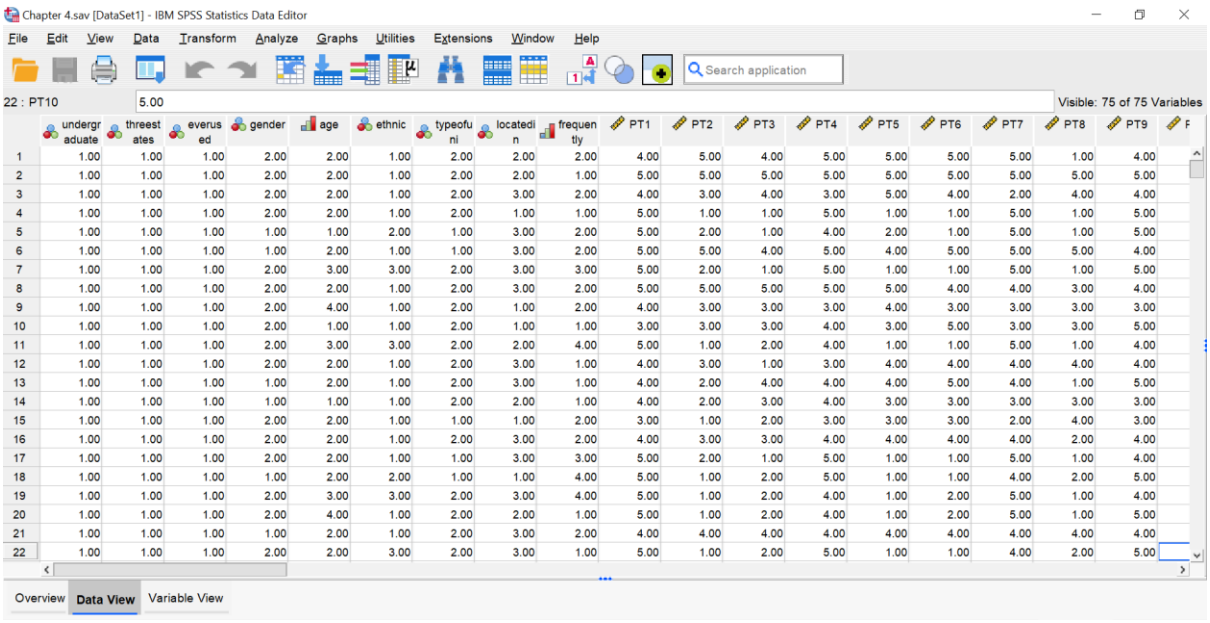
Overview Data View **Variable View**

Appendix 5: Data View

1



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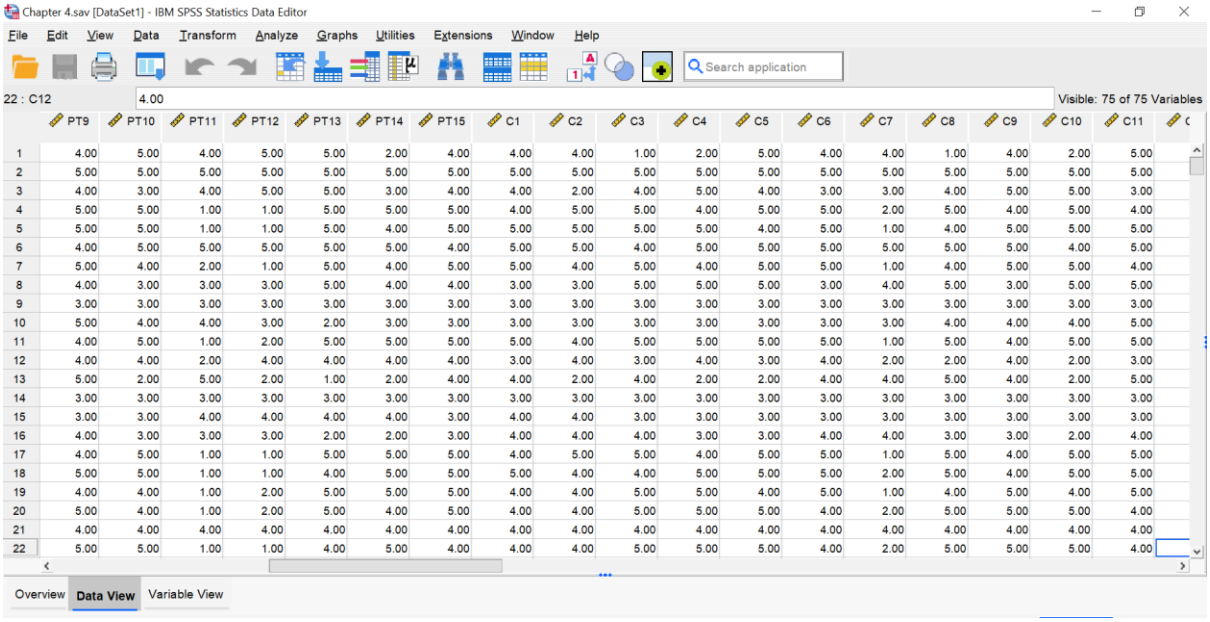

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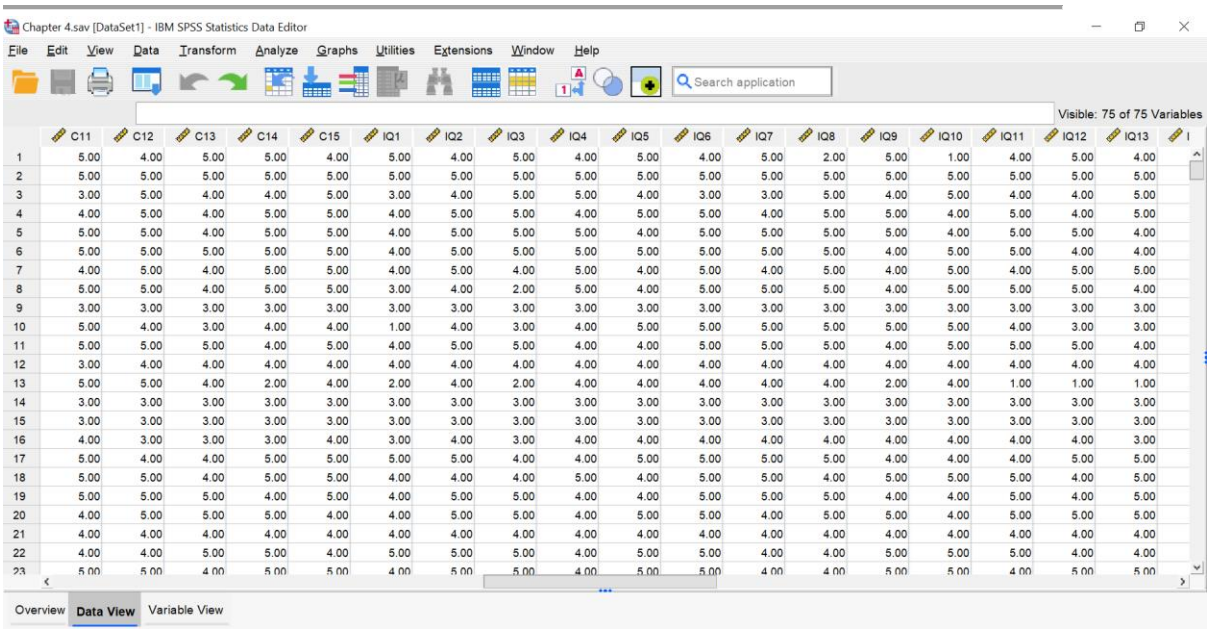
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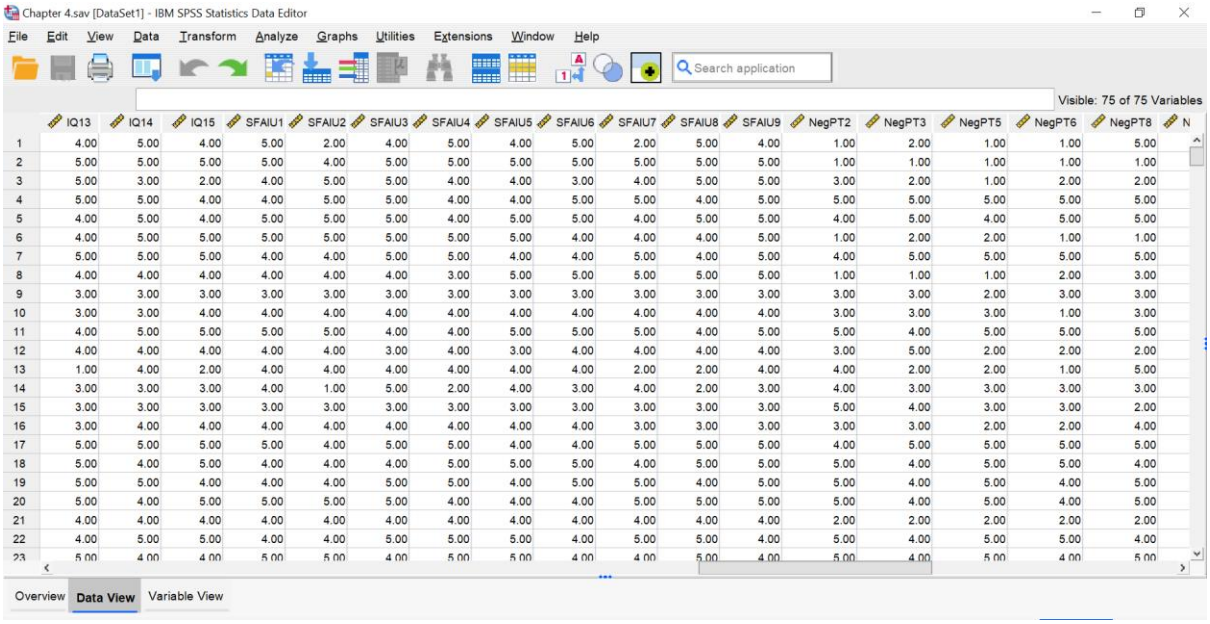
23 5.00 5.00 4.00 5.00 5.00 4.00 5.00 5.00 4.00 5.00 5.00 4.00 4.00 5.00 5.00 4.00 5.00 5.00
Overview Data View Variable View

4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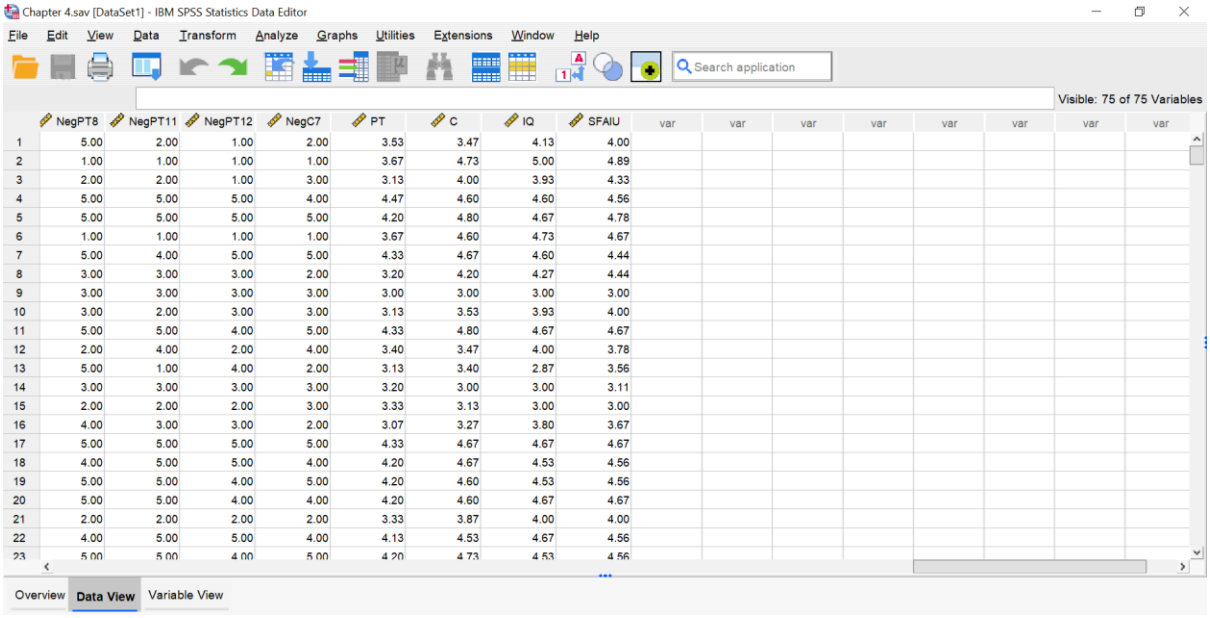
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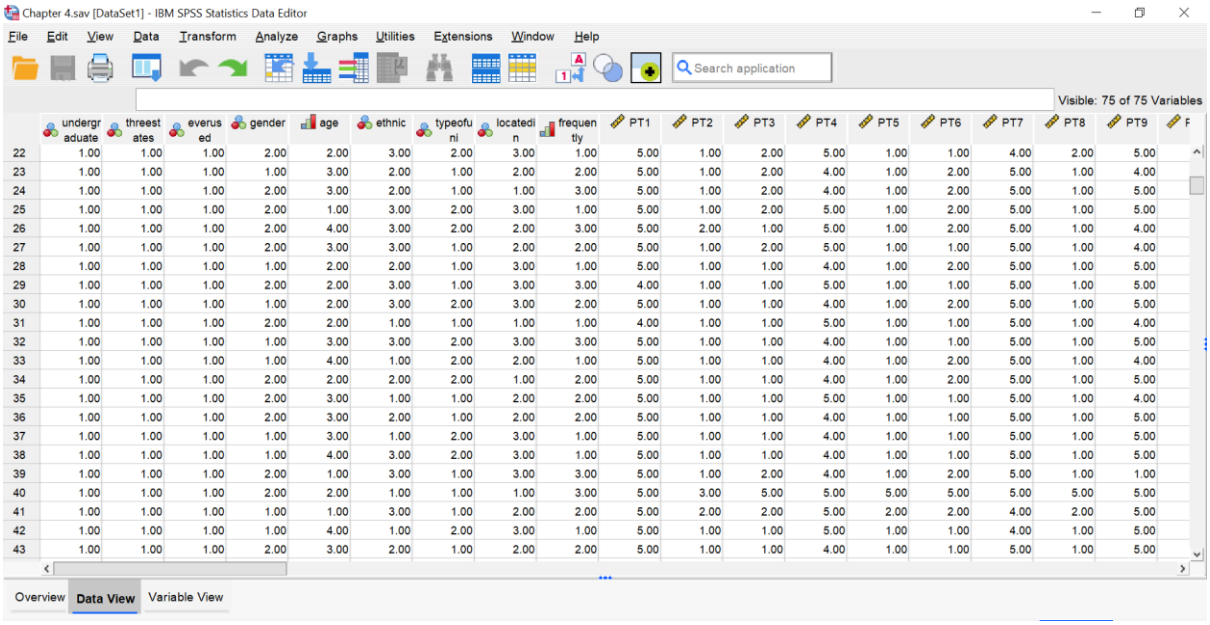
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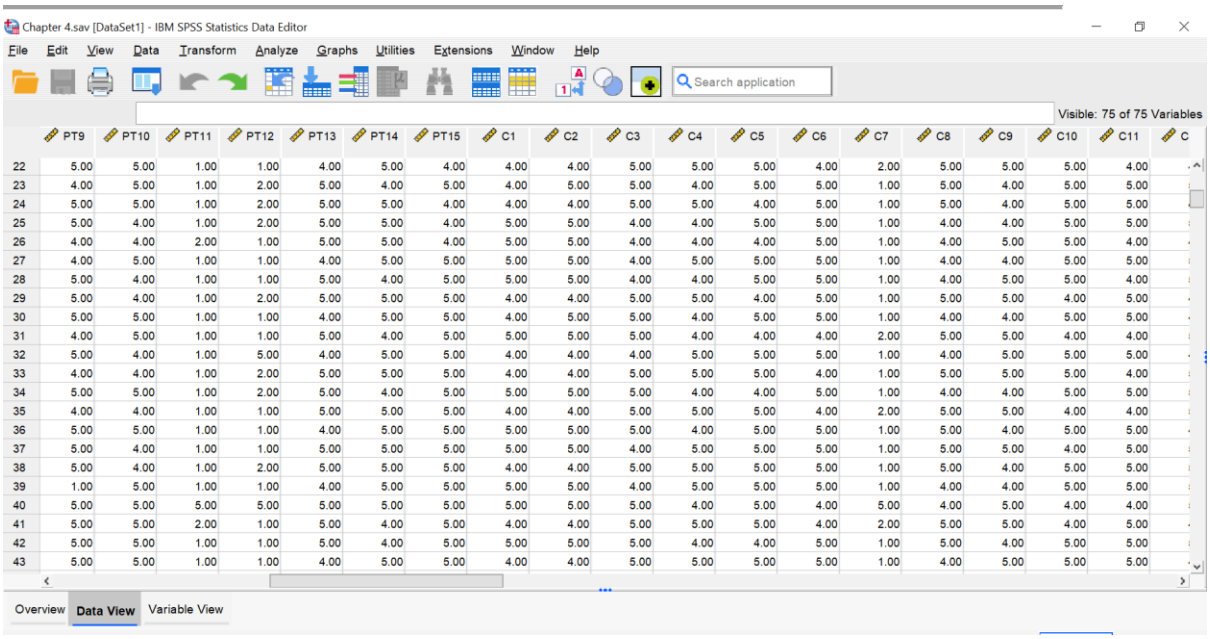
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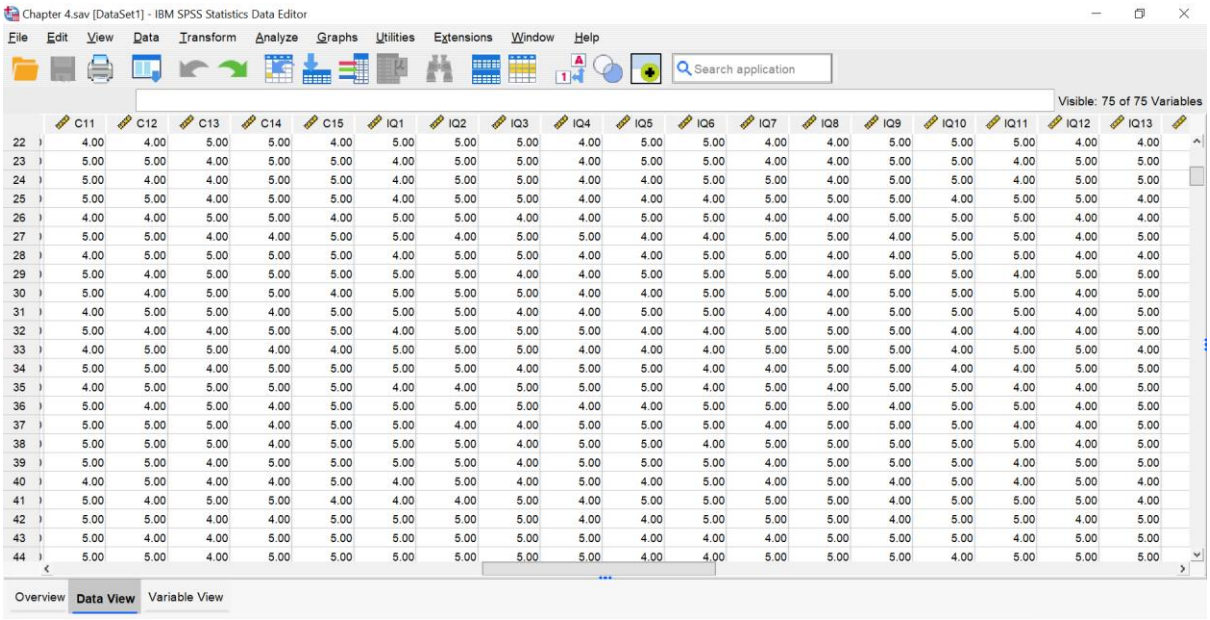
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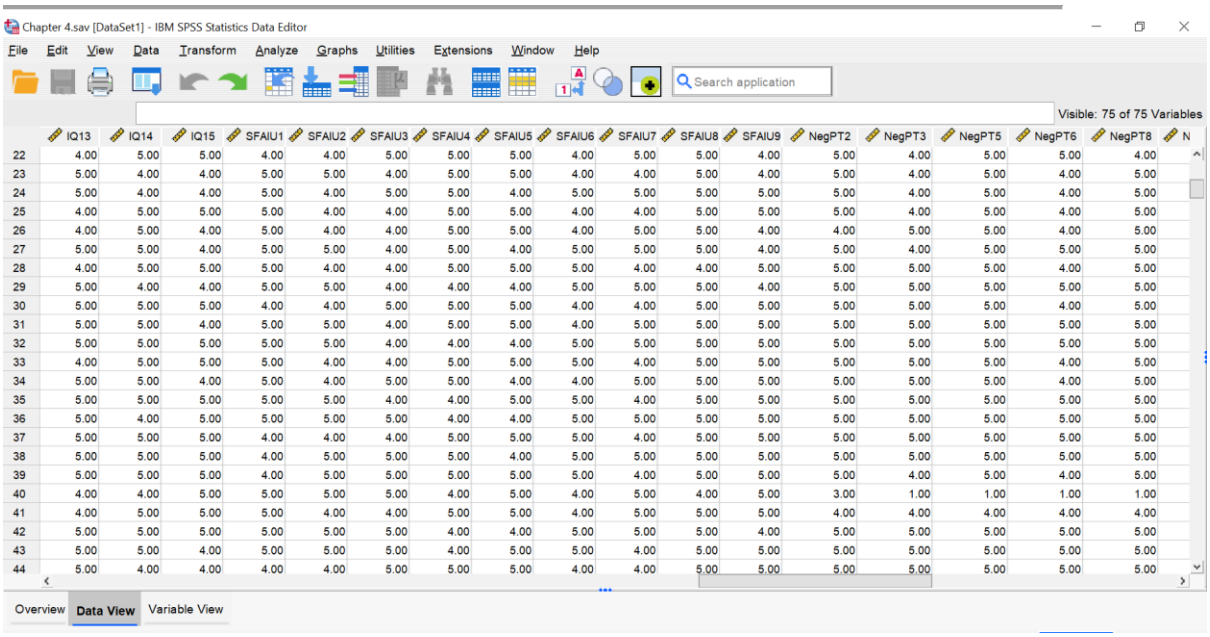
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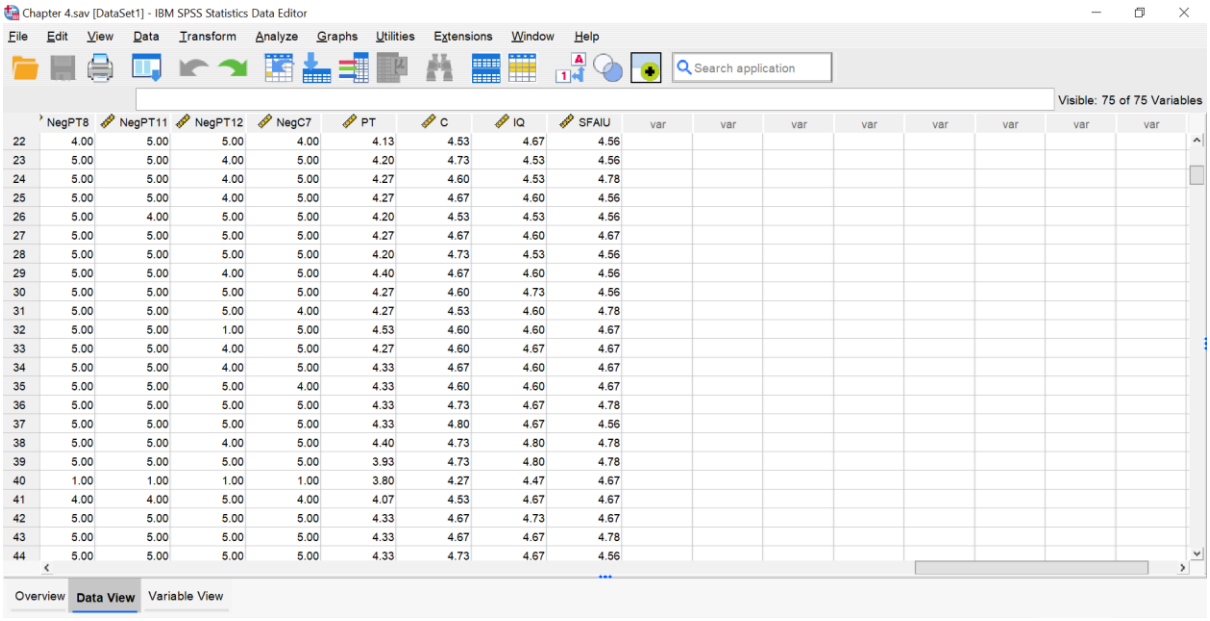
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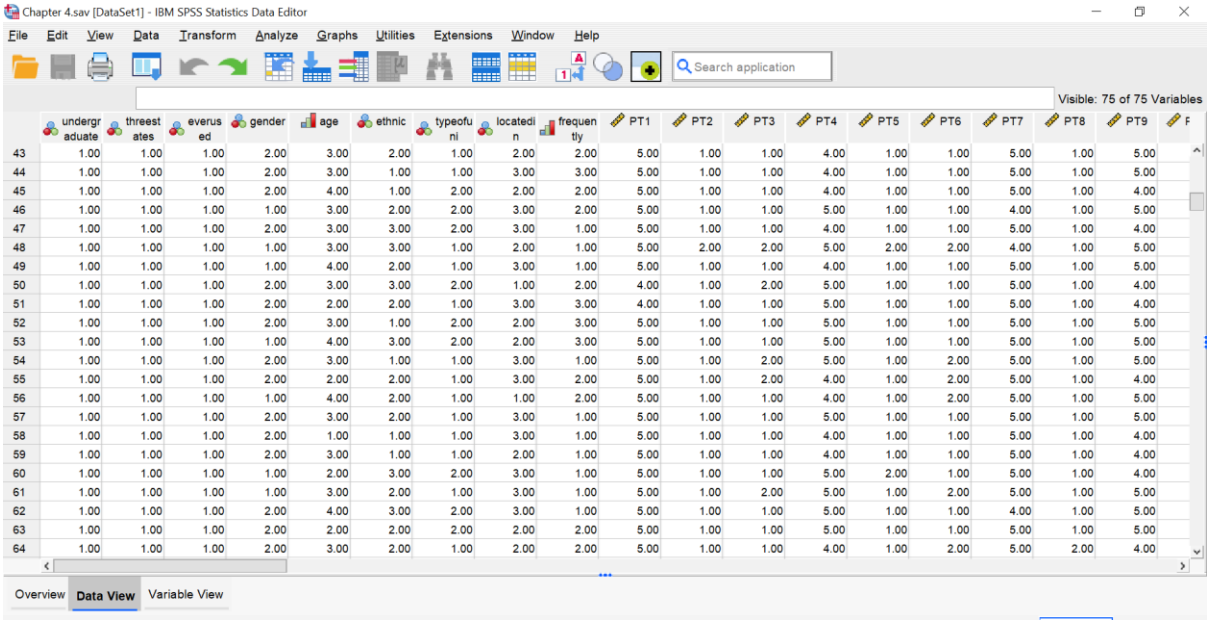
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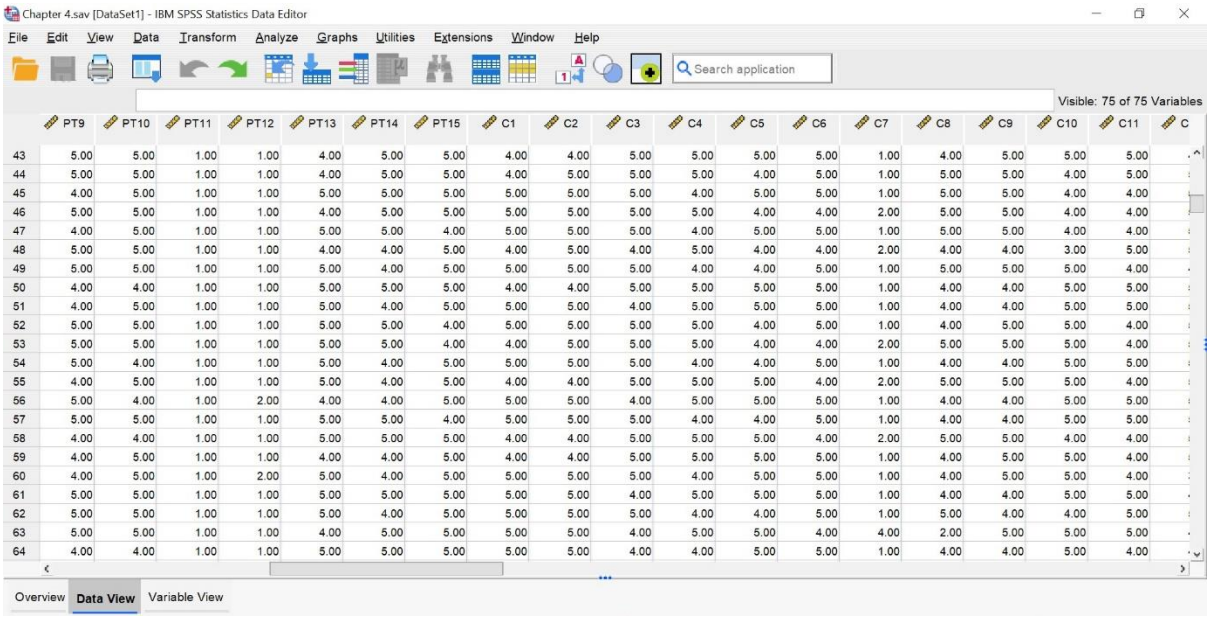
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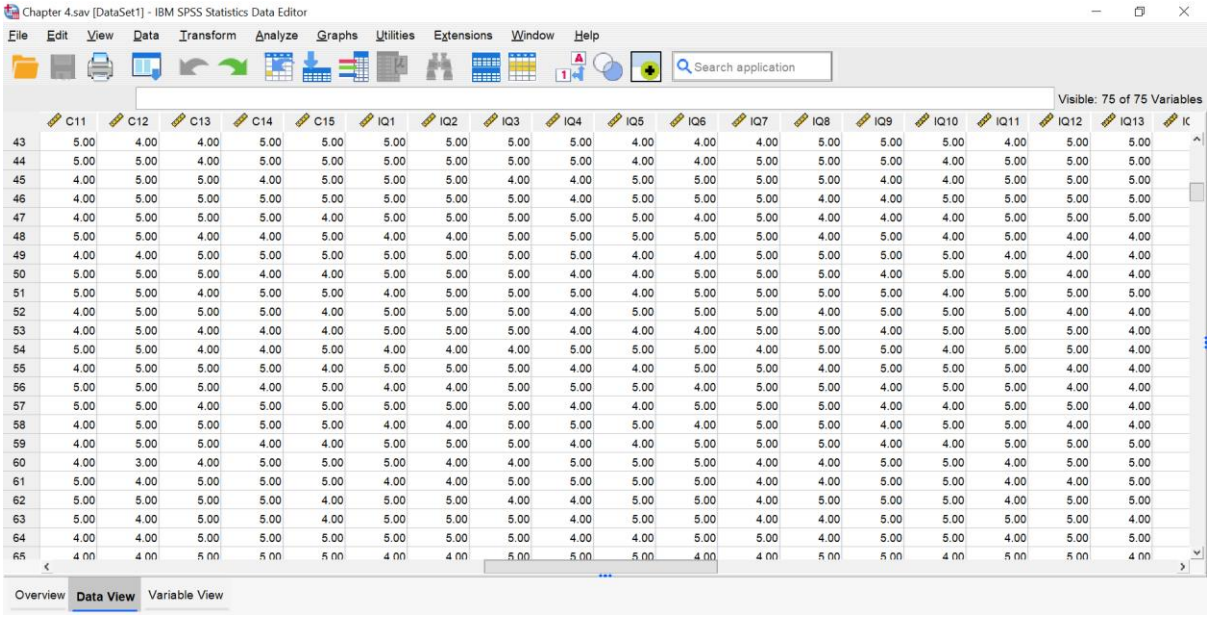
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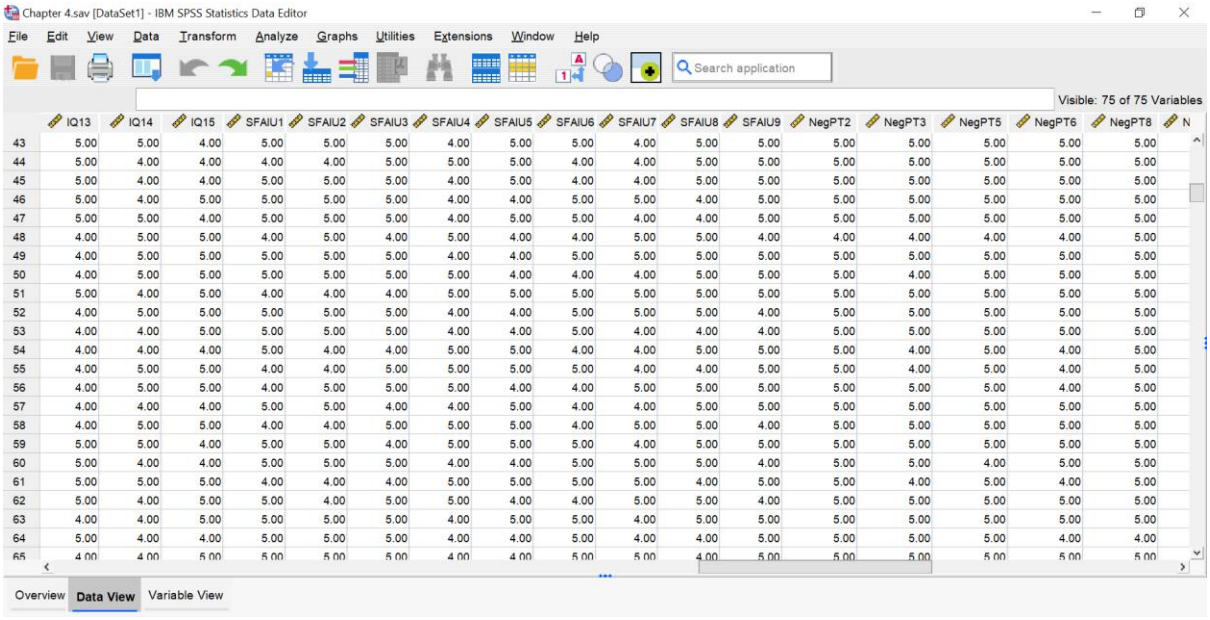
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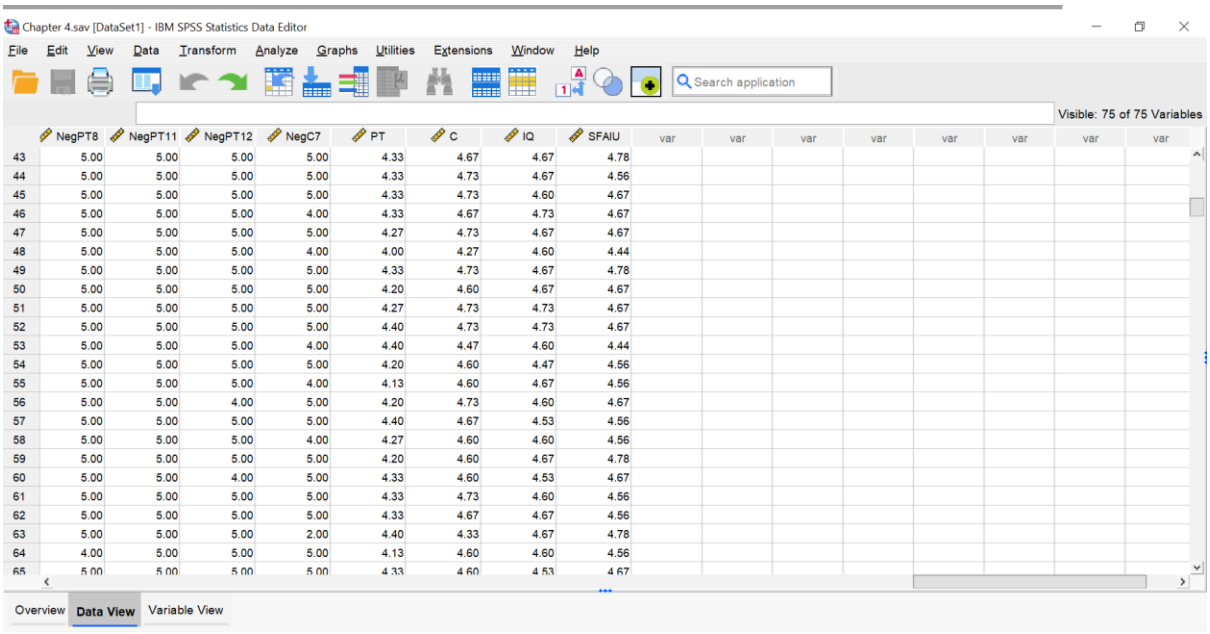
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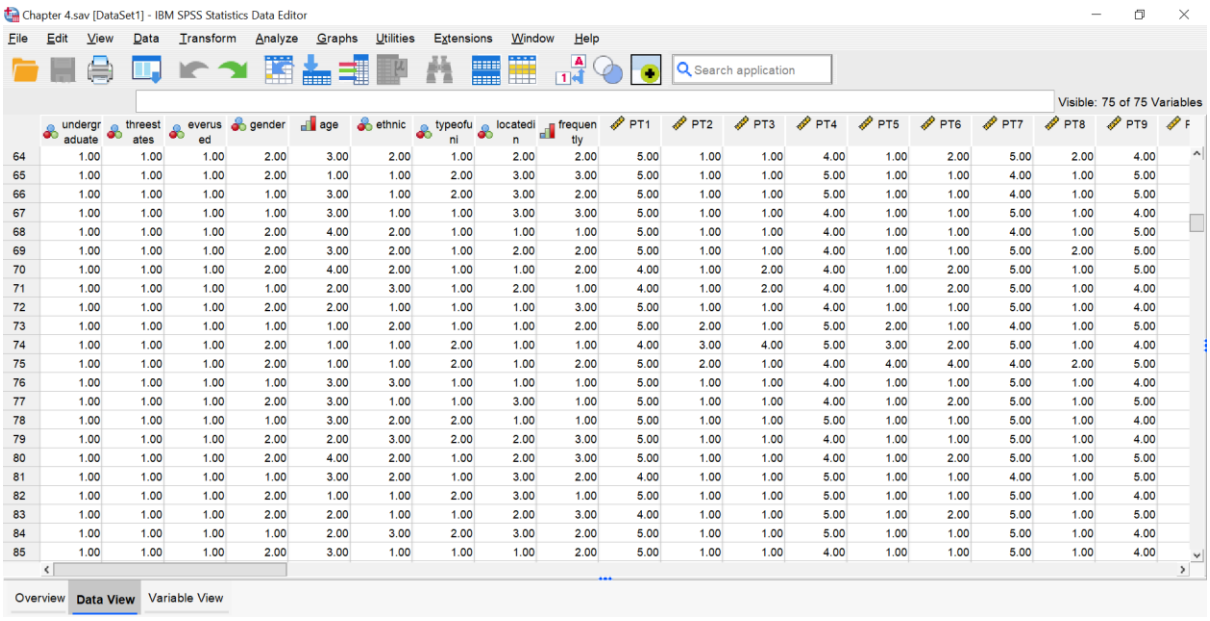
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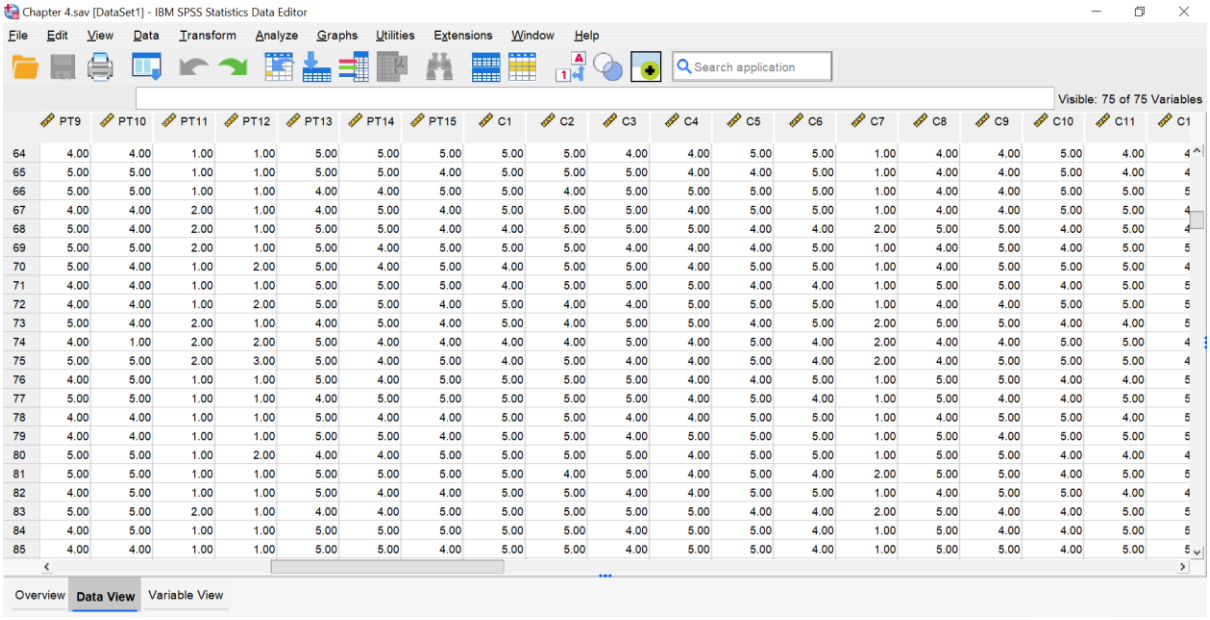
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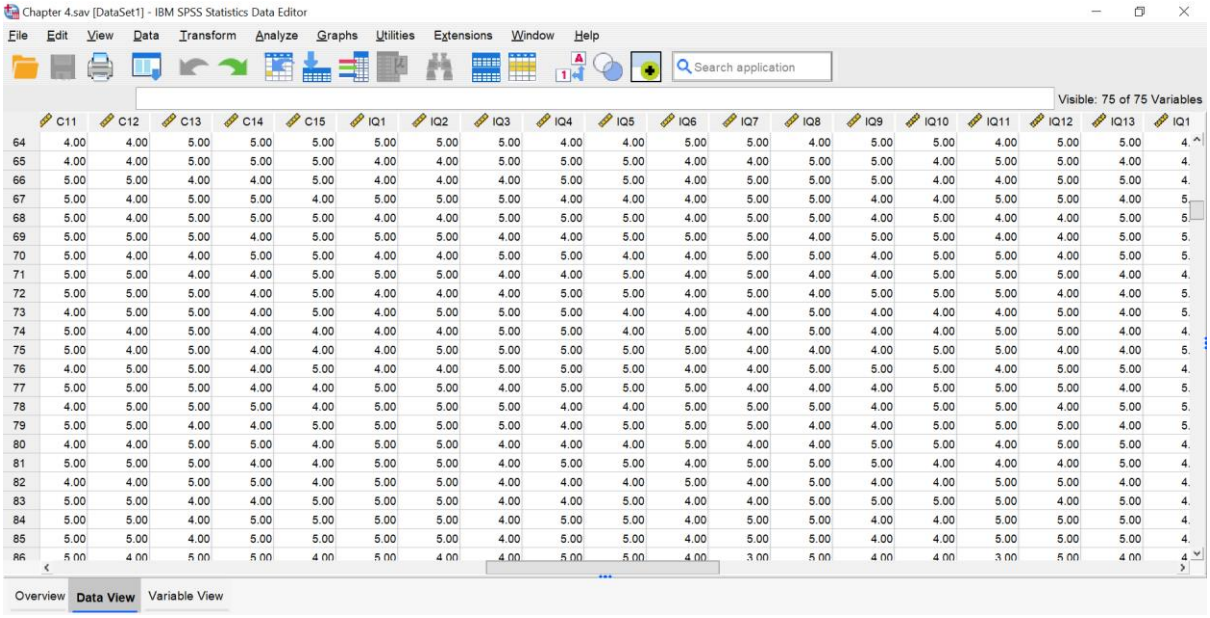
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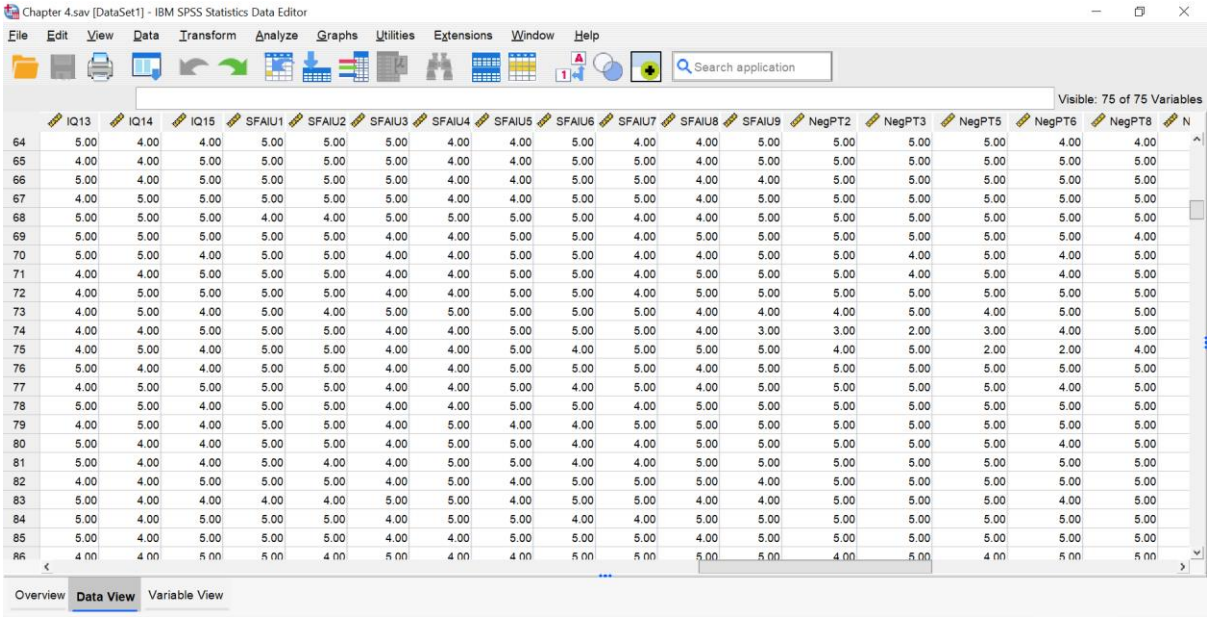
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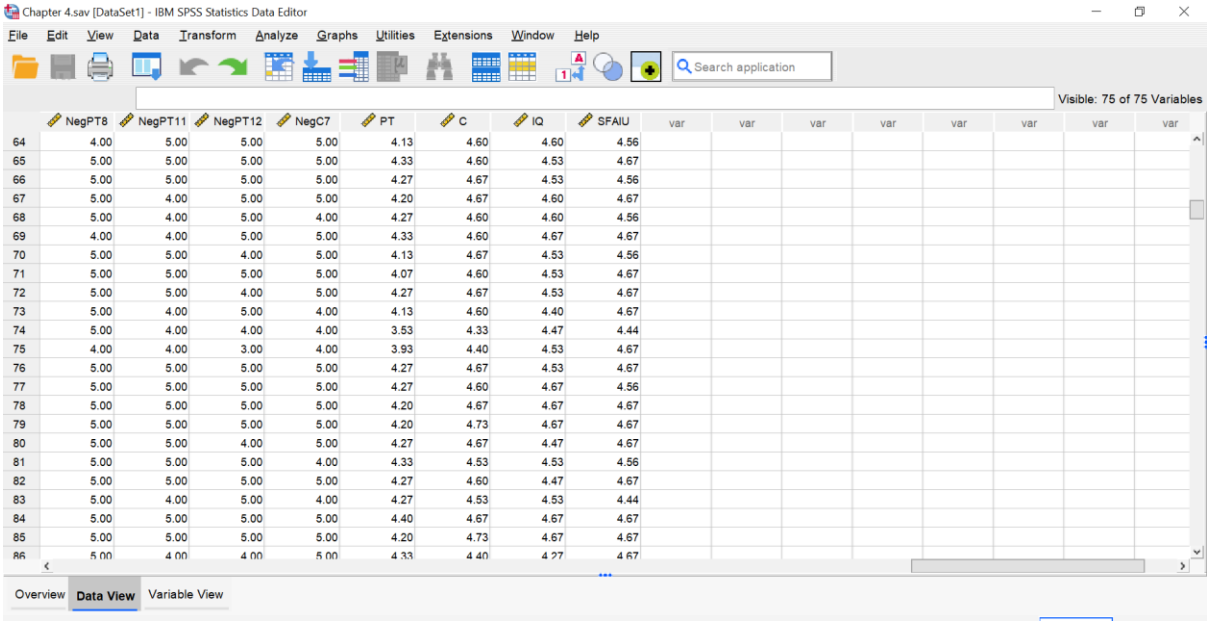
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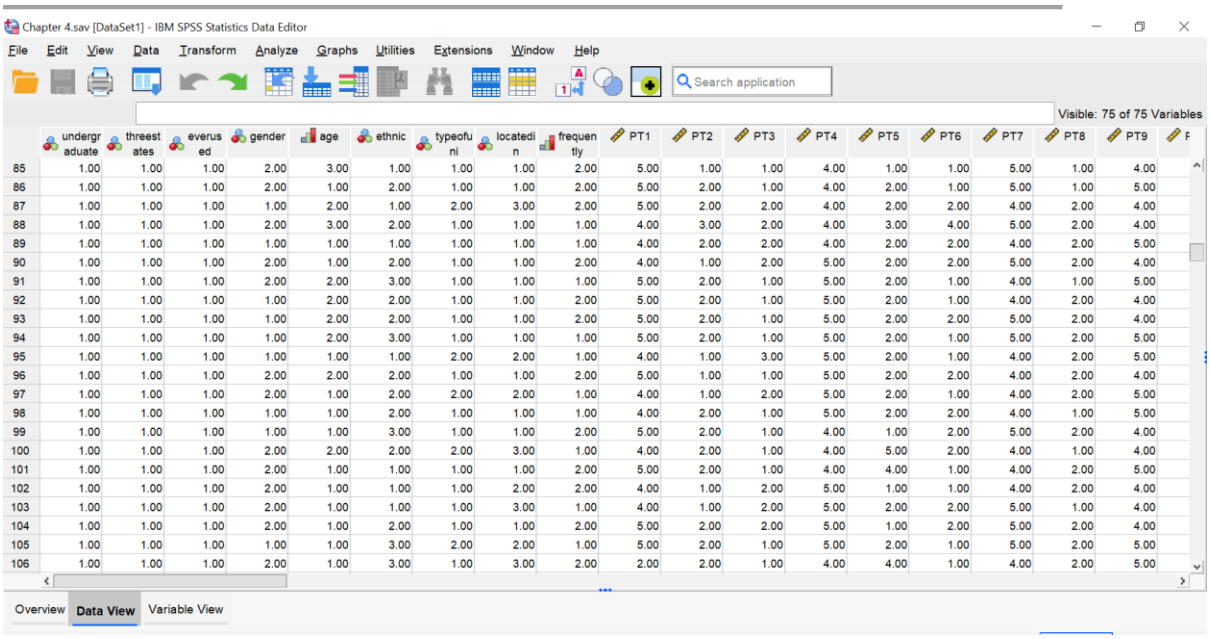
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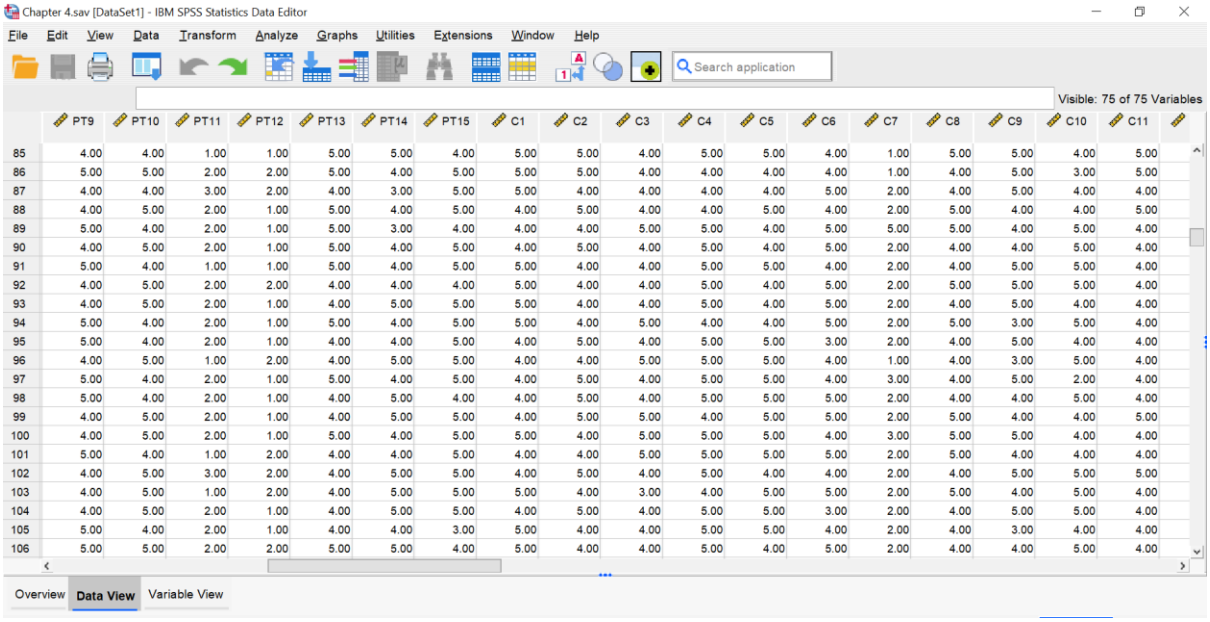
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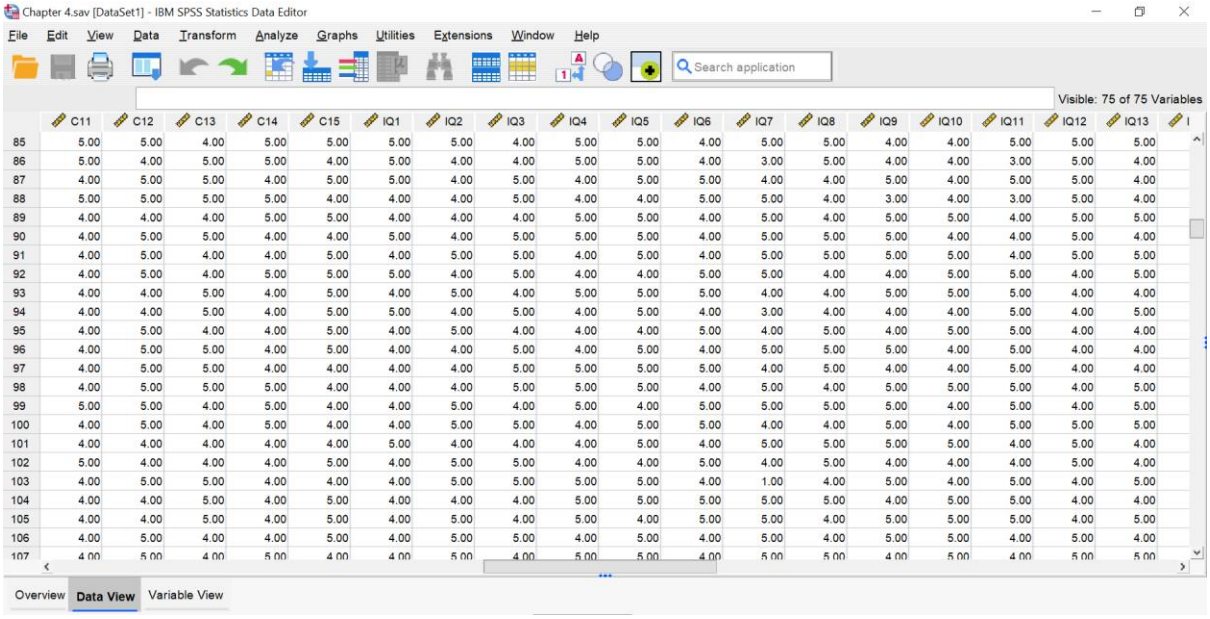
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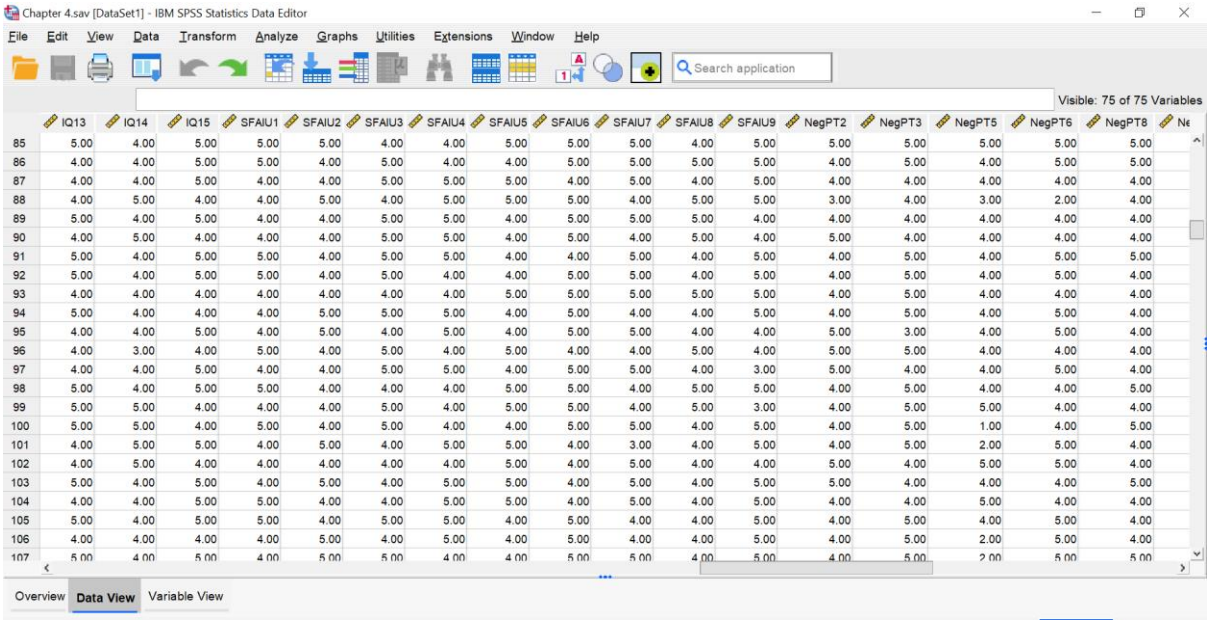
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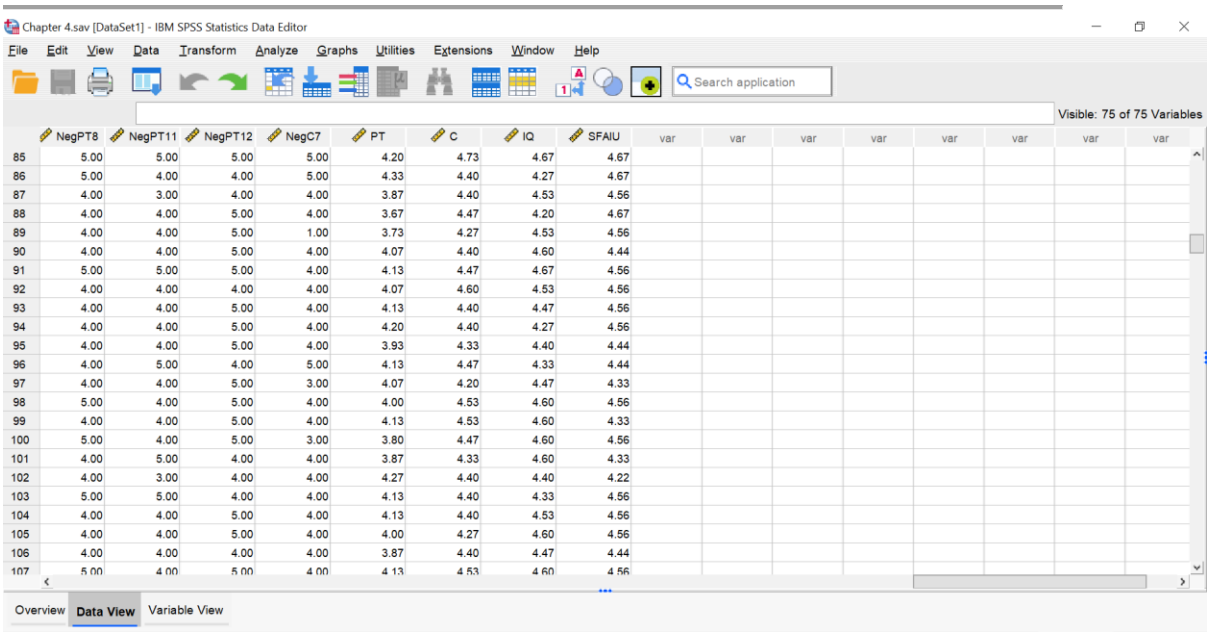
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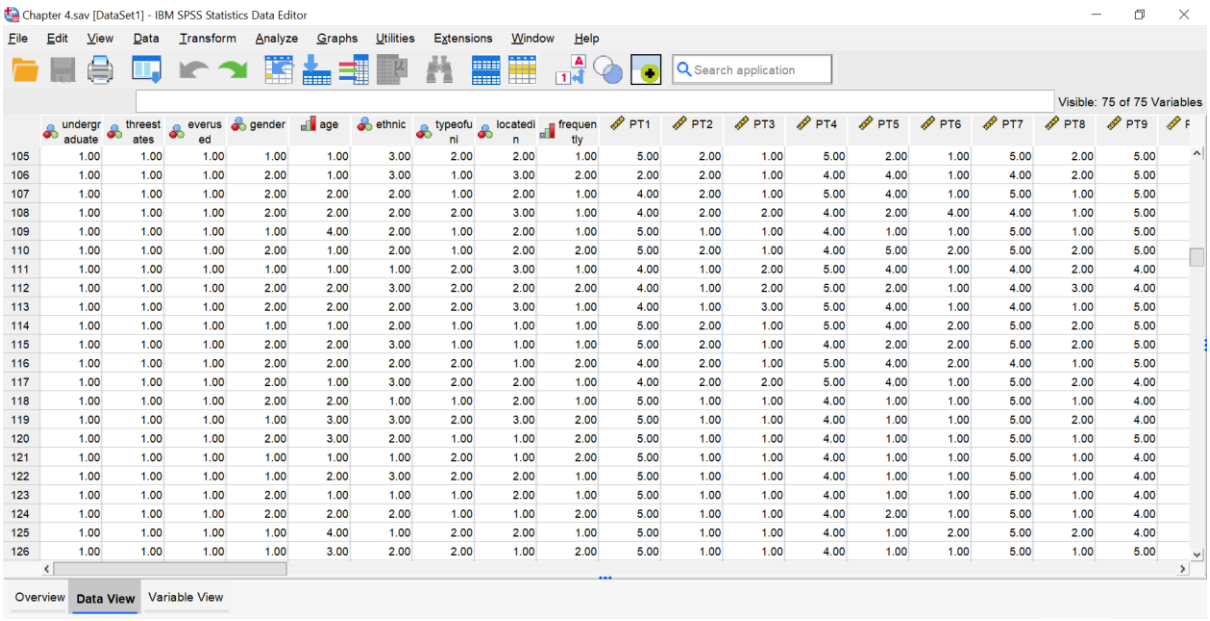
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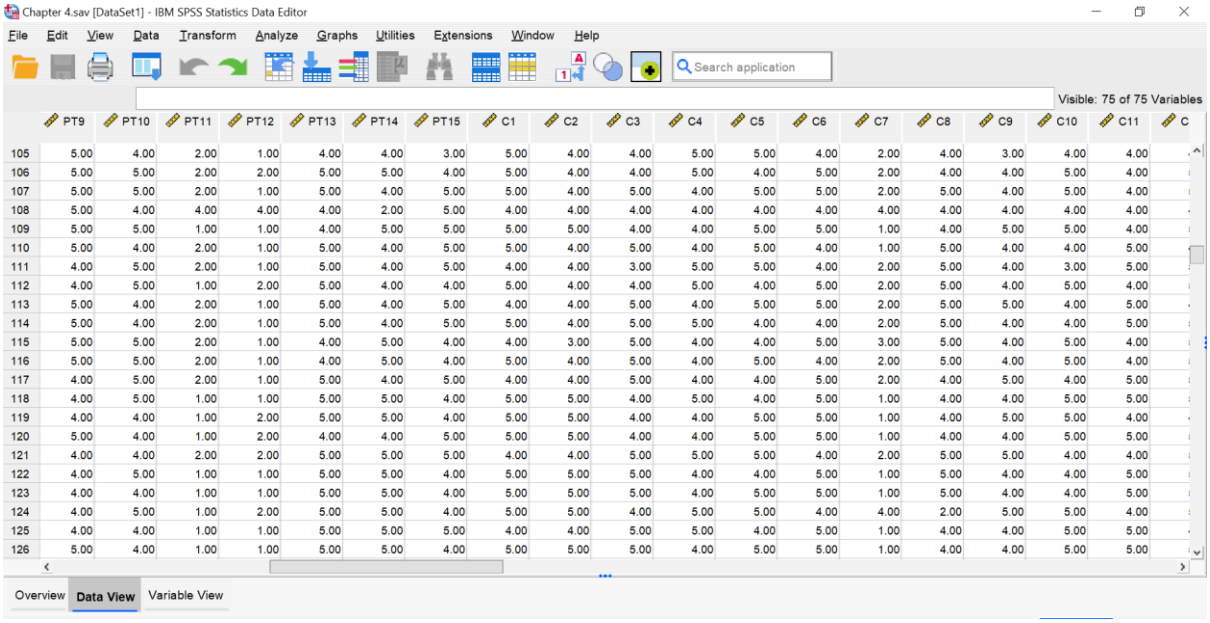

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109	5.00	5.00	1.00	1.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	1.00	4.00	5.00	5.00	4.00	
110	5.00	4.00	2.00	1.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	1.00	5.00	4.00	4.00	5.00	
111	4.00	5.00	2.00	1.00	5.00	4.00	5.00	4.00	4.00	3.00	5.00	5.00	4.00	2.00	5.00	4.00	3.00	5.00	
112	4.00	5.00	1.00	2.00	5.00	4.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	2.00	5.00	4.00	5.00	4.00	
113	5.00	4.00	2.00	1.00	5.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00	2.00	5.00	5.00	4.00	5.00	
114	5.00	4.00	2.00	1.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	2.00	5.00	4.00	4.00	5.00	
115	5.00	5.00	2.00	1.00	4.00	5.00	4.00	4.00	3.00	5.00	4.00	4.00	5.00	3.00	5.00	4.00	5.00	4.00	
116	5.00	5.00	2.00	1.00	4.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	4.00	2.00	5.00	4.00	5.00	4.00	
117	4.00	5.00	2.00	1.00	5.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00	5.00	2.00	4.00	5.00	4.00	5.00	
118	4.00	5.00	1.00	1.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	1.00	4.00	4.00	5.00	5.00	
119	4.00	4.00	1.00	2.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	1.00	4.00	5.00	5.00	4.00	
120	5.00	4.00	1.00	2.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	1.00	4.00	4.00	5.00	5.00	
121	4.00	4.00	2.00	2.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	2.00	5.00	5.00	4.00	4.00	
122	4.00	5.00	1.00	1.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	1.00	5.00	4.00	4.00	5.00	
123	4.00	4.00	1.00	1.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	1.00	5.00	4.00	4.00	5.00	
124	4.00	5.00	1.00	2.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	2.00	5.00	5.00	4.00	
125	4.00	4.00	1.00	1.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	1.00	4.00	4.00	5.00	5.00	
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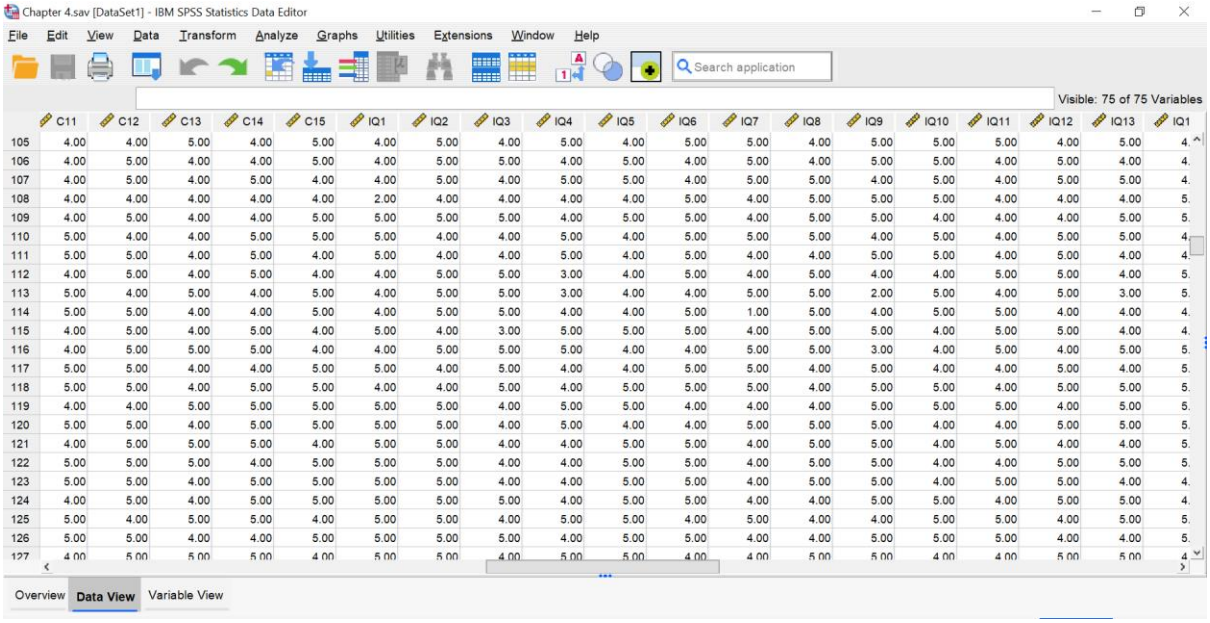

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107	4.00	5.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.
108	4.00	4.00	4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	4.00	5.
109	4.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	5.
110	5.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4
111	5.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00	4
112	4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	3.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	5.
113	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	3.00	4.00	4.00	5.00	5.00	2.00	5.00	4.00	5.00	3.00	5.
114	5.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	1.00	5.00	4.00	5.00	5.00	4.00	4.00	4.
115	4.00	5.00	4.00	5.00	4.00	5.00	4.00	3.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.
116	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	3.00	4.00	5.00	4.00	5.00	5.
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126	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00	5.
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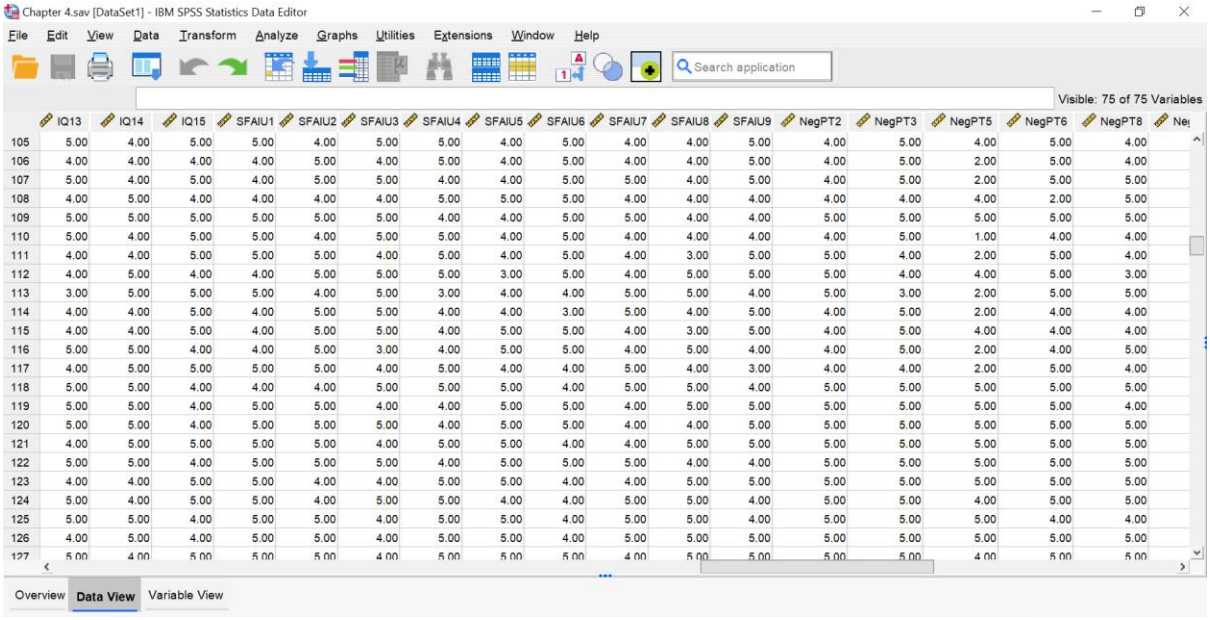
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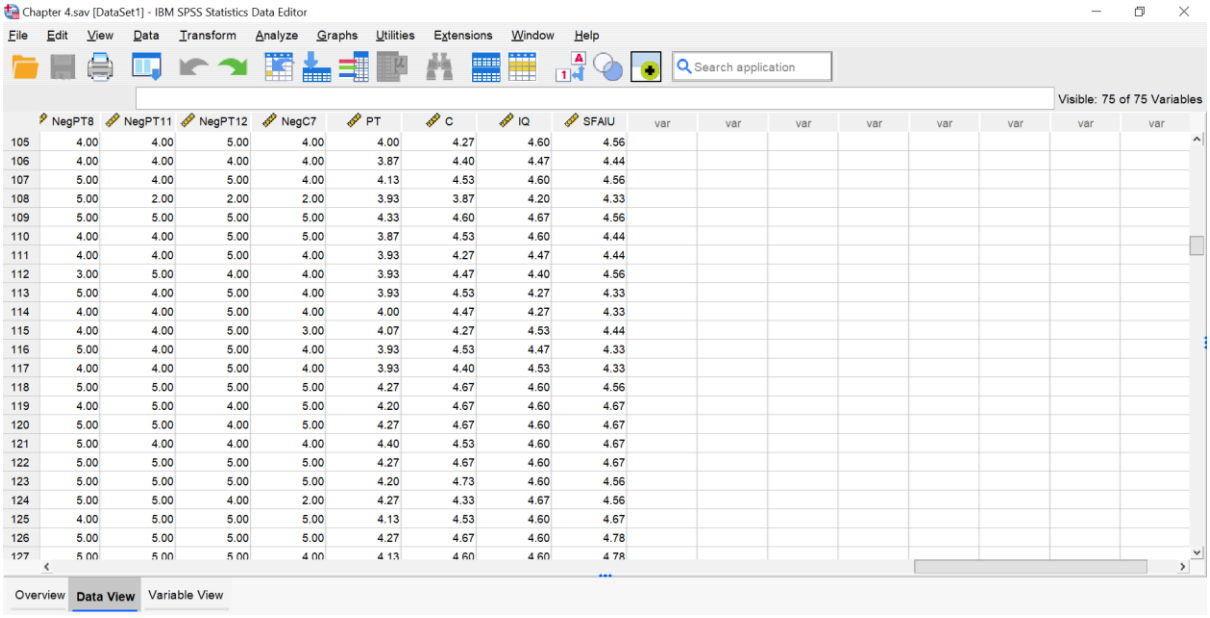
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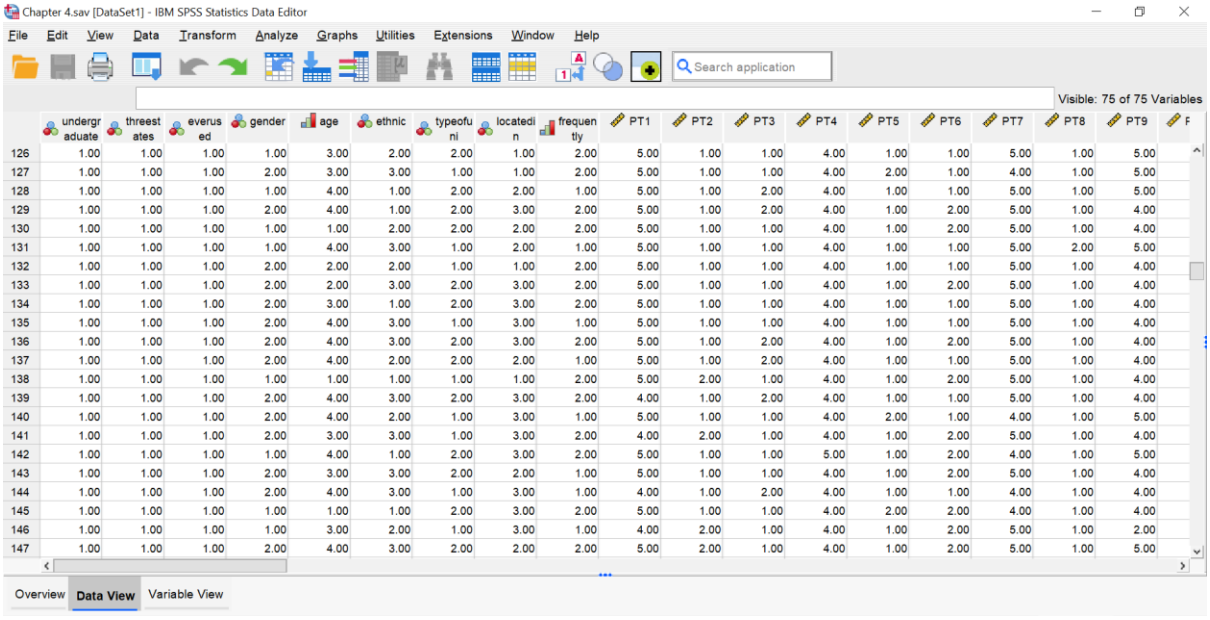
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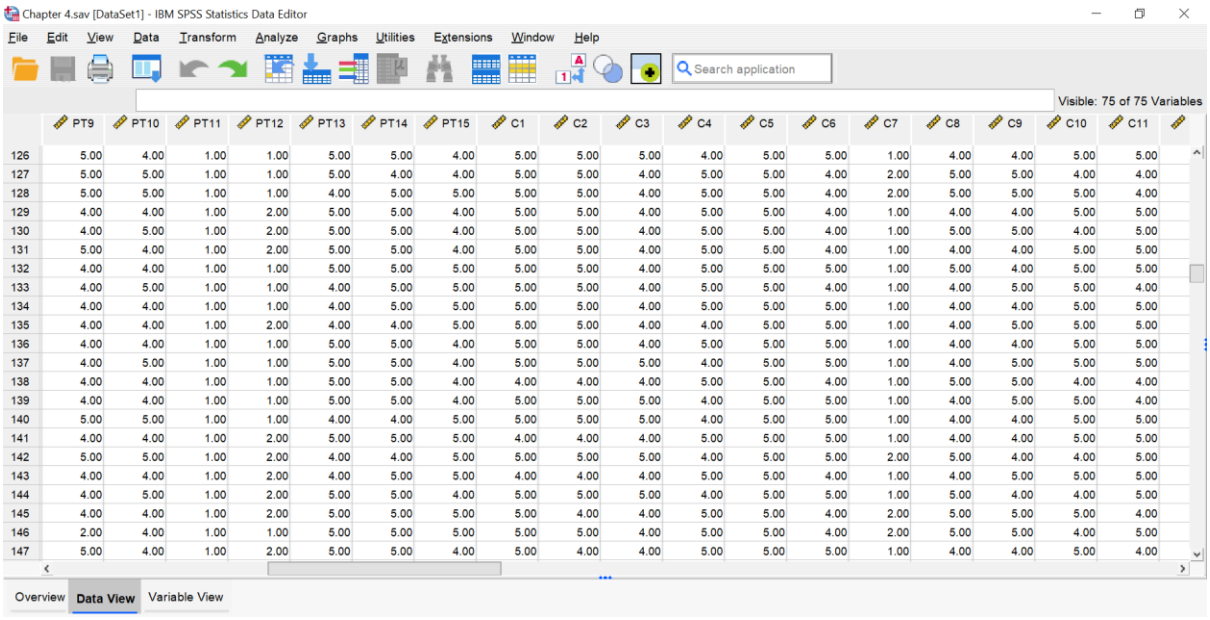
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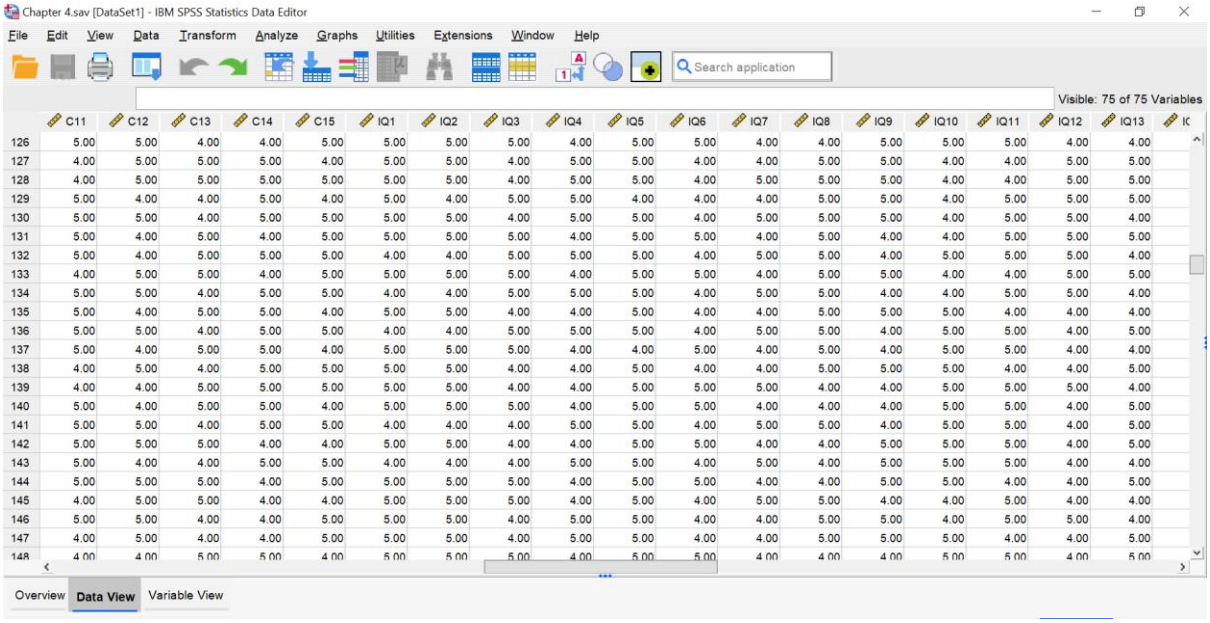
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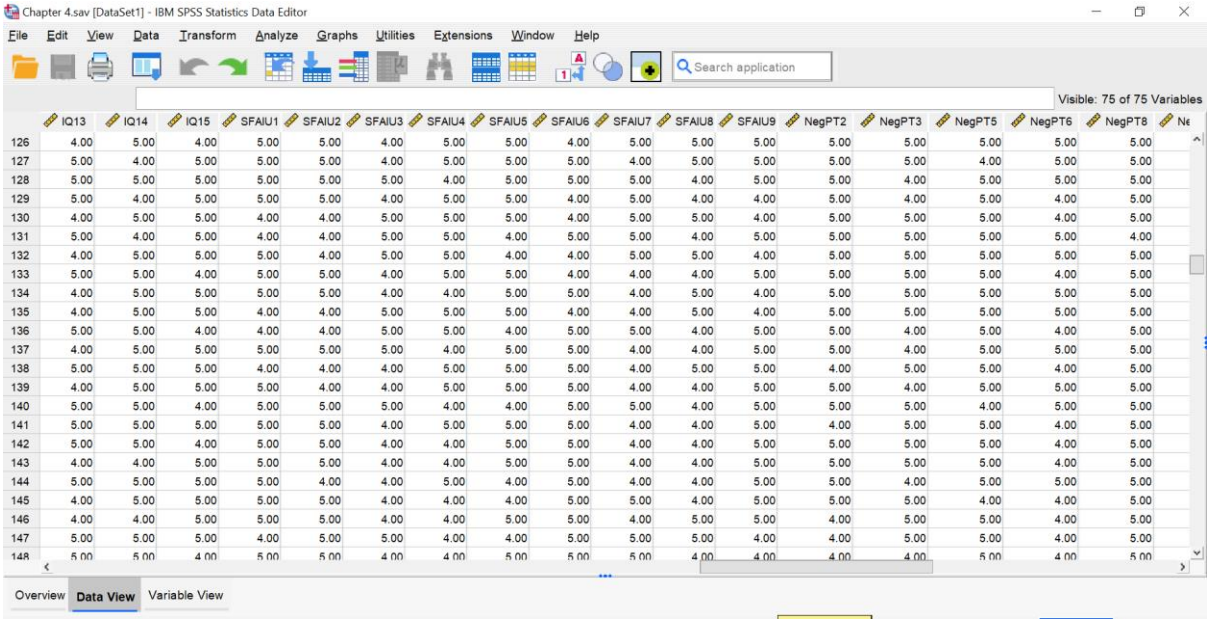
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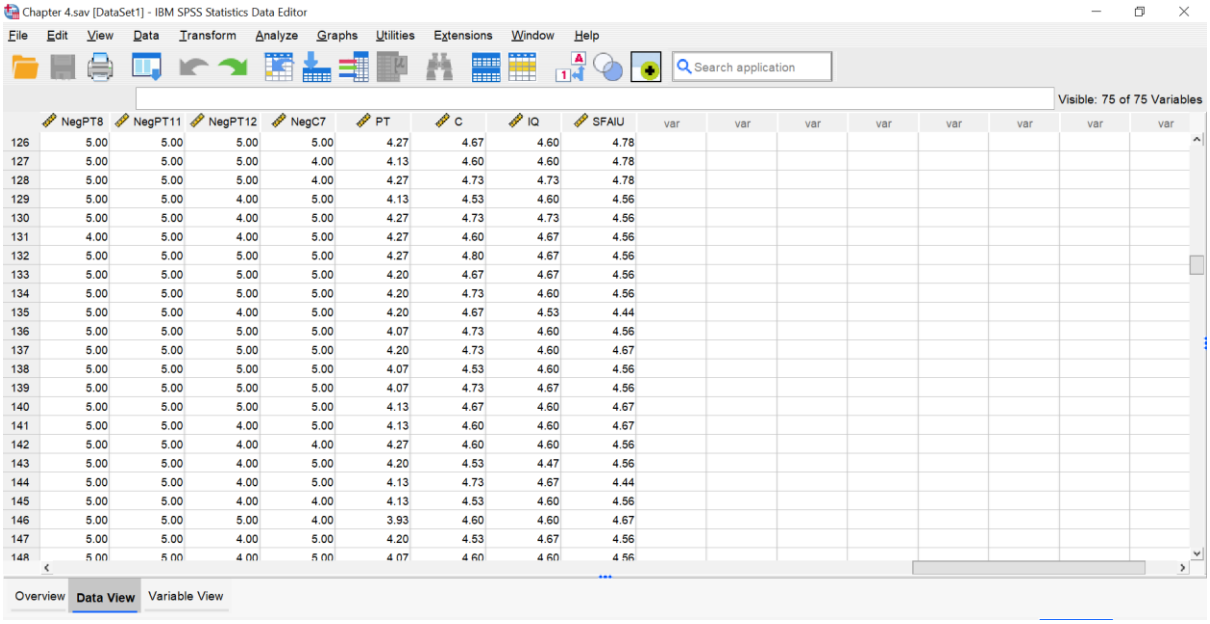

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127	5.00	5.00	5.00	4.00	4.13	4.60	4.60	4.78								
128	5.00	5.00	5.00	4.00	4.27	4.73	4.73	4.78								
129	5.00	5.00	4.00	5.00	4.13	4.53	4.60	4.56								
130	5.00	5.00	4.00	5.00	4.27	4.73	4.73	4.56								
131	4.00	5.00	4.00	5.00	4.27	4.60	4.67	4.56								
132	5.00	5.00	5.00	5.00	4.27	4.80	4.67	4.56								
133	5.00	5.00	5.00	5.00	4.20	4.67	4.67	4.56								
134	5.00	5.00	5.00	5.00	4.20	4.73	4.60	4.56								
135	5.00	5.00	4.00	5.00	4.20	4.67	4.53	4.44								
136	5.00	5.00	5.00	5.00	4.07	4.73	4.60	4.56								
137	5.00	5.00	5.00	5.00	4.20	4.73	4.60	4.67								
138	5.00	5.00	5.00	5.00	4.07	4.53	4.60	4.56								
139	5.00	5.00	5.00	5.00	4.07	4.73	4.67	4.56								
140	5.00	5.00	5.00	5.00	4.13	4.67	4.60	4.67								
141	5.00	5.00	4.00	5.00	4.13	4.60	4.60	4.67								
142	5.00	5.00	4.00	4.00	4.27	4.60	4.60	4.56								
143	5.00	5.00	4.00	5.00	4.20	4.53	4.47	4.56								
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147	5.00	5.00	4.00	5.00	4.20	4.53	4.67	4.56								
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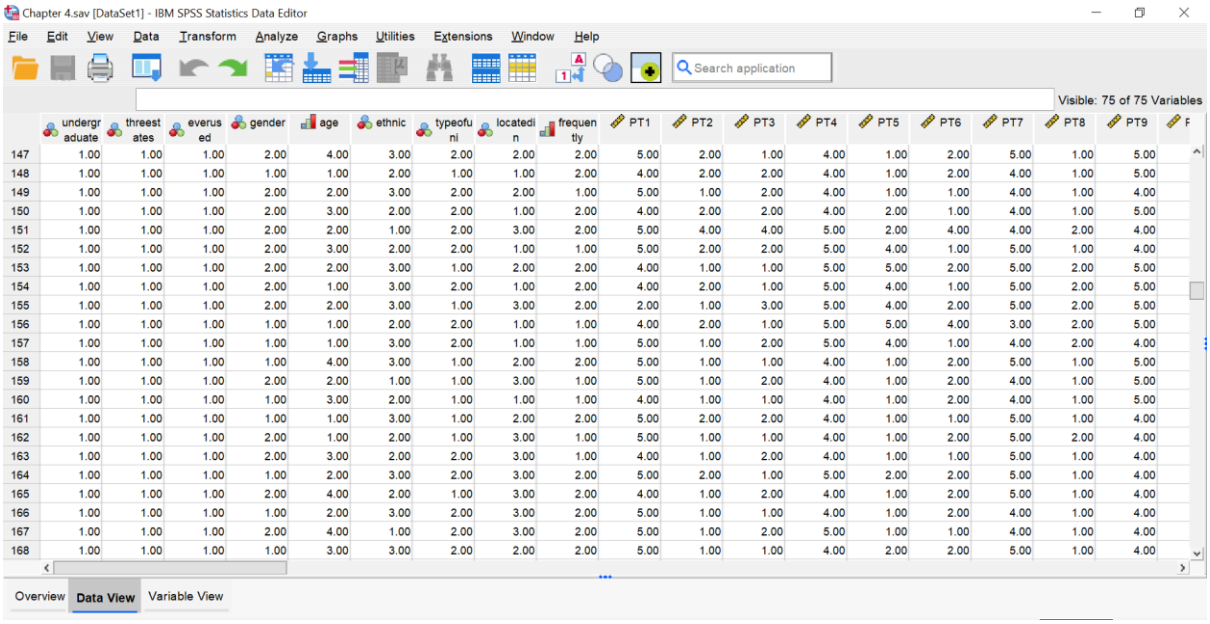

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148	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	2.00	4.00	2.00	2.00	4.00	1.00	2.00	4.00	1.00	5.00	
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155	1.00	1.00	1.00	2.00	2.00	3.00	1.00	3.00	2.00	2.00	1.00	3.00	5.00	4.00	2.00	5.00	2.00	5.00	
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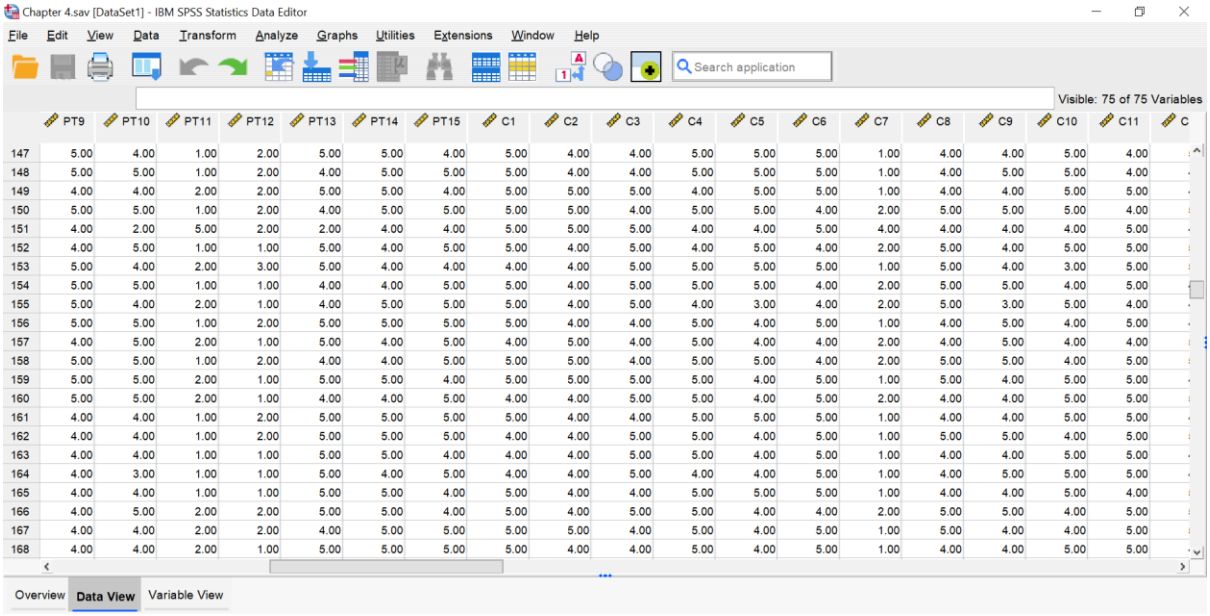
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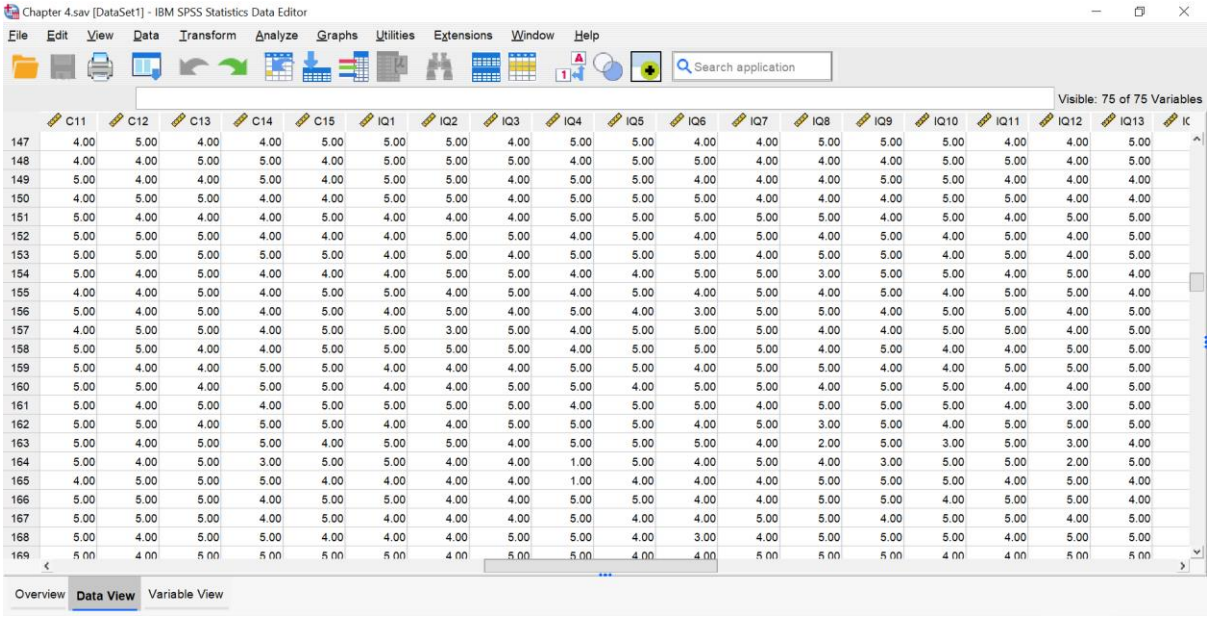
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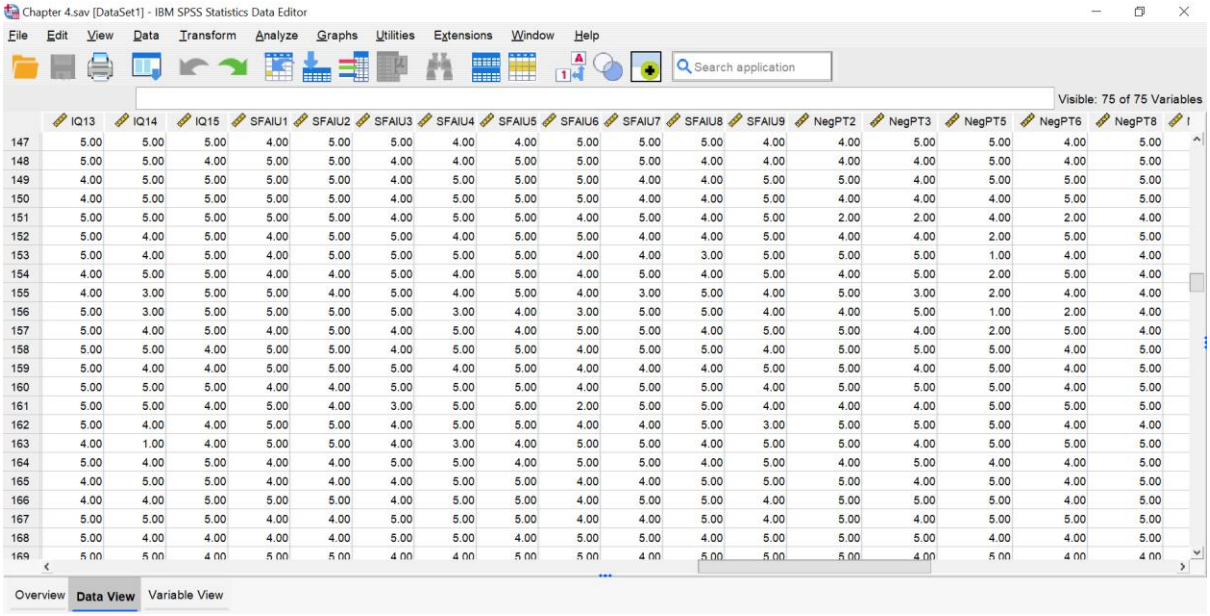
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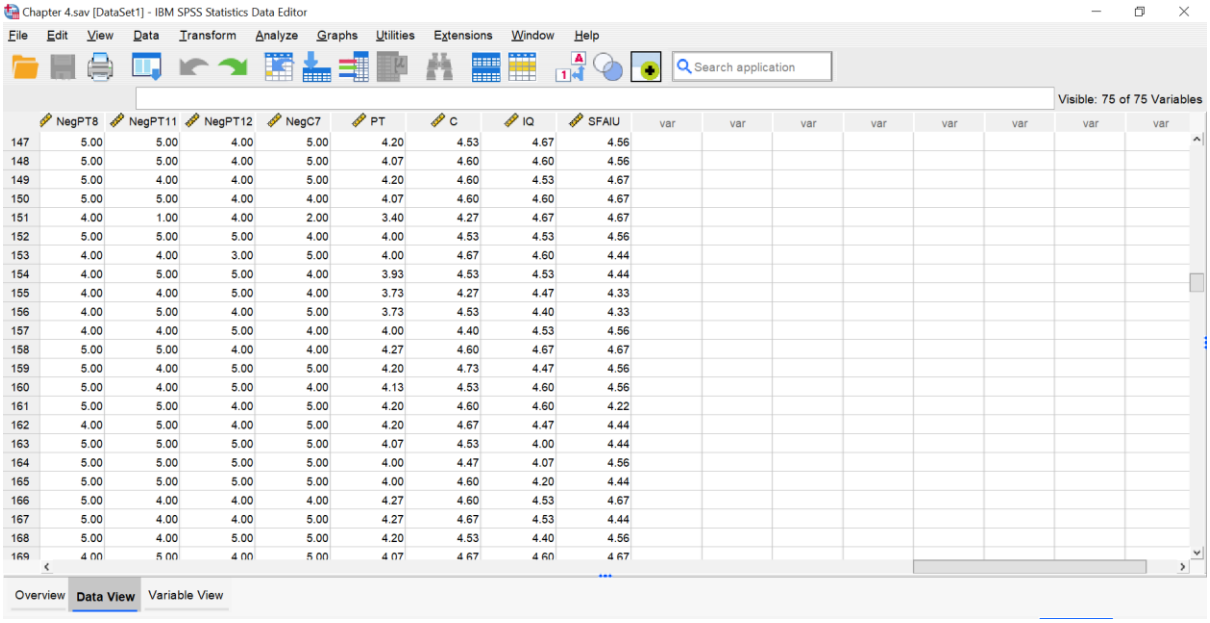
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149 5.00 4.00 4.00 5.00 4.20 4.60 4.53 4.67
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157 4.00 4.00 5.00 4.00 4.00 4.40 4.53 4.56
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167 5.00 4.00 4.00 5.00 4.27 4.67 4.53 4.44
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Overview Data View Variable View

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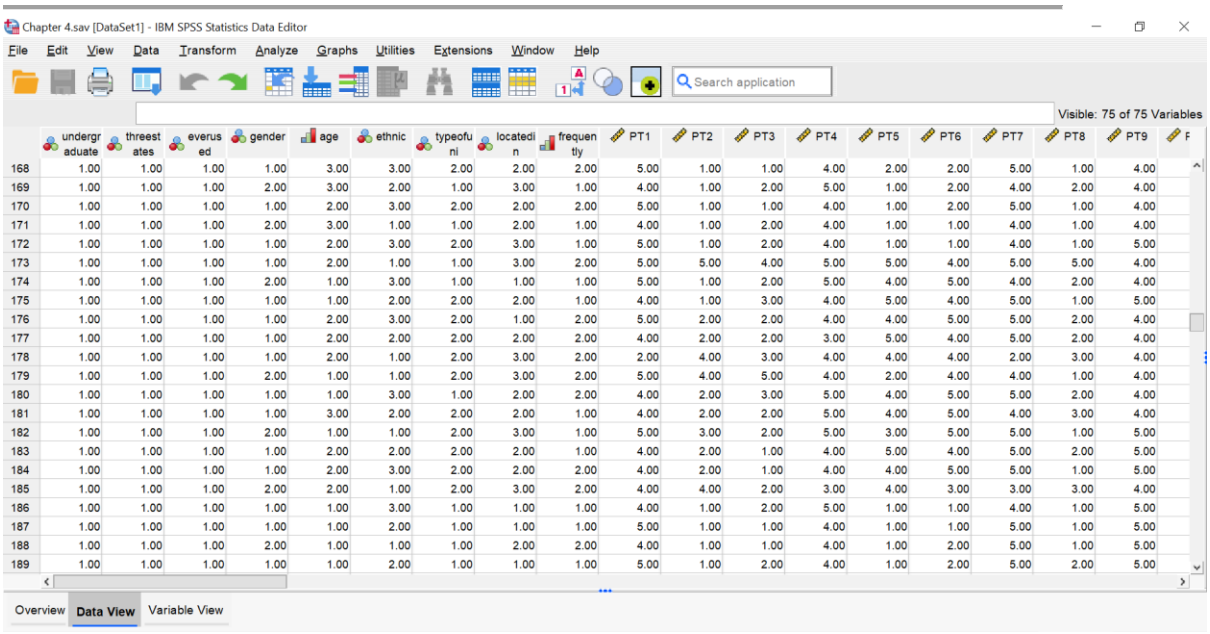
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Search application

Visible: 75 of 75 Variables

	undergraduate	threeststates	everused	gender	age	ethnic	typeofuni	locatedin	frequently	PT1	PT2	PT3	PT4	PT5	PT6	PT7	PT8	PT9	F
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174	1.00	1.00	1.00	2.00	1.00	3.00	1.00	1.00	1.00	5.00	1.00	2.00	5.00	4.00	5.00	4.00	2.00	4.00	
175	1.00	1.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00	4.00	1.00	3.00	4.00	5.00	4.00	5.00	1.00	5.00	
176	1.00	1.00	1.00	1.00	2.00	3.00	2.00	1.00	2.00	5.00	2.00	2.00	4.00	4.00	5.00	5.00	2.00	4.00	
177	1.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00	2.00	4.00	2.00	2.00	3.00	5.00	4.00	5.00	2.00	4.00	
178	1.00	1.00	1.00	1.00	2.00	1.00	2.00	3.00	2.00	2.00	4.00	3.00	4.00	4.00	4.00	2.00	3.00	4.00	
179	1.00	1.00	1.00	2.00	1.00	1.00	2.00	3.00	2.00	5.00	4.00	5.00	4.00	2.00	4.00	4.00	1.00	4.00	
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183	1.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00	1.00	4.00	2.00	1.00	4.00	5.00	4.00	5.00	2.00	5.00	
184	1.00	1.00	1.00	1.00	2.00	3.00	2.00	2.00	2.00	4.00	2.00	1.00	4.00	4.00	5.00	5.00	1.00	5.00	
185	1.00	1.00	1.00	2.00	2.00	1.00	2.00	3.00	2.00	4.00	4.00	2.00	3.00	4.00	3.00	3.00	3.00	4.00	
186	1.00	1.00	1.00	1.00	1.00	3.00	1.00	1.00	1.00	4.00	1.00	2.00	5.00	1.00	1.00	4.00	1.00	5.00	
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Overview Data View Variable View

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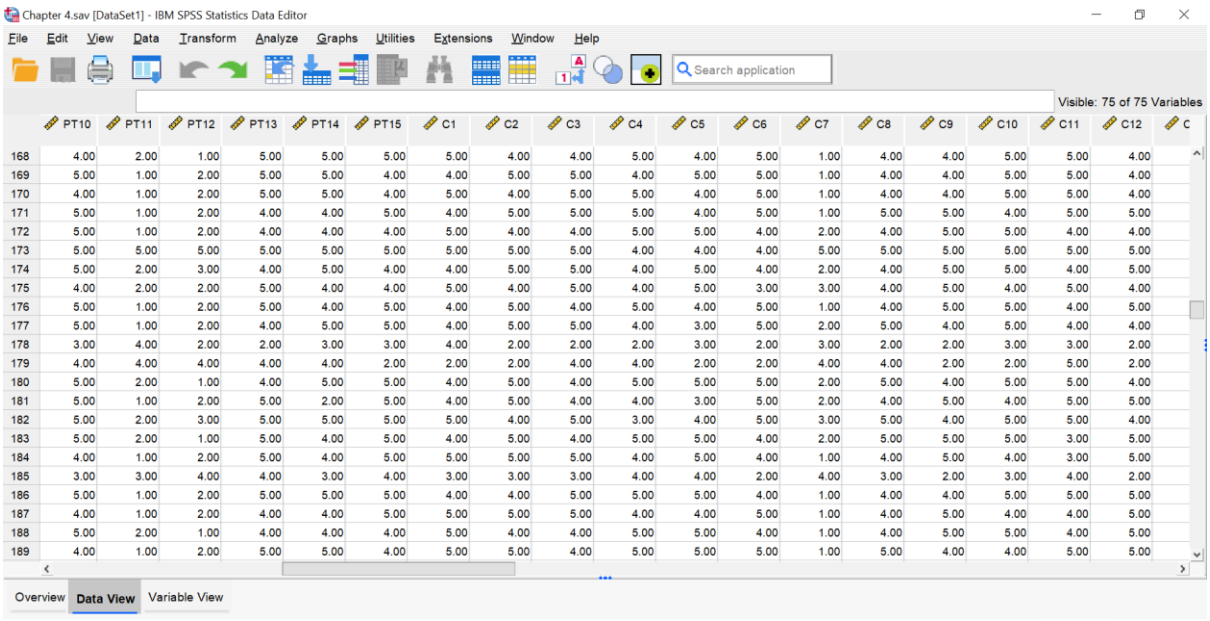
Chapter 4.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

Search application

Visible: 75 of 75 Variables

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171	5.00	1.00	2.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	1.00	5.00	5.00	4.00	5.00	5.00	
172	5.00	1.00	2.00	4.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	2.00	4.00	5.00	5.00	4.00	4.00	
173	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	
174	5.00	2.00	3.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00	2.00	4.00	5.00	5.00	4.00	5.00	
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177	5.00	1.00	2.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	3.00	5.00	2.00	5.00	4.00	5.00	4.00	4.00	
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181	5.00	1.00	2.00	5.00	2.00	5.00	4.00	5.00	4.00	4.00	3.00	5.00	2.00	4.00	5.00	4.00	5.00	5.00	
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183	5.00	2.00	1.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	2.00	5.00	5.00	5.00	3.00	5.00	
184	4.00	1.00	2.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	1.00	4.00	5.00	4.00	3.00	5.00	
185	3.00	3.00	4.00	4.00	3.00	4.00	3.00	3.00	3.00	4.00	4.00	2.00	4.00	3.00	2.00	3.00	4.00	2.00	
186	5.00	1.00	2.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	1.00	4.00	4.00	5.00	5.00	5.00	
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Overview Data View Variable View

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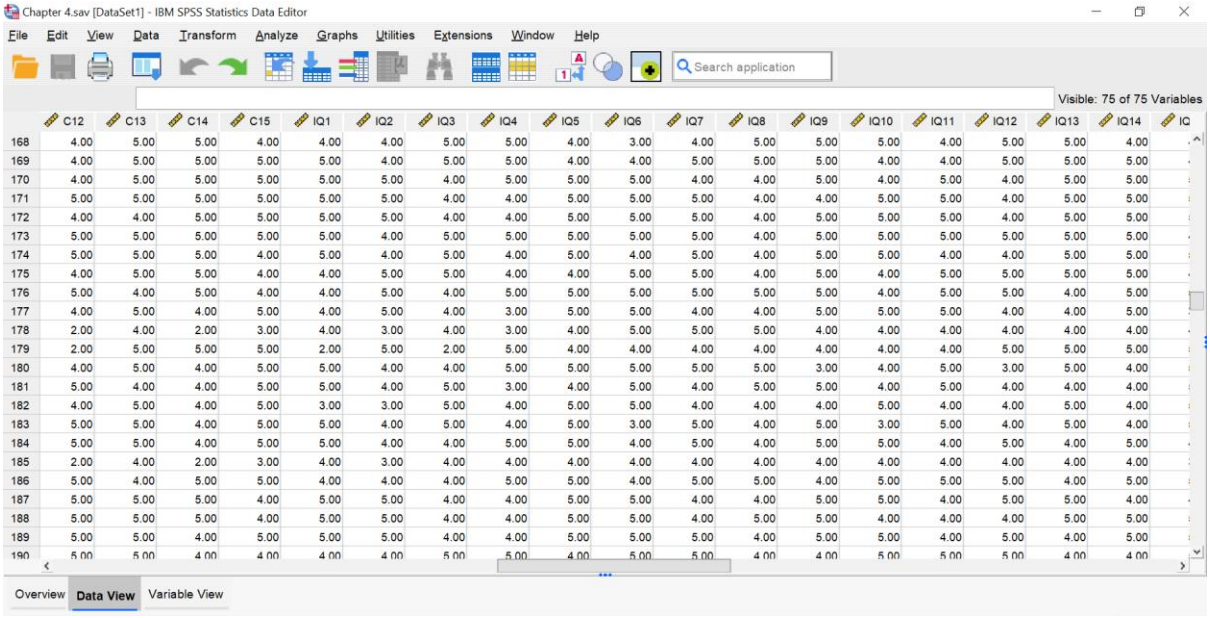
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178 2.00 4.00 2.00 3.00 4.00 3.00 4.00 3.00 4.00 5.00 5.00 5.00 4.00 4.00 4.00 4.00 4.00 4.00
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Overview Data View Variable View

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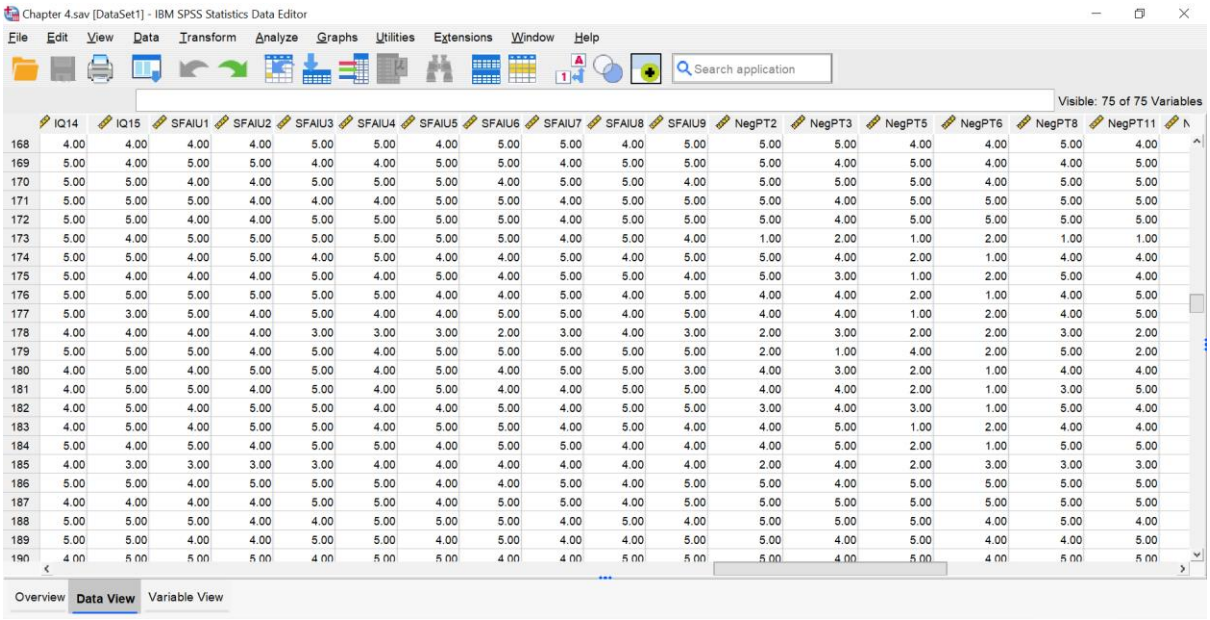
Chapter 4.sav [DataSet1] - IBM SPSS Statistics Data Editor
File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help
Search application
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189 5.00 5.00 4.00 4.00 5.00 5.00 4.00 5.00 4.00 4.00 5.00 5.00 4.00 5.00 4.00 4.00 5.00
190 4.00 5.00 5.00 5.00 4.00 5.00 5.00 4.00 4.00 5.00 5.00 5.00 4.00 5.00 4.00 5.00 5.00
Overview Data View Variable View

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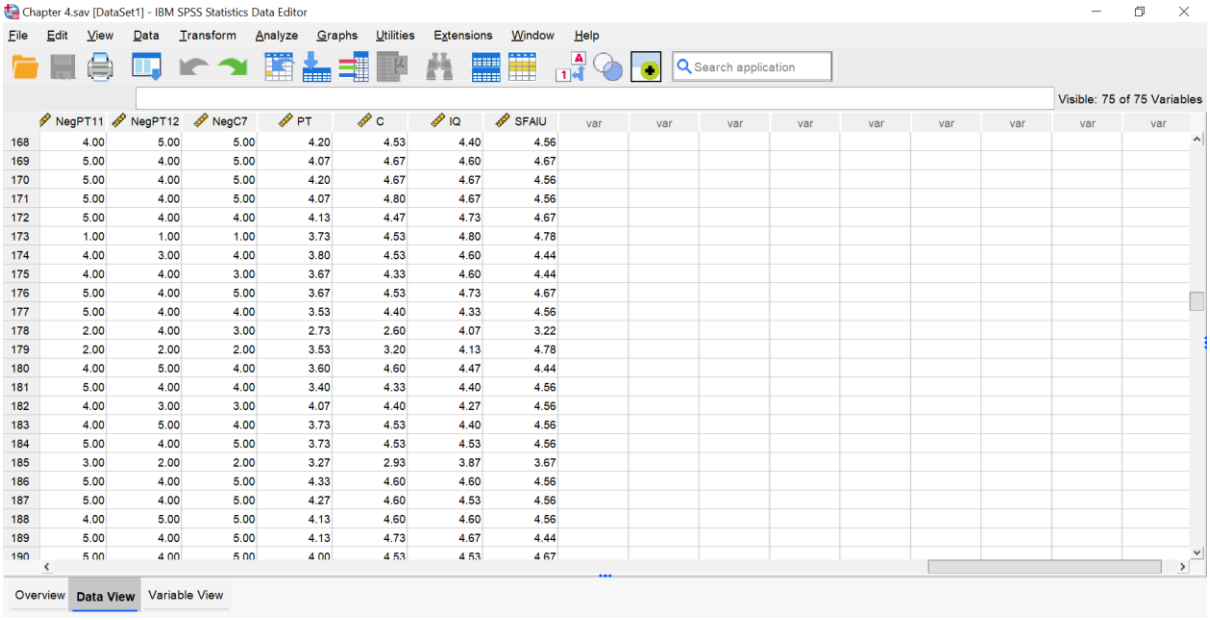

	NegPT11	NegPT12	NegC7	PT	C	IQ	SFAIU	var	var	var	var	var	var	var	var	var
168	4.00	5.00	5.00	4.20	4.53	4.40	4.56									
169	5.00	4.00	5.00	4.07	4.67	4.60	4.67									
170	5.00	4.00	5.00	4.20	4.67	4.67	4.56									
171	5.00	4.00	5.00	4.07	4.80	4.67	4.56									
172	5.00	4.00	4.00	4.13	4.47	4.73	4.67									
173	1.00	1.00	1.00	3.73	4.53	4.80	4.78									
174	4.00	3.00	4.00	3.80	4.53	4.60	4.44									
175	4.00	4.00	3.00	3.67	4.33	4.60	4.44									
176	5.00	4.00	5.00	3.67	4.53	4.73	4.67									
177	5.00	4.00	4.00	3.53	4.40	4.33	4.56									
178	2.00	4.00	3.00	2.73	2.60	4.07	3.22									
179	2.00	2.00	2.00	3.53	3.20	4.13	4.78									
180	4.00	5.00	4.00	3.60	4.60	4.47	4.44									
181	5.00	4.00	4.00	3.40	4.33	4.40	4.56									
182	4.00	3.00	3.00	4.07	4.40	4.27	4.56									
183	4.00	5.00	4.00	3.73	4.53	4.40	4.56									
184	5.00	4.00	5.00	3.73	4.53	4.53	4.56									
185	3.00	2.00	2.00	3.27	2.93	3.87	3.67									
186	5.00	4.00	5.00	4.33	4.60	4.60	4.56									
187	5.00	4.00	5.00	4.27	4.60	4.53	4.56									
188	4.00	5.00	5.00	4.13	4.60	4.60	4.56									
189	5.00	4.00	5.00	4.13	4.73	4.67	4.44									
190	5.00	4.00	5.00	4.00	4.53	4.53	4.67									

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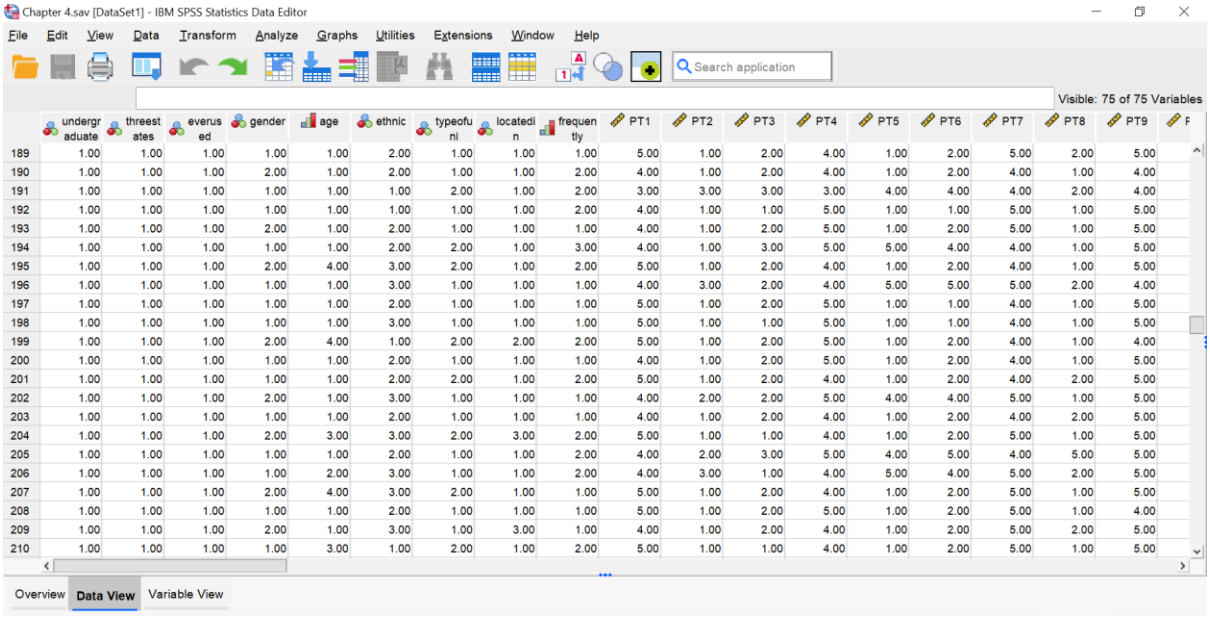

	undergraduate	threestates	everused	gender	age	ethnic	typeofuni	located in	frequently	PT1	PT2	PT3	PT4	PT5	PT6	PT7	PT8	PT9	F
189	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	5.00	1.00	2.00	4.00	1.00	2.00	5.00	2.00	5.00	
190	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	2.00	4.00	1.00	2.00	4.00	1.00	2.00	4.00	1.00	4.00	
191	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	3.00	3.00	3.00	3.00	4.00	4.00	4.00	2.00	4.00	
192	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	4.00	1.00	1.00	5.00	1.00	1.00	5.00	1.00	5.00	
193	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	4.00	1.00	2.00	5.00	1.00	2.00	5.00	1.00	5.00	
194	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	3.00	4.00	1.00	3.00	5.00	5.00	4.00	4.00	1.00	5.00	
195	1.00	1.00	1.00	2.00	4.00	3.00	2.00	1.00	2.00	5.00	1.00	2.00	4.00	1.00	2.00	4.00	1.00	5.00	
196	1.00	1.00	1.00	1.00	1.00	3.00	1.00	1.00	1.00	4.00	3.00	2.00	4.00	5.00	5.00	5.00	2.00	4.00	
197	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	5.00	1.00	2.00	5.00	1.00	1.00	4.00	1.00	5.00	
198	1.00	1.00	1.00	1.00	1.00	3.00	1.00	1.00	1.00	5.00	1.00	1.00	5.00	1.00	1.00	4.00	1.00	5.00	
199	1.00	1.00	1.00	2.00	4.00	1.00	2.00	2.00	2.00	5.00	1.00	2.00	5.00	1.00	2.00	4.00	1.00	4.00	
200	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	4.00	1.00	2.00	5.00	1.00	2.00	4.00	1.00	5.00	
201	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	2.00	5.00	1.00	2.00	4.00	1.00	2.00	4.00	2.00	5.00	
202	1.00	1.00	1.00	2.00	1.00	3.00	1.00	1.00	1.00	4.00	2.00	2.00	5.00	4.00	4.00	5.00	1.00	5.00	
203	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	4.00	1.00	2.00	4.00	1.00	2.00	4.00	2.00	5.00	
204	1.00	1.00	1.00	2.00	3.00	3.00	2.00	3.00	2.00	5.00	1.00	1.00	4.00	1.00	2.00	5.00	1.00	5.00	
205	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	2.00	4.00	2.00	3.00	5.00	4.00	5.00	4.00	5.00	5.00	
206	1.00	1.00	1.00	1.00	2.00	3.00	1.00	1.00	2.00	4.00	3.00	1.00	4.00	5.00	4.00	5.00	2.00	5.00	
207	1.00	1.00	1.00	2.00	4.00	3.00	2.00	1.00	1.00	5.00	1.00	2.00	4.00	1.00	2.00	5.00	1.00	5.00	
208	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	5.00	1.00	2.00	5.00	1.00	2.00	5.00	1.00	4.00	
209	1.00	1.00	1.00	2.00	1.00	3.00	1.00	3.00	1.00	4.00	1.00	2.00	4.00	1.00	2.00	5.00	2.00	5.00	
210	1.00	1.00	1.00	1.00	3.00	1.00	2.00	1.00	2.00	5.00	1.00	1.00	4.00	1.00	2.00	5.00	1.00	5.00	

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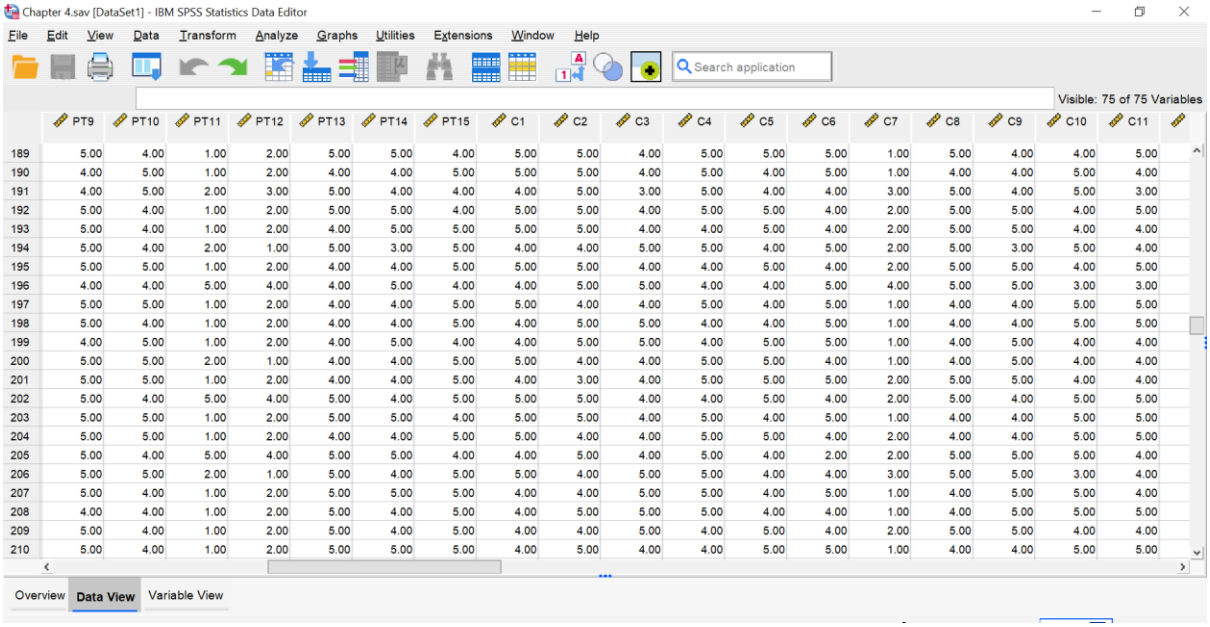

	PT9	PT10	PT11	PT12	PT13	PT14	PT15	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11
189	5.00	4.00	1.00	2.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	1.00	5.00	4.00	4.00	5.00
190	4.00	5.00	1.00	2.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	1.00	4.00	4.00	5.00	4.00
191	4.00	5.00	2.00	3.00	5.00	4.00	4.00	4.00	5.00	3.00	5.00	4.00	4.00	3.00	5.00	4.00	5.00	3.00
192	5.00	4.00	1.00	2.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	2.00	5.00	5.00	4.00	5.00
193	5.00	4.00	1.00	2.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	4.00	2.00	5.00	5.00	4.00	4.00
194	5.00	4.00	2.00	1.00	5.00	3.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	2.00	5.00	3.00	5.00	4.00
195	5.00	5.00	1.00	2.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	4.00	2.00	5.00	5.00	4.00	5.00
196	4.00	4.00	5.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00	3.00	3.00
197	5.00	5.00	1.00	2.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00	5.00	1.00	4.00	4.00	5.00	5.00
198	5.00	4.00	1.00	2.00	4.00	4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	1.00	4.00	4.00	5.00	5.00
199	4.00	5.00	1.00	2.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	1.00	4.00	5.00	4.00	4.00
200	5.00	5.00	2.00	1.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	1.00	4.00	5.00	4.00	4.00
201	5.00	5.00	1.00	2.00	4.00	4.00	5.00	4.00	3.00	4.00	5.00	5.00	5.00	2.00	5.00	5.00	4.00	4.00
202	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	4.00	2.00	5.00	4.00	5.00	5.00
203	5.00	5.00	1.00	2.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	1.00	4.00	4.00	5.00	5.00
204	5.00	5.00	1.00	2.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	2.00	4.00	4.00	5.00	5.00
205	5.00	4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	2.00	2.00	5.00	5.00	5.00	4.00
206	5.00	5.00	2.00	1.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	3.00	5.00	5.00	3.00	4.00
207	5.00	4.00	1.00	2.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	1.00	4.00	5.00	5.00	4.00
208	4.00	4.00	1.00	2.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	1.00	4.00	5.00	5.00	5.00
209	5.00	4.00	1.00	2.00	5.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	2.00	5.00	5.00	4.00	4.00
210	5.00	4.00	1.00	2.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	1.00	4.00	4.00	5.00	5.00

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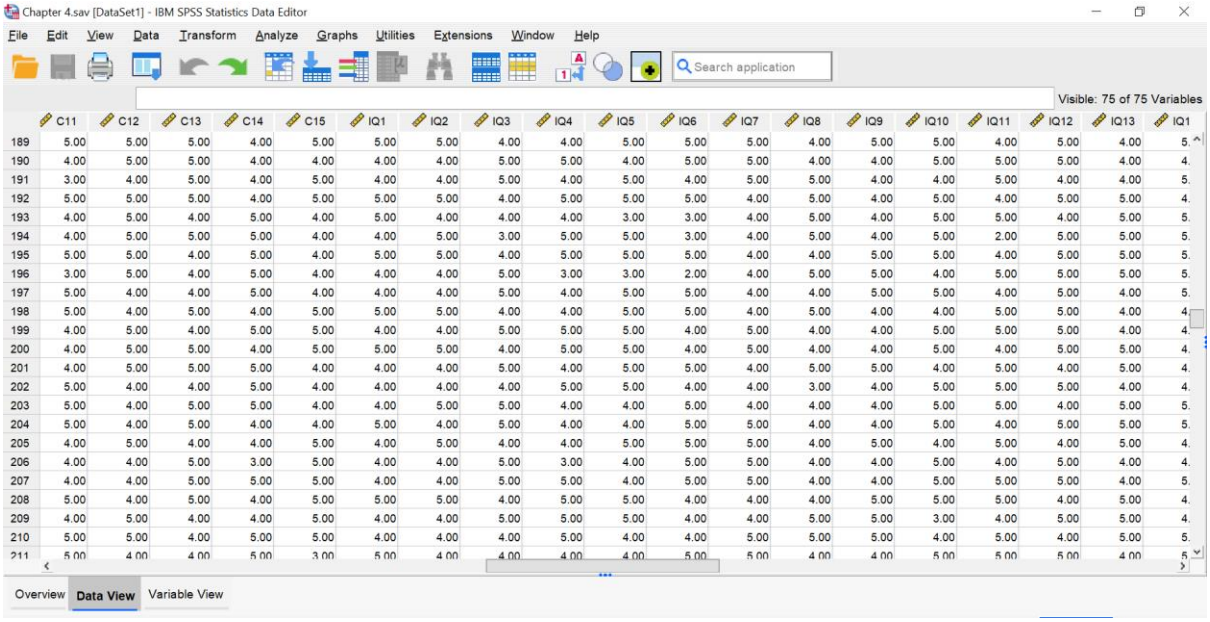

	C11	C12	C13	C14	C15	IQ1	IQ2	IQ3	IQ4	IQ5	IQ6	IQ7	IQ8	IQ9	IQ10	IQ11	IQ12	IQ13	IQ1
189	5.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.
190	4.00	5.00	5.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	4.
191	3.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00	4.00	5.
192	5.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	4.
193	4.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	4.00	3.00	3.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	5.
194	4.00	5.00	5.00	5.00	4.00	4.00	5.00	3.00	5.00	5.00	3.00	4.00	5.00	4.00	5.00	2.00	5.00	5.00	5.
195	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	5.
196	3.00	5.00	4.00	5.00	4.00	4.00	4.00	5.00	3.00	3.00	2.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	5.
197	5.00	4.00	4.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00	5.
198	5.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	4
199	4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	4
200	4.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00	4.
201	4.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	4.
202	5.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00	3.00	4.00	5.00	5.00	5.00	4.00	4.
203	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	5.
204	5.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00	5.00	5.00	5.
205	4.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	4.
206	4.00	4.00	5.00	3.00	5.00	4.00	4.00	5.00	3.00	4.00	5.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	4.
207	4.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	5.
208	5.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	4.
209	4.00	5.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	3.00	4.00	5.00	5.00	4.
210	5.00	5.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.
211	5.00	4.00	4.00	5.00	3.00	5.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	5

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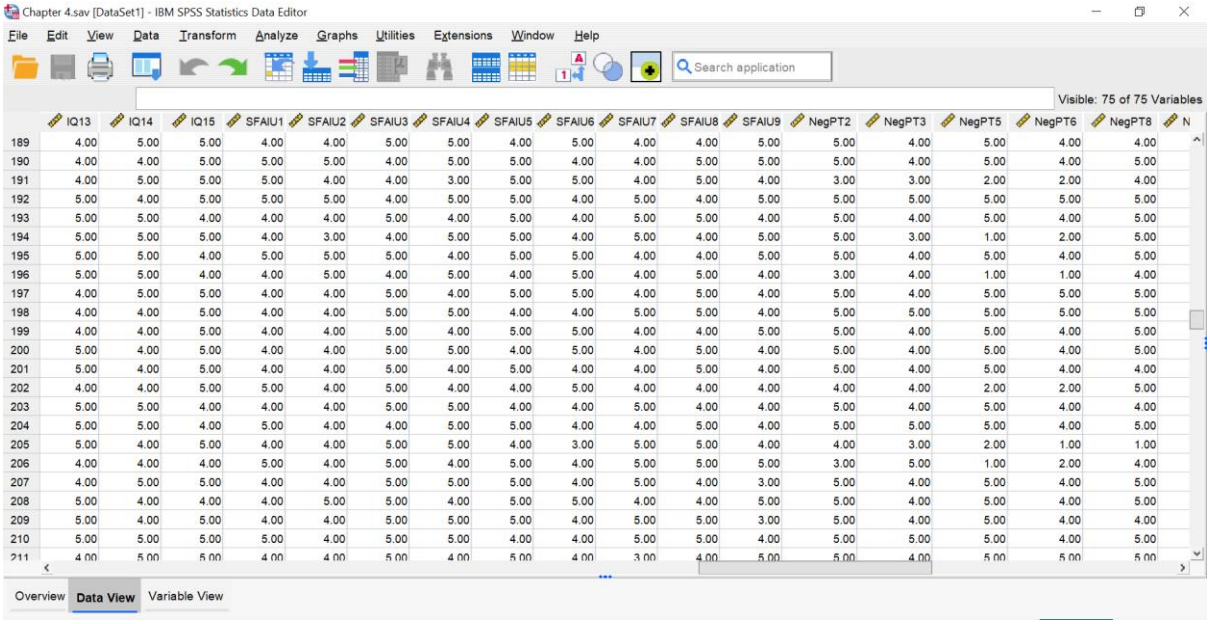
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File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help
Search application
Visible: 75 of 75 Variables
IQ13 IQ14 IQ15 SFAIU1 SFAIU2 SFAIU3 SFAIU4 SFAIU5 SFAIU6 SFAIU7 SFAIU8 SFAIU9 NegPT2 NegPT3 NegPT5 NegPT6 NegPT8 N
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194 5.00 5.00 5.00 4.00 3.00 4.00 5.00 5.00 4.00 5.00 4.00 5.00 5.00 3.00 1.00 2.00 5.00
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197 4.00 5.00 5.00 4.00 4.00 5.00 4.00 5.00 5.00 4.00 5.00 4.00 5.00 4.00 5.00 5.00 5.00
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203 5.00 5.00 4.00 4.00 4.00 5.00 5.00 4.00 4.00 5.00 4.00 4.00 5.00 4.00 5.00 4.00 4.00
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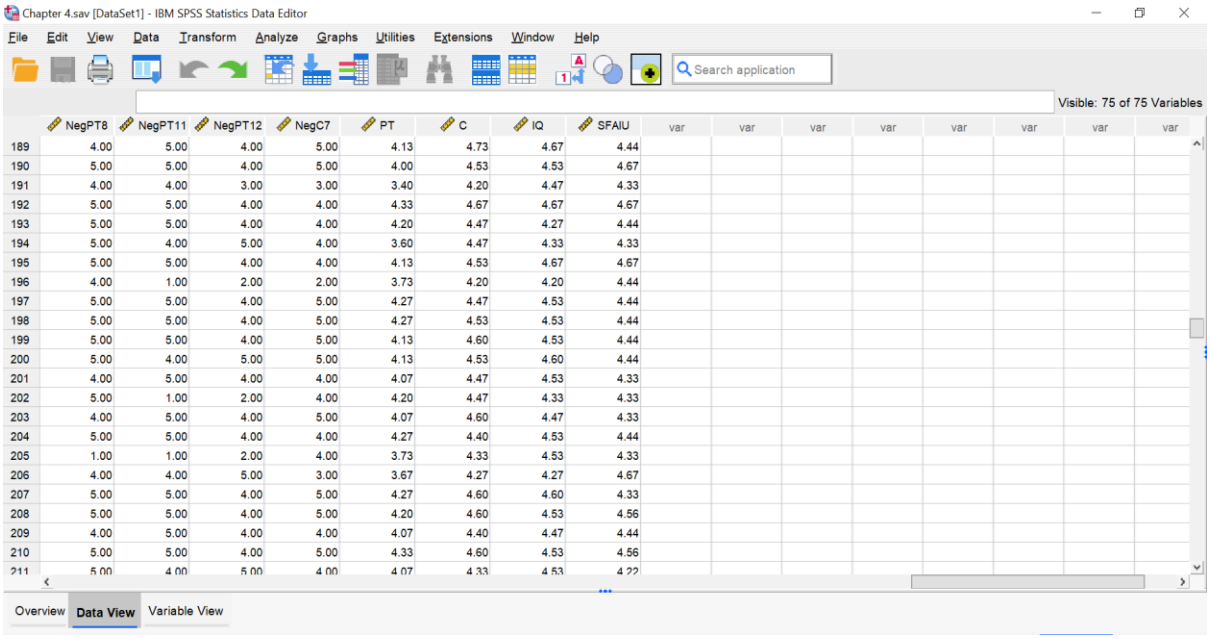
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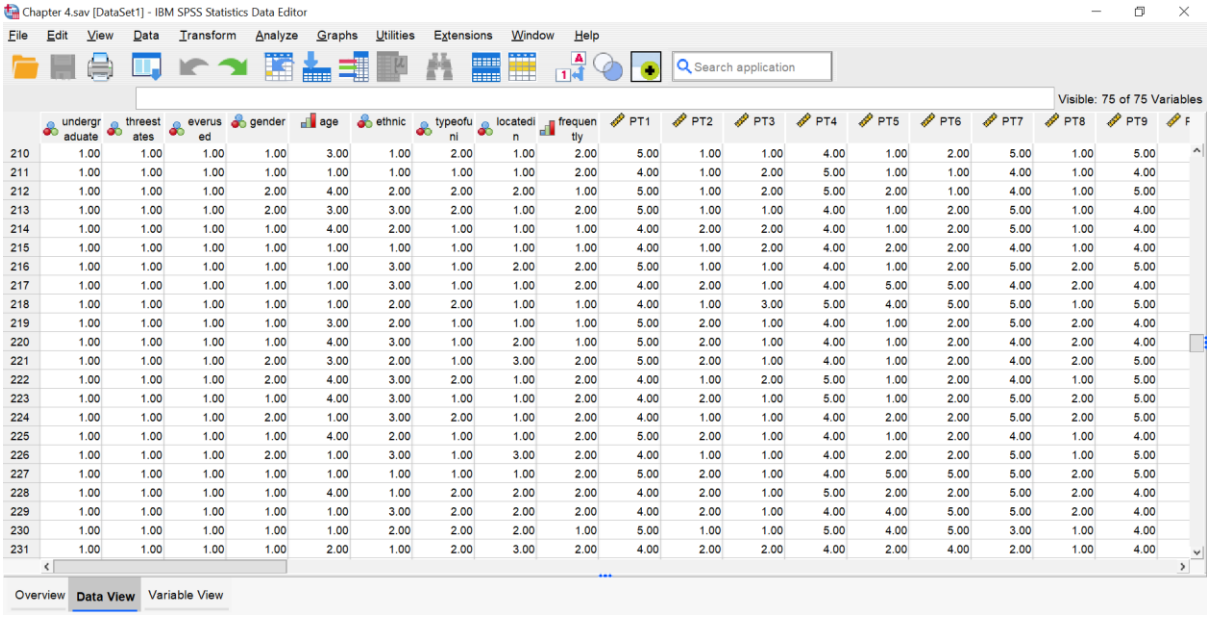
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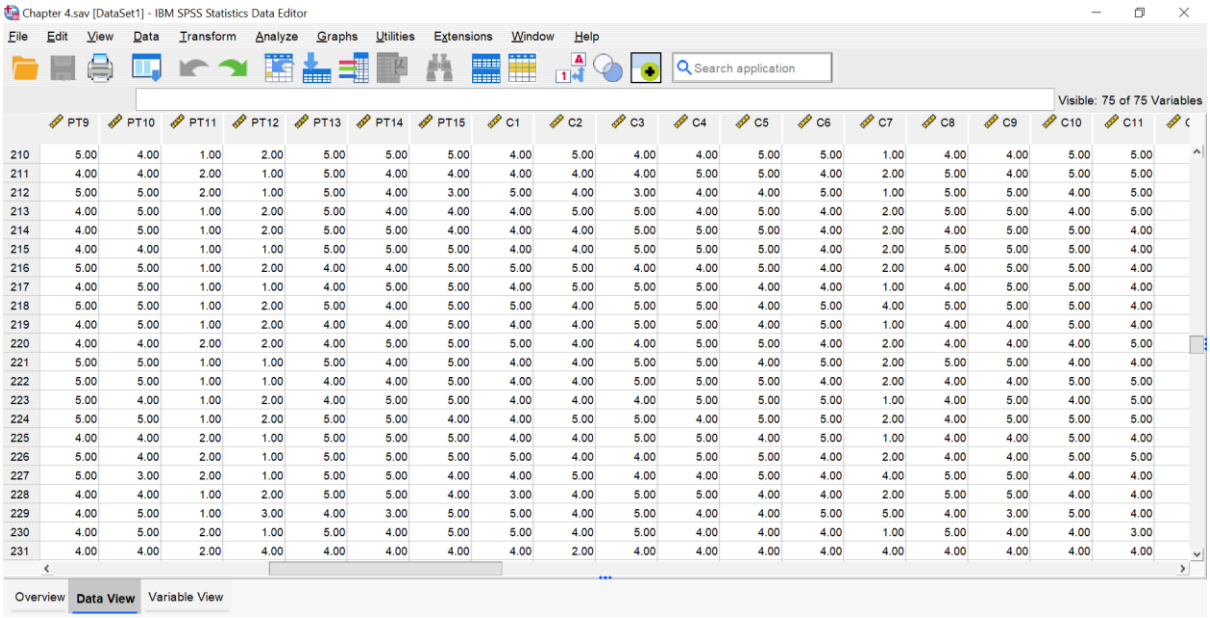
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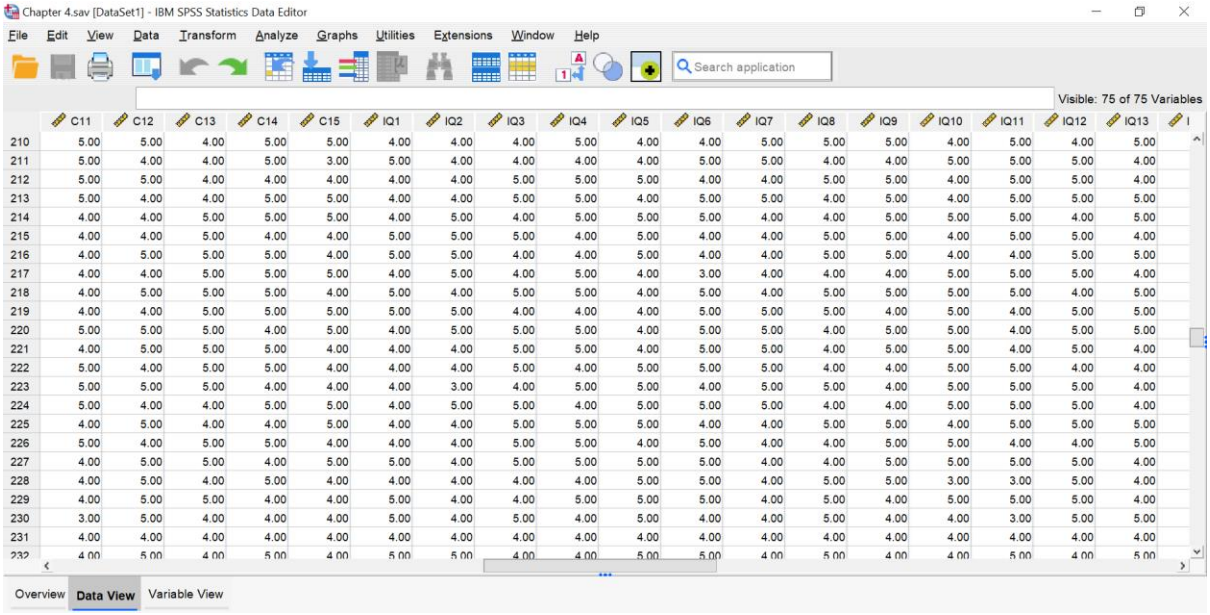
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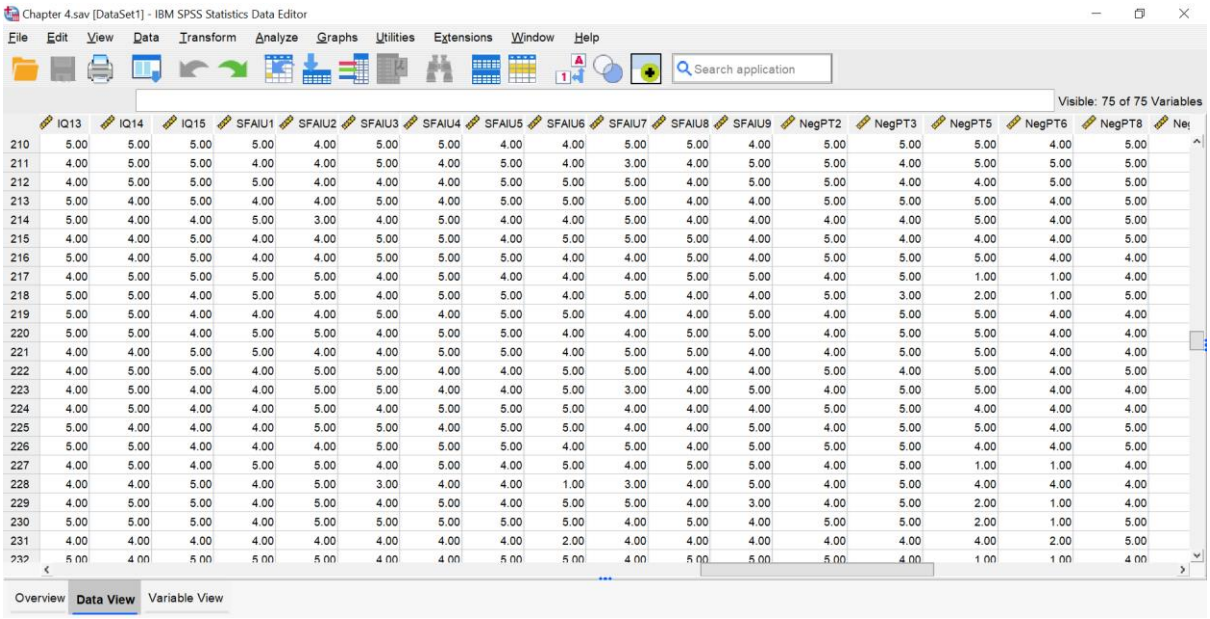
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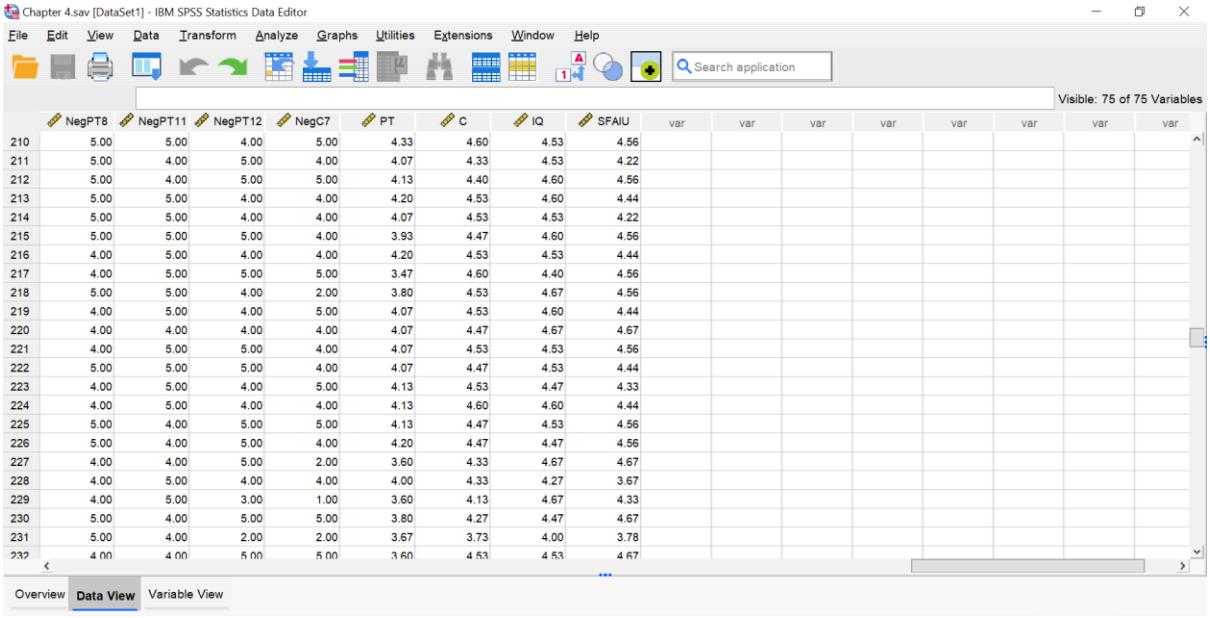

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211	5.00	4.00	5.00	4.00	4.07	4.33	4.53	4.22								
212	5.00	4.00	5.00	5.00	4.13	4.40	4.60	4.56								
213	5.00	5.00	4.00	4.00	4.20	4.53	4.60	4.44								
214	5.00	5.00	4.00	4.00	4.07	4.53	4.53	4.22								
215	5.00	5.00	5.00	4.00	3.93	4.47	4.60	4.56								
216	4.00	5.00	4.00	4.00	4.20	4.53	4.53	4.44								
217	4.00	5.00	5.00	5.00	3.47	4.60	4.40	4.56								
218	5.00	5.00	4.00	2.00	3.80	4.53	4.67	4.56								
219	4.00	5.00	4.00	5.00	4.07	4.53	4.60	4.44								
220	4.00	4.00	4.00	4.00	4.07	4.47	4.67	4.67								
221	4.00	5.00	5.00	4.00	4.07	4.53	4.53	4.56								
222	5.00	5.00	5.00	4.00	4.07	4.47	4.53	4.44								
223	4.00	5.00	4.00	5.00	4.13	4.53	4.47	4.33								
224	4.00	5.00	4.00	4.00	4.13	4.60	4.60	4.44								
225	5.00	4.00	5.00	5.00	4.13	4.47	4.53	4.56								
226	5.00	4.00	5.00	4.00	4.20	4.47	4.47	4.56								
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229	4.00	5.00	3.00	1.00	3.60	4.13	4.67	4.33								
230	5.00	4.00	5.00	5.00	3.80	4.27	4.47	4.67								
231	5.00	4.00	2.00	2.00	3.67	3.73	4.00	3.78								
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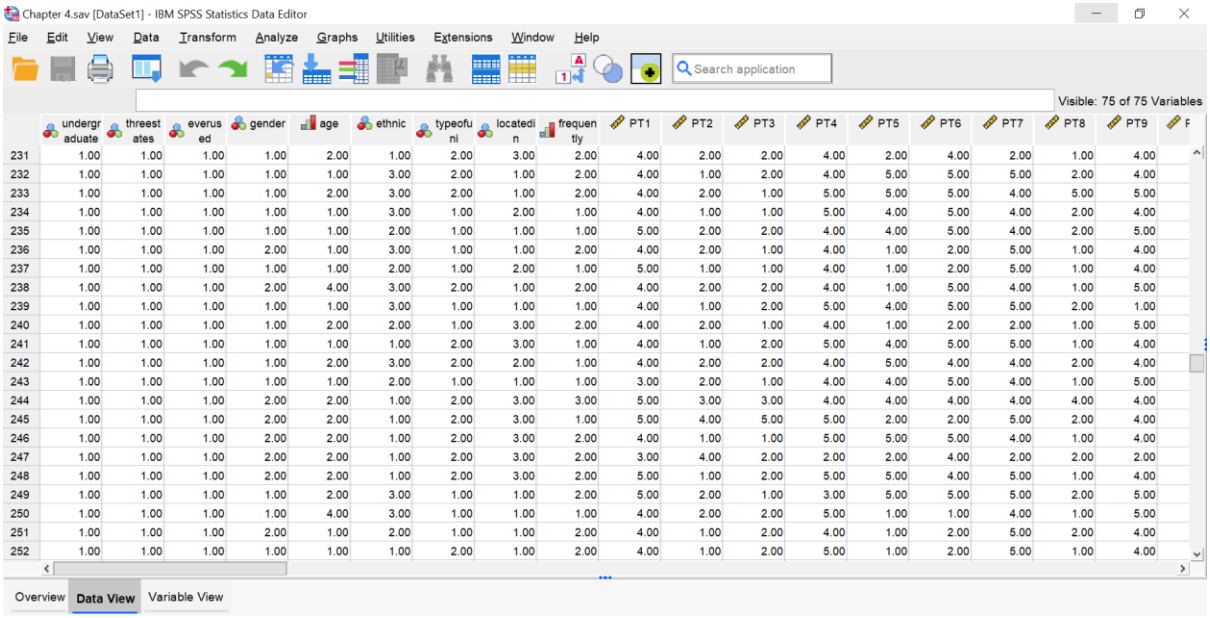

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240	1.00	1.00	1.00	1.00	2.00	2.00	1.00	3.00	2.00	4.00	2.00	1.00	4.00	1.00	2.00	2.00	1.00	5.00	
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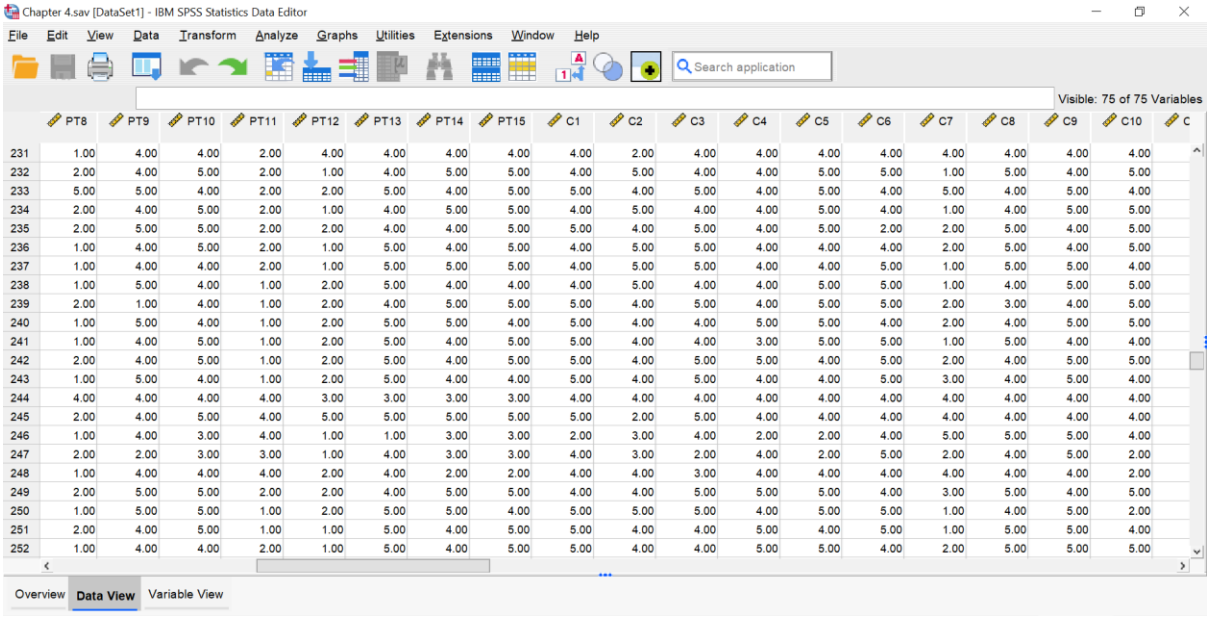
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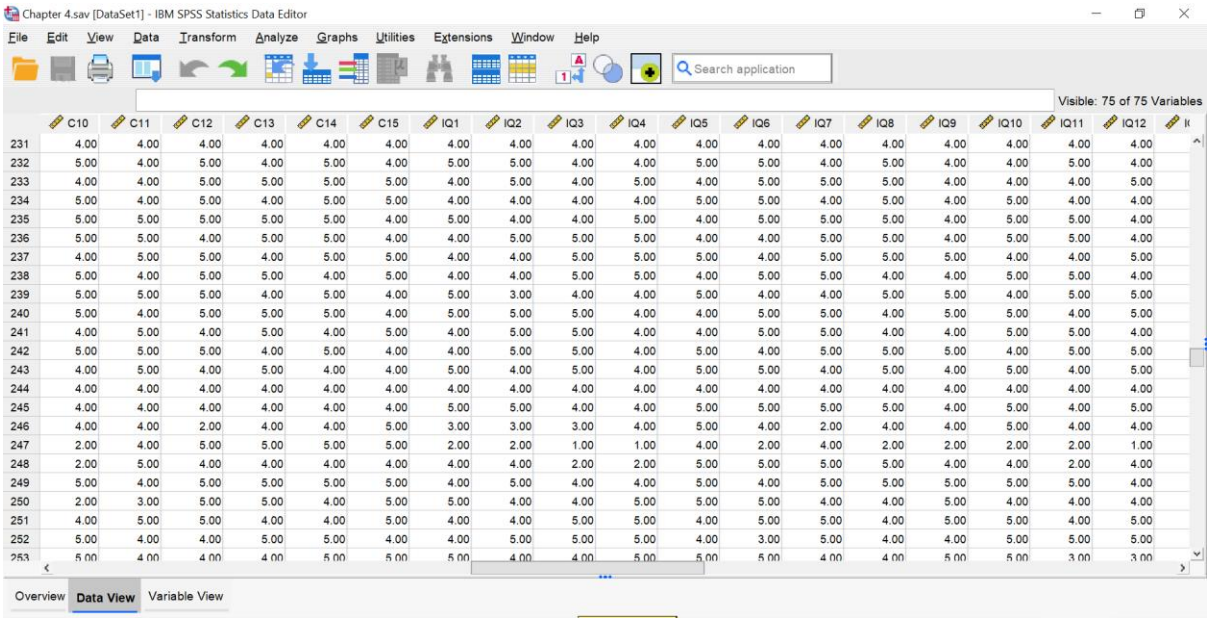
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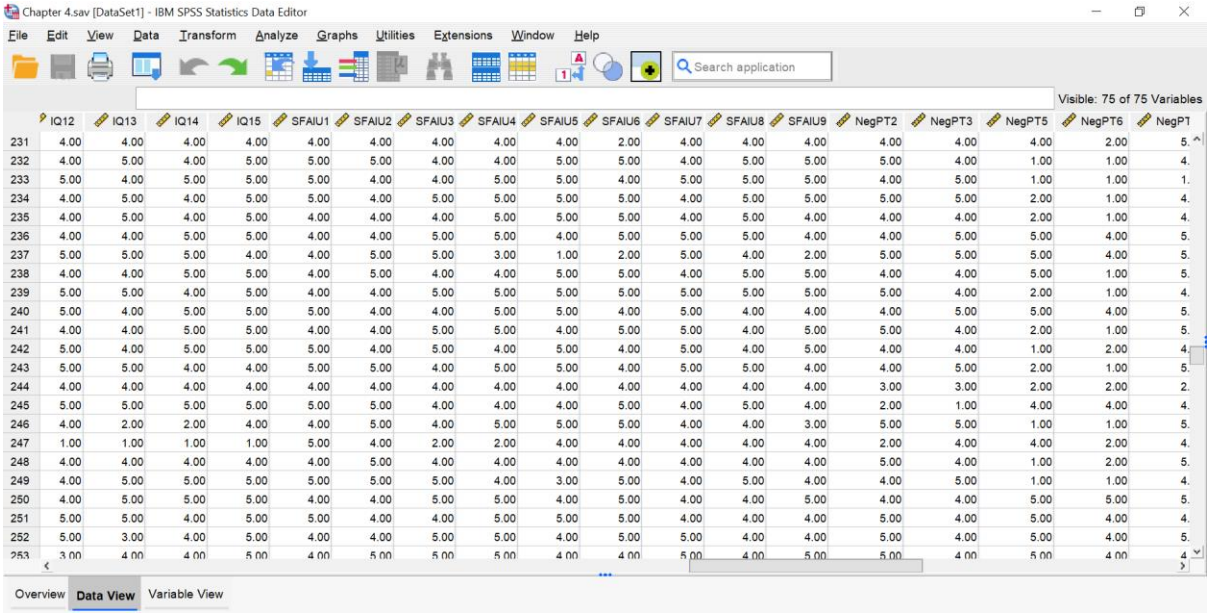
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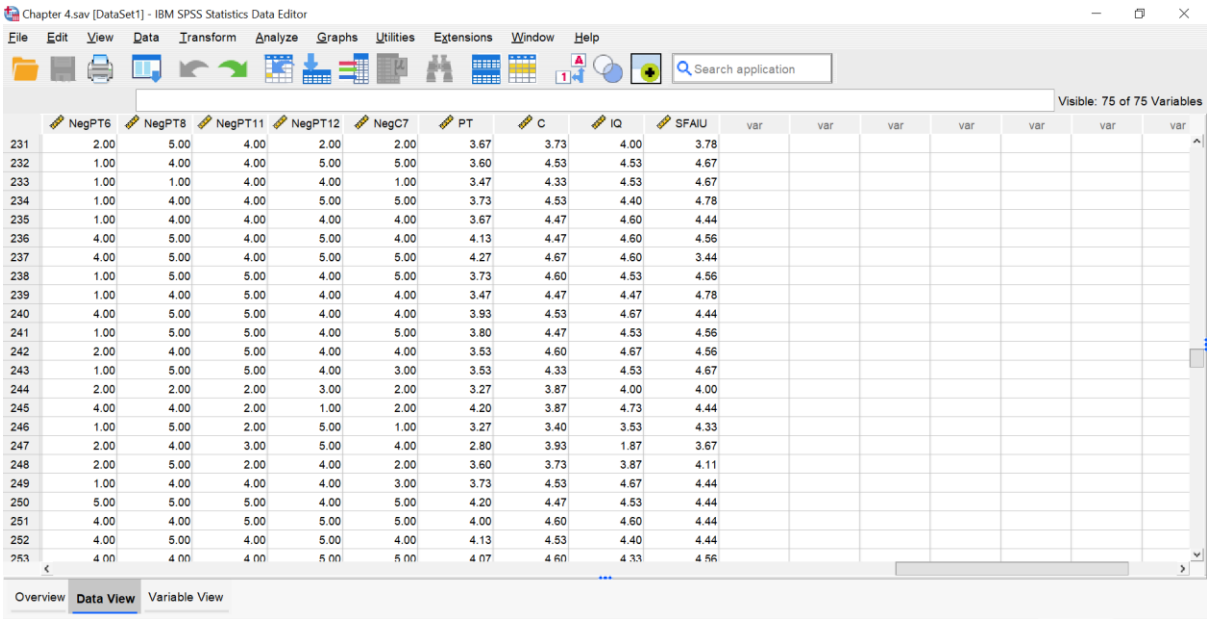
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Overview Data View Variable View

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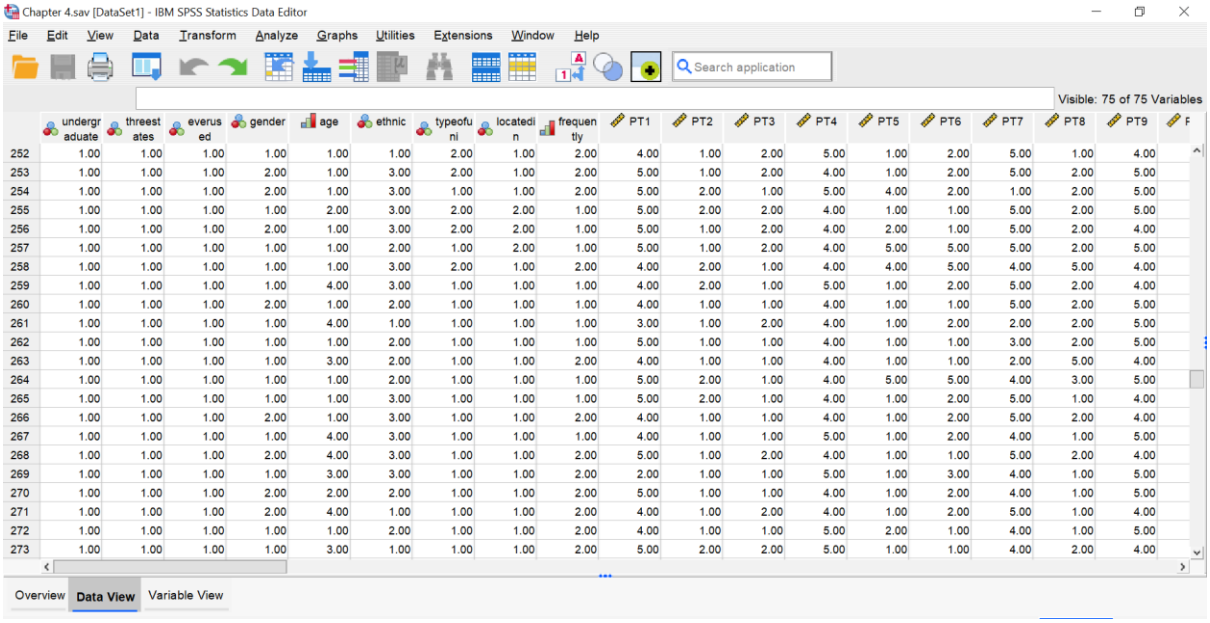
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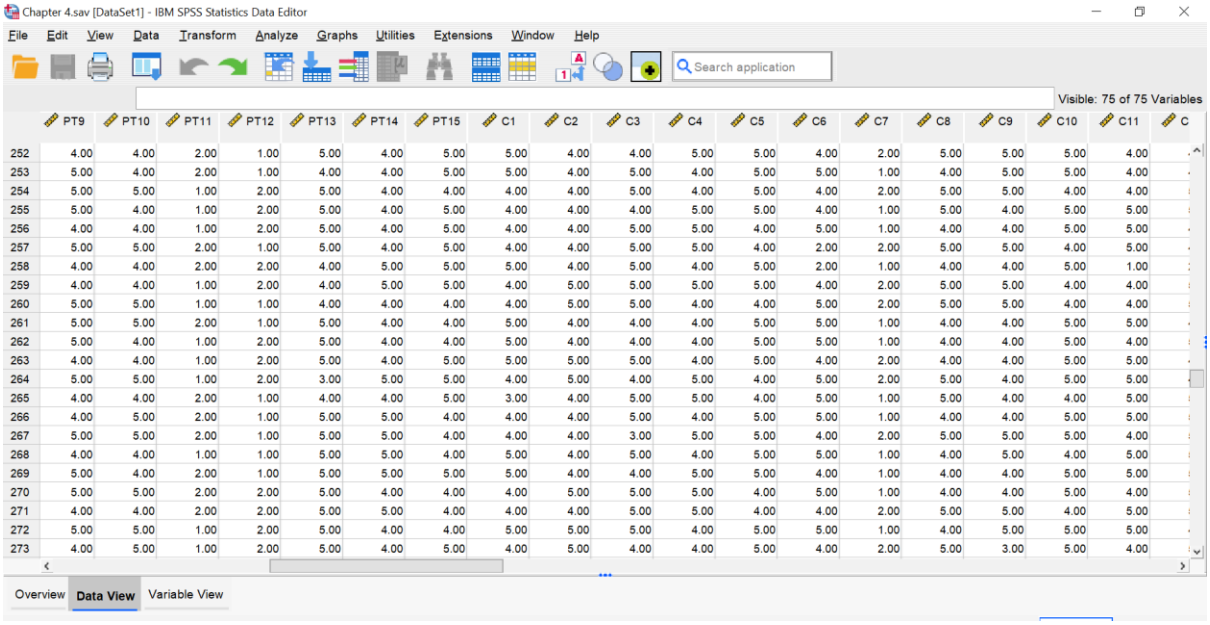
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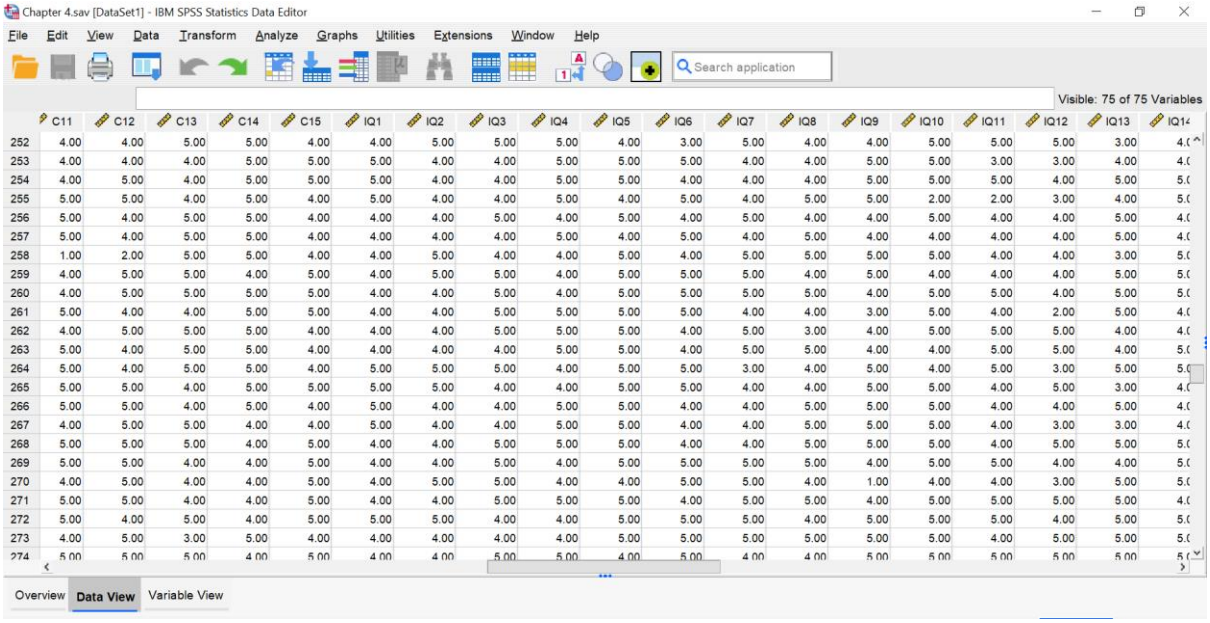
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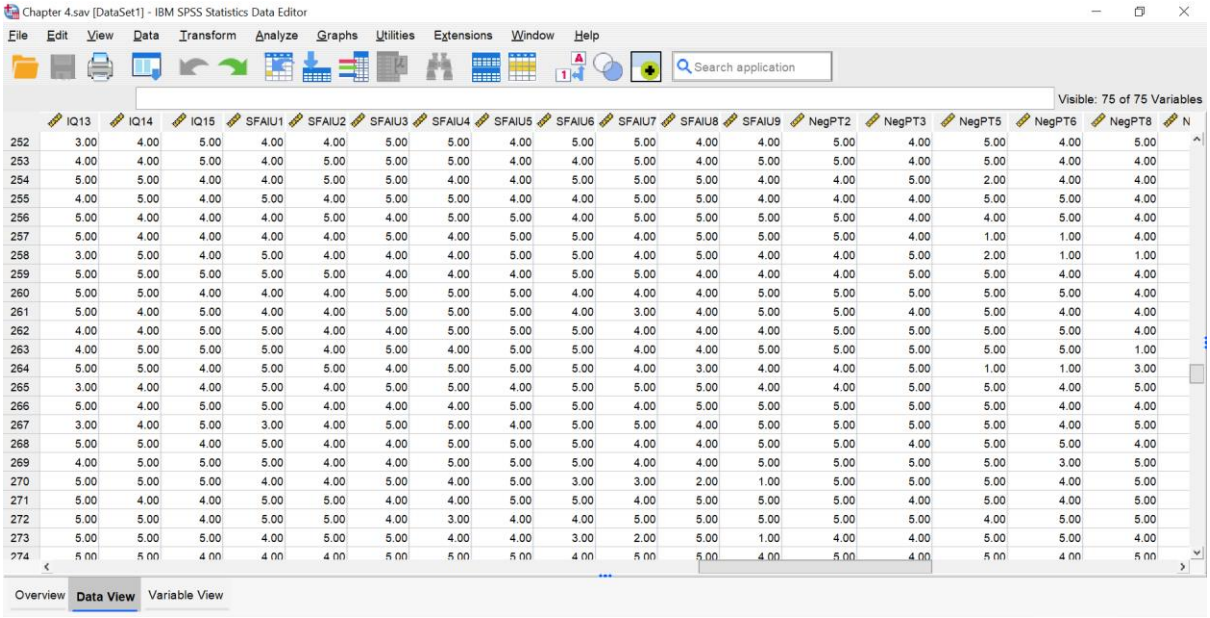
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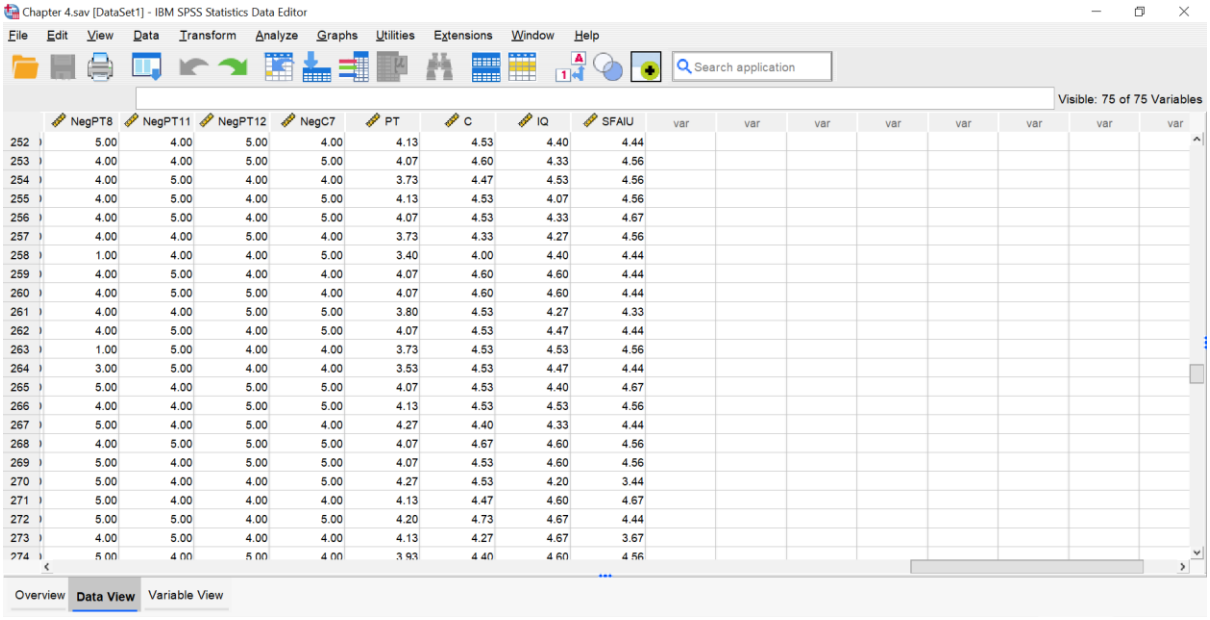
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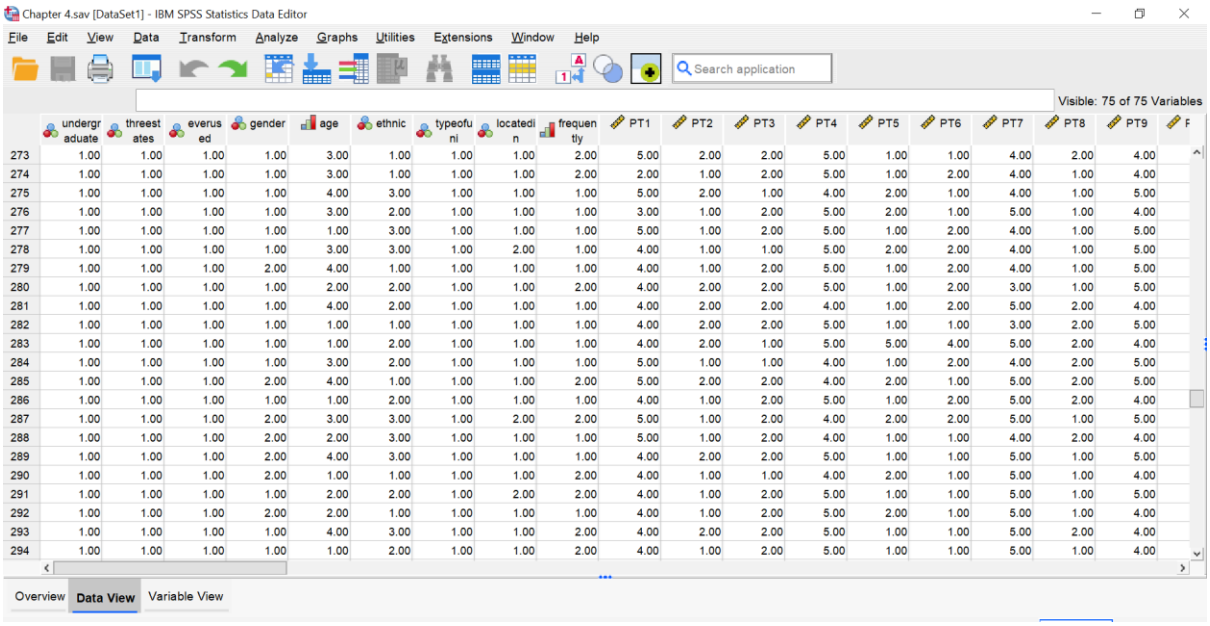
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Overview Data View Variable View

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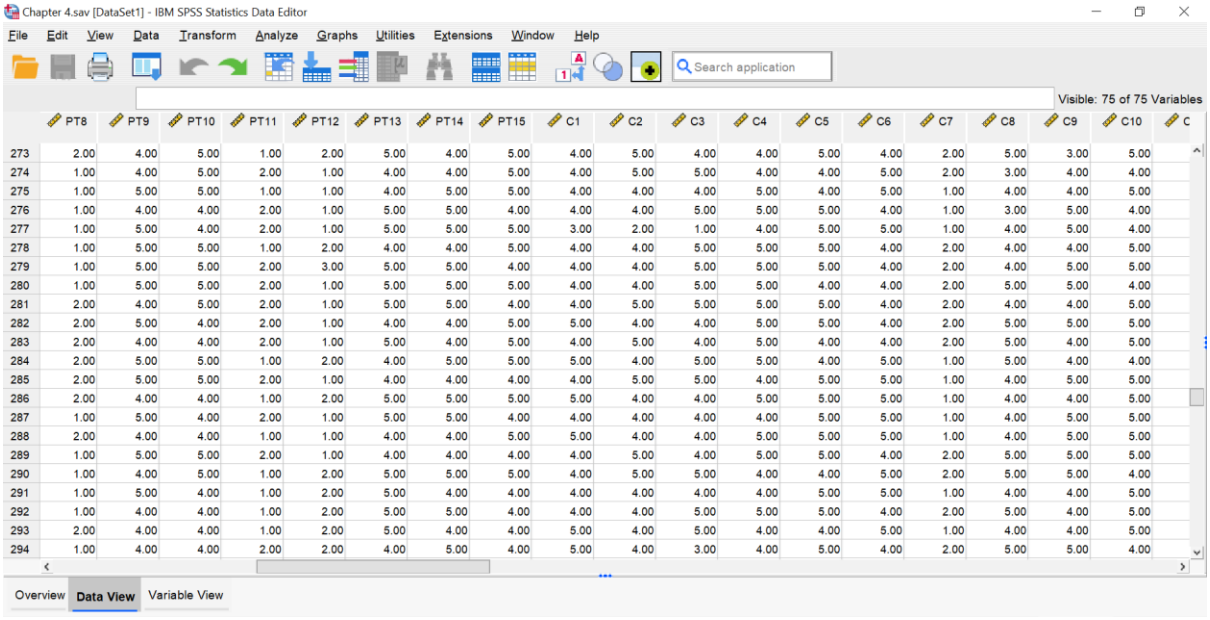

	PT8	PT9	PT10	PT11	PT12	PT13	PT14	PT15	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C
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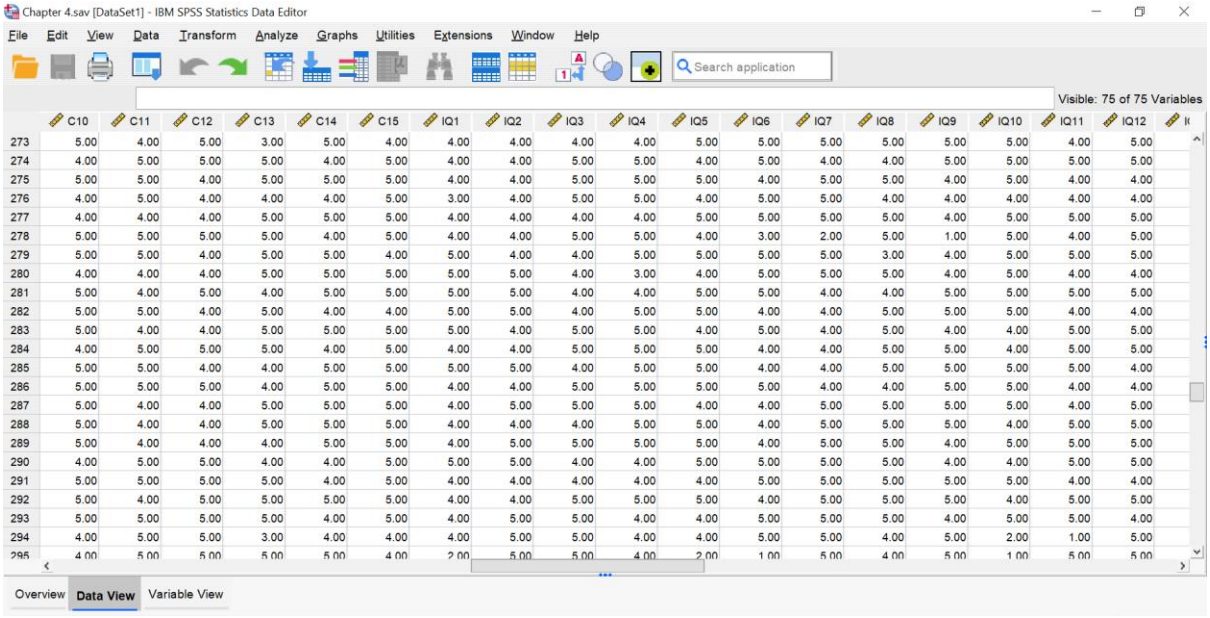
274	1.00	4.00	5.00	2.00	1.00	4.00	4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	2.00	3.00	4.00	4.00	
275	1.00	5.00	5.00	1.00	1.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	4.00	5.00	1.00	4.00	4.00	5.00	
276	1.00	4.00	4.00	2.00	1.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00	1.00	3.00	5.00	4.00	
277	1.00	5.00	4.00	2.00	1.00	5.00	5.00	5.00	3.00	2.00	1.00	4.00	5.00	5.00	1.00	4.00	5.00	4.00	
278	1.00	5.00	5.00	1.00	2.00	4.00	4.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	2.00	4.00	4.00	5.00	
279	1.00	5.00	5.00	2.00	3.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00	2.00	4.00	5.00	5.00	
280	1.00	5.00	5.00	2.00	1.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00	2.00	5.00	5.00	4.00	
281	2.00	4.00	5.00	2.00	1.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	2.00	4.00	4.00	5.00	
282	2.00	5.00	4.00	2.00	1.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	2.00	5.00	5.00	5.00	
283	2.00	4.00	4.00	2.00	1.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	2.00	5.00	4.00	5.00	
284	2.00	5.00	5.00	1.00	2.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	1.00	5.00	4.00	4.00	
285	2.00	5.00	5.00	2.00	1.00	4.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	1.00	4.00	5.00	5.00	
286	2.00	4.00	4.00	1.00	2.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	1.00	4.00	4.00	5.00	
287	1.00	5.00	4.00	2.00	1.00	5.00	5.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	1.00	4.00	5.00	5.00	
288	2.00	4.00	4.00	1.00	1.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	1.00	4.00	5.00	5.00	
289	1.00	5.00	5.00	2.00	1.00	4.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	4.00	2.00	5.00	5.00	5.00	
290	1.00	4.00	5.00	1.00	2.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	2.00	5.00	5.00	4.00	
291	1.00	5.00	4.00	1.00	2.00	5.00	4.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	1.00	4.00	4.00	5.00	
292	1.00	4.00	4.00	1.00	2.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00	2.00	5.00	4.00	5.00	
293	2.00	4.00	4.00	1.00	2.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	1.00	4.00	4.00	5.00	
294	1.00	4.00	4.00	2.00	2.00	4.00	5.00	4.00	5.00	4.00	3.00	4.00	5.00	4.00	2.00	5.00	5.00	4.00	

68



	C10	C11	C12	C13	C14	C15	IQ1	IQ2	IQ3	IQ4	IQ5	IQ6	IQ7	IQ8	IQ9	IQ10	IQ11	IQ12	I
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274	4.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	
275	5.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	4.00	
276	4.00	5.00	4.00	4.00	4.00	5.00	3.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	4.00	4.00	4.00	
277	4.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	
278	5.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	3.00	2.00	5.00	1.00	5.00	4.00	5.00	
279	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	3.00	4.00	5.00	5.00	5.00	
280	4.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00	3.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	
281	5.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	
282	5.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00	
283	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	
284	4.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	
285	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	
286	5.00	5.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	4.00	
287	5.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	
288	5.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	
289	5.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	
290	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	
291	5.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	4.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00	4.00	
292	5.00	4.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	
293	5.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	
294	4.00	5.00	5.00	3.00	4.00	4.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	5.00	2.00	1.00	5.00	
295	4.00	5.00	5.00	5.00	5.00	4.00	2.00	5.00	5.00	4.00	2.00	1.00	5.00	4.00	5.00	1.00	5.00	5.00	

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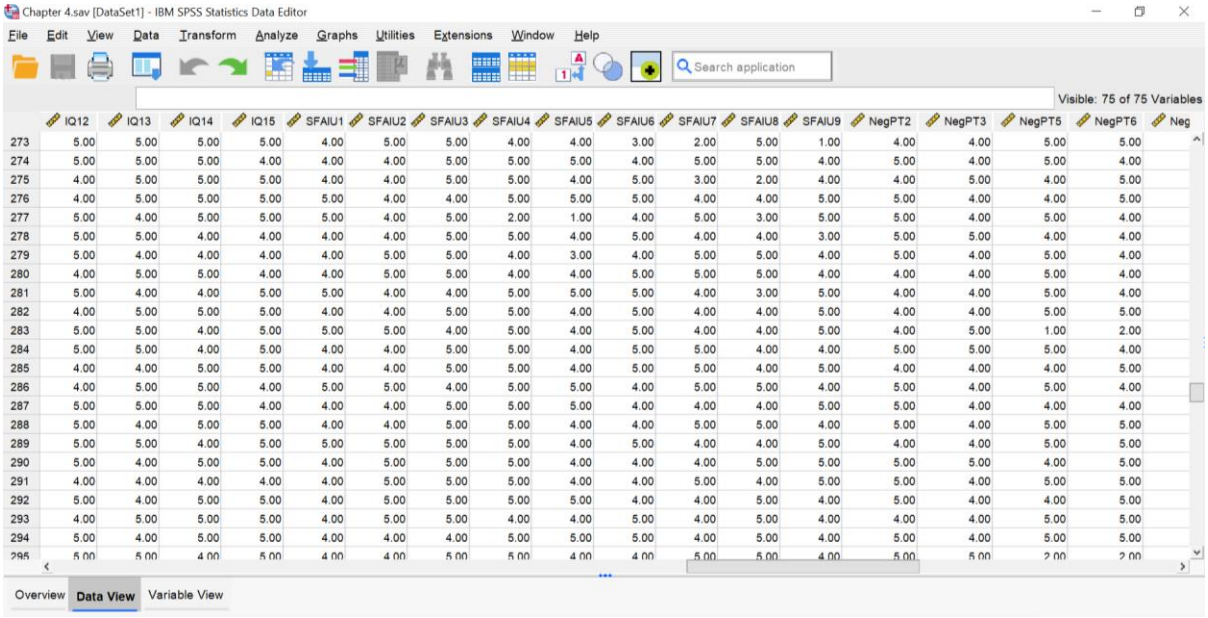
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274 5.00 5.00 5.00 4.00 4.00 4.00 5.00 5.00 5.00 4.00 5.00 5.00 4.00 5.00 4.00 5.00 4.00
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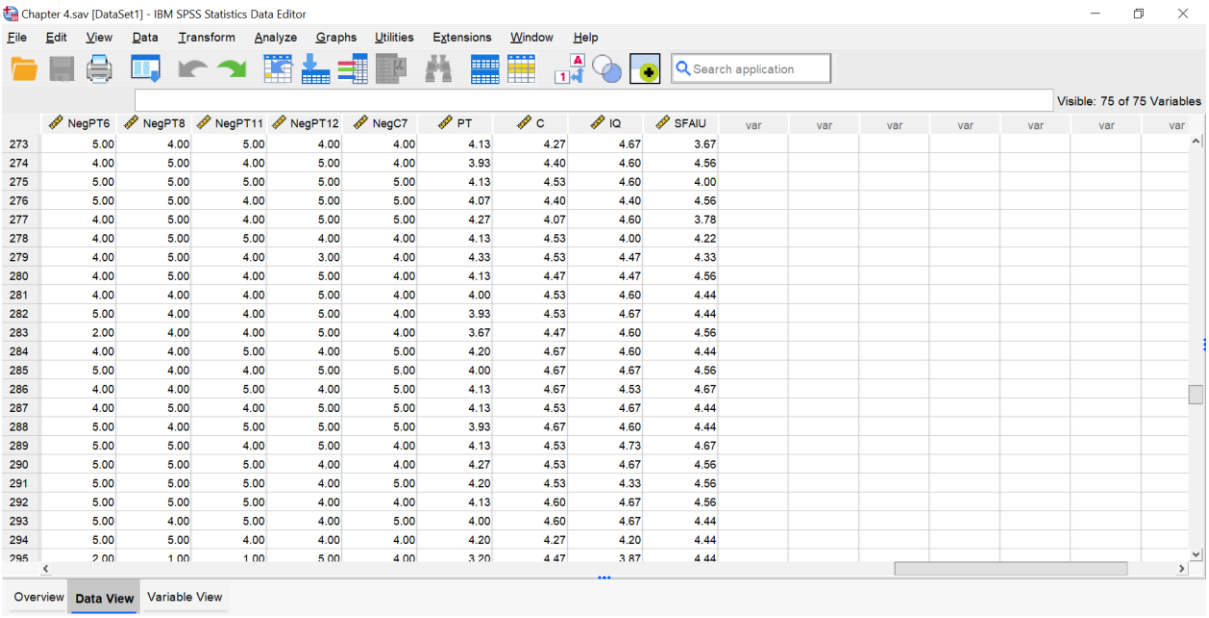
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File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help
Search application
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Overview Data View Variable View

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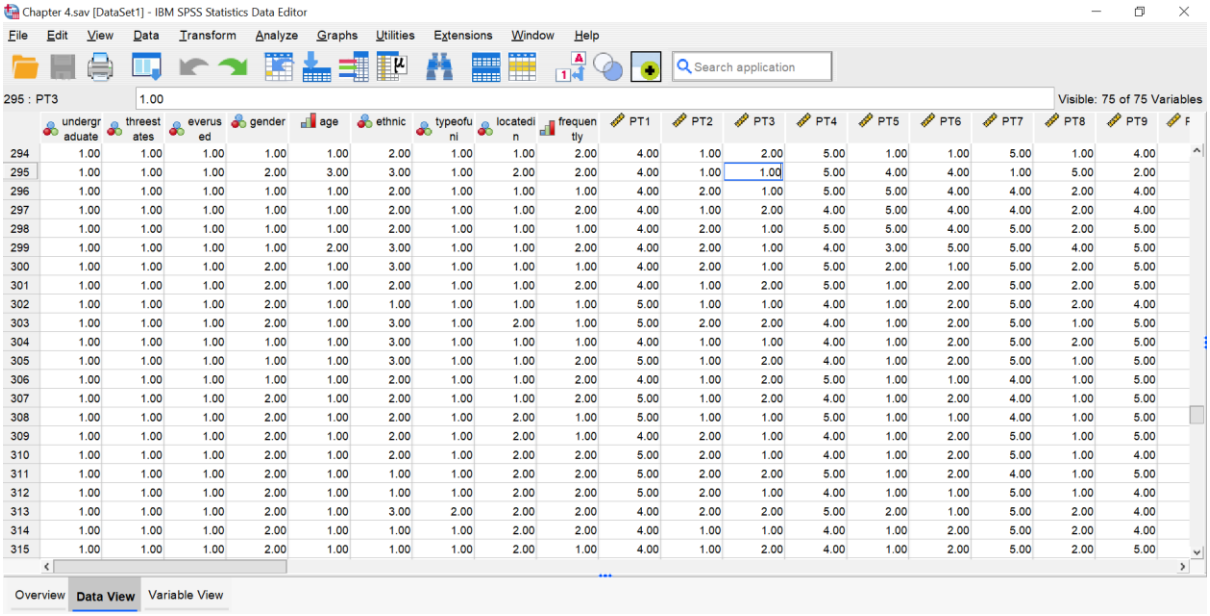
Chapter 4.sav [DataSet1] - IBM SPSS Statistics Data Editor
File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help
Search application
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undergraduate threestates everused gender age ethnic typeofuni locatedin frequently PT1 PT2 PT3 PT4 PT5 PT6 PT7 PT8 PT9
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295 1.00 1.00 1.00 2.00 3.00 3.00 1.00 2.00 2.00 4.00 1.00 1.00 5.00 4.00 4.00 1.00 5.00 2.00
296 1.00 1.00 1.00 1.00 1.00 2.00 1.00 1.00 1.00 4.00 2.00 1.00 5.00 5.00 4.00 4.00 2.00 4.00
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Overview Data View Variable View

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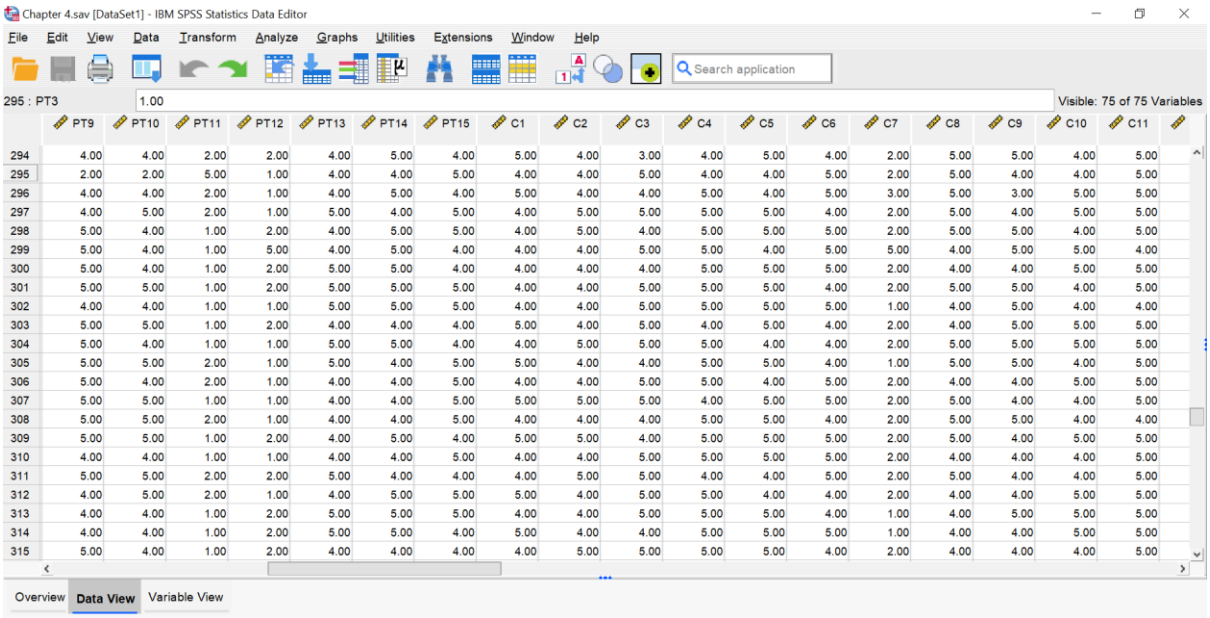
Chapter 4.sav [DataSet1] - IBM SPSS Statistics Data Editor
File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help
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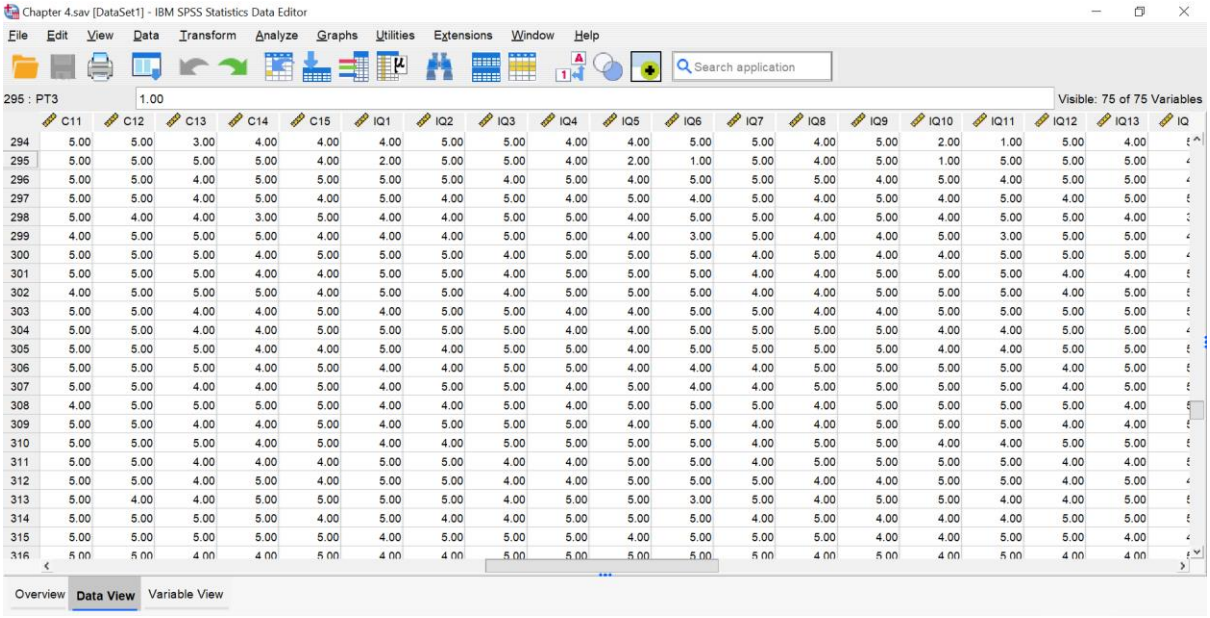
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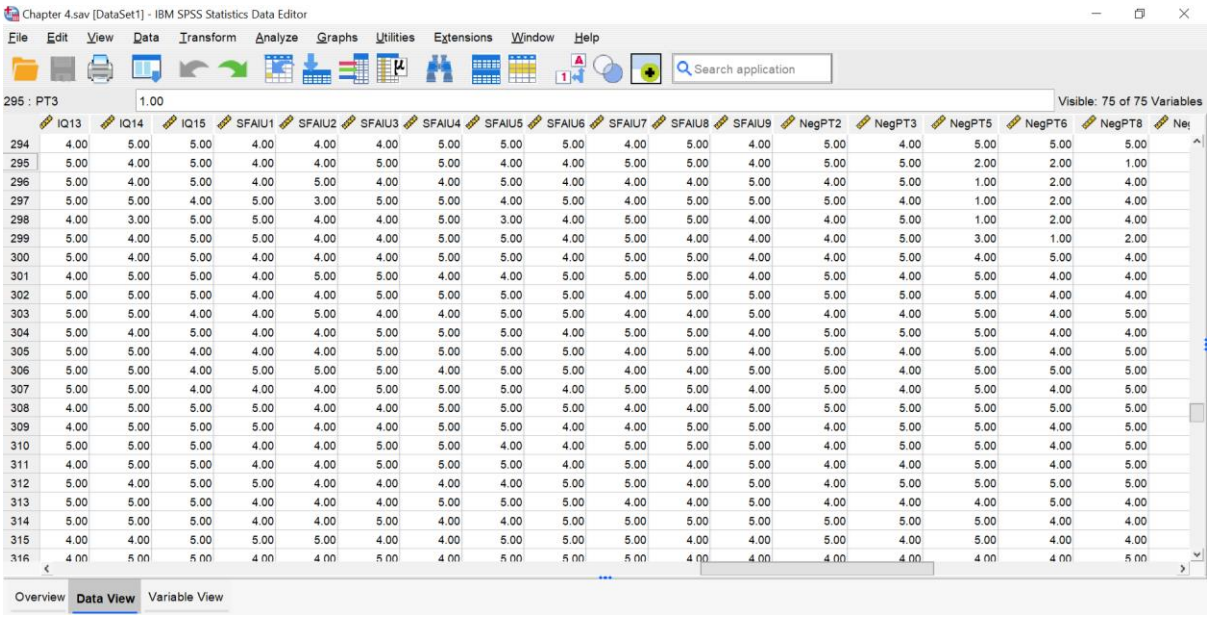
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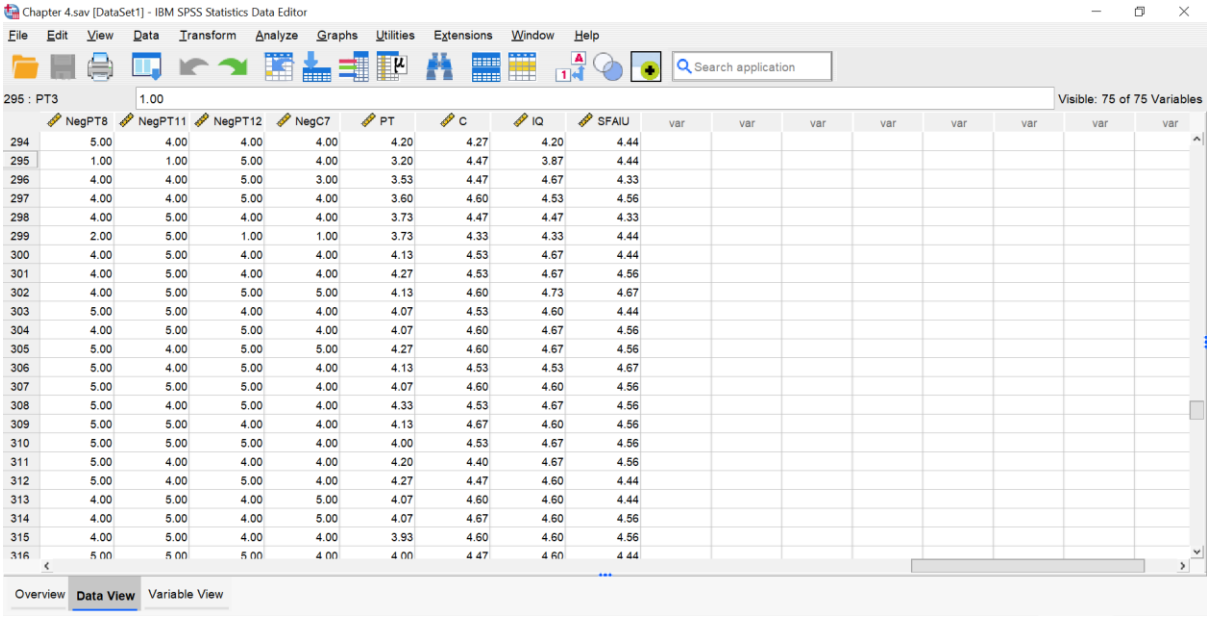
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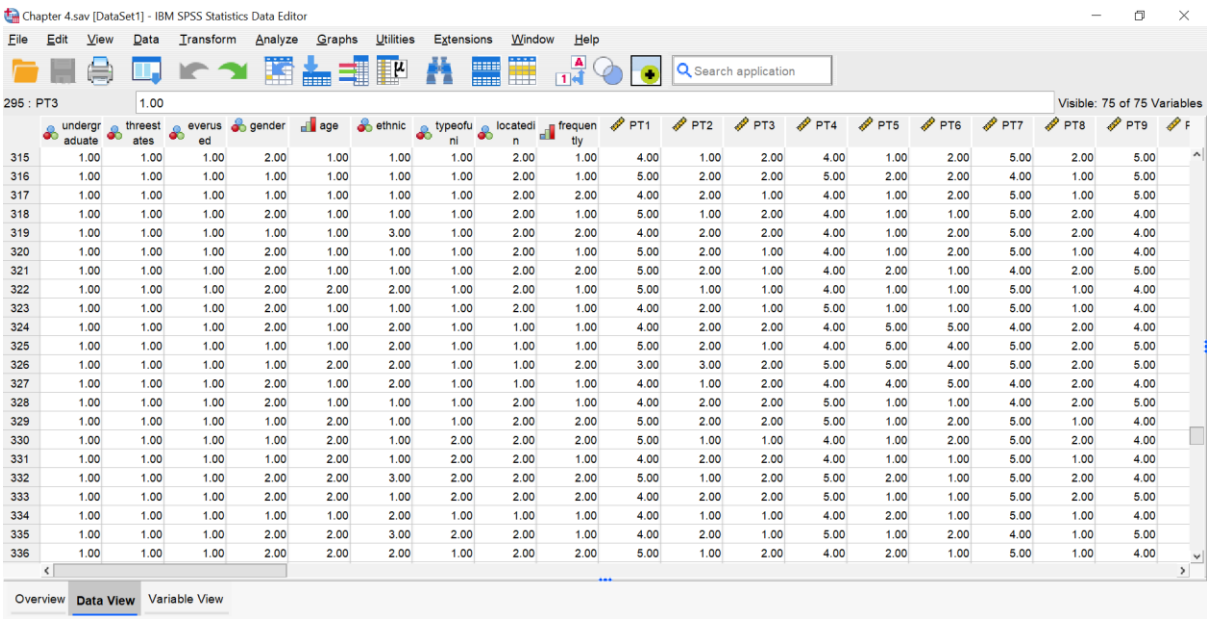
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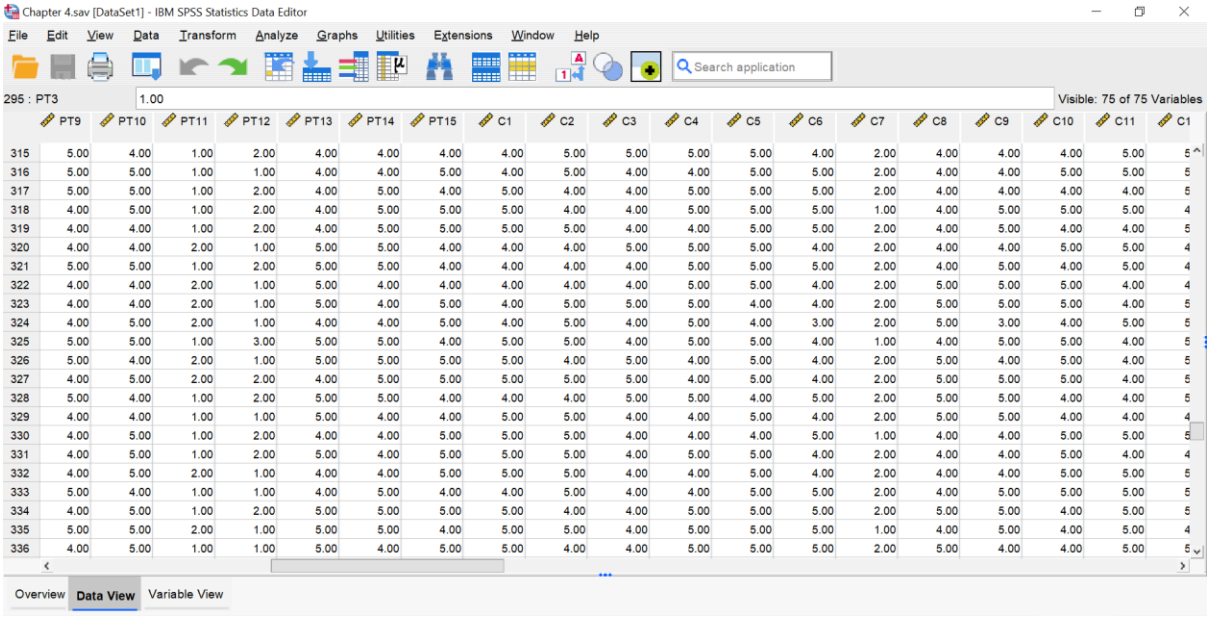
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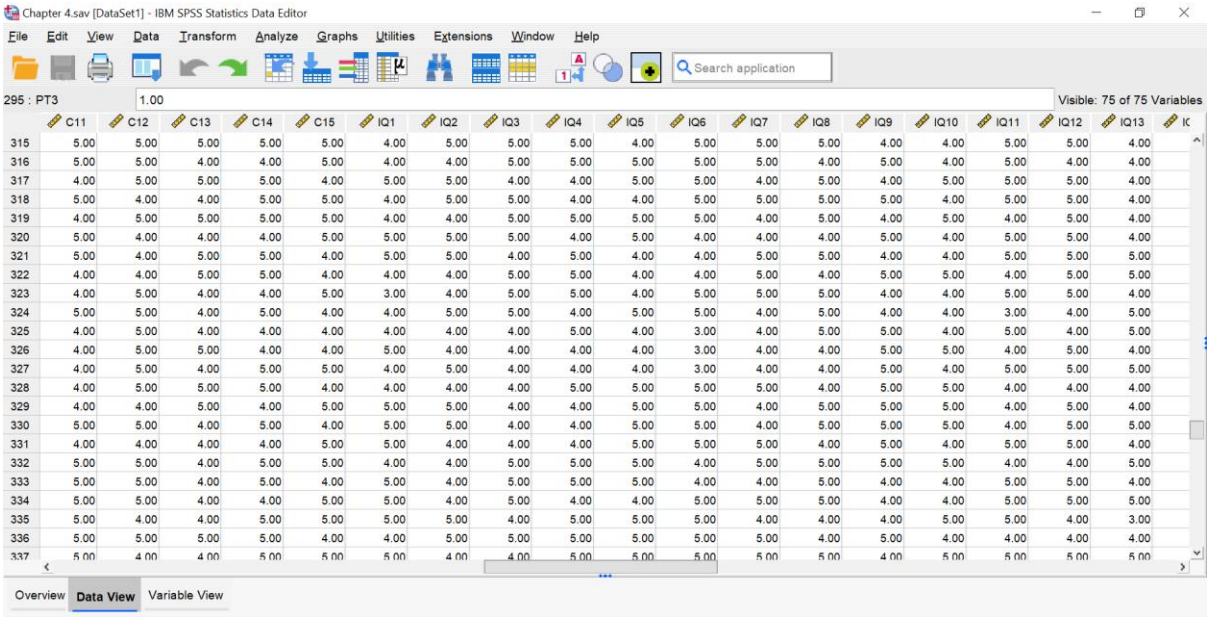
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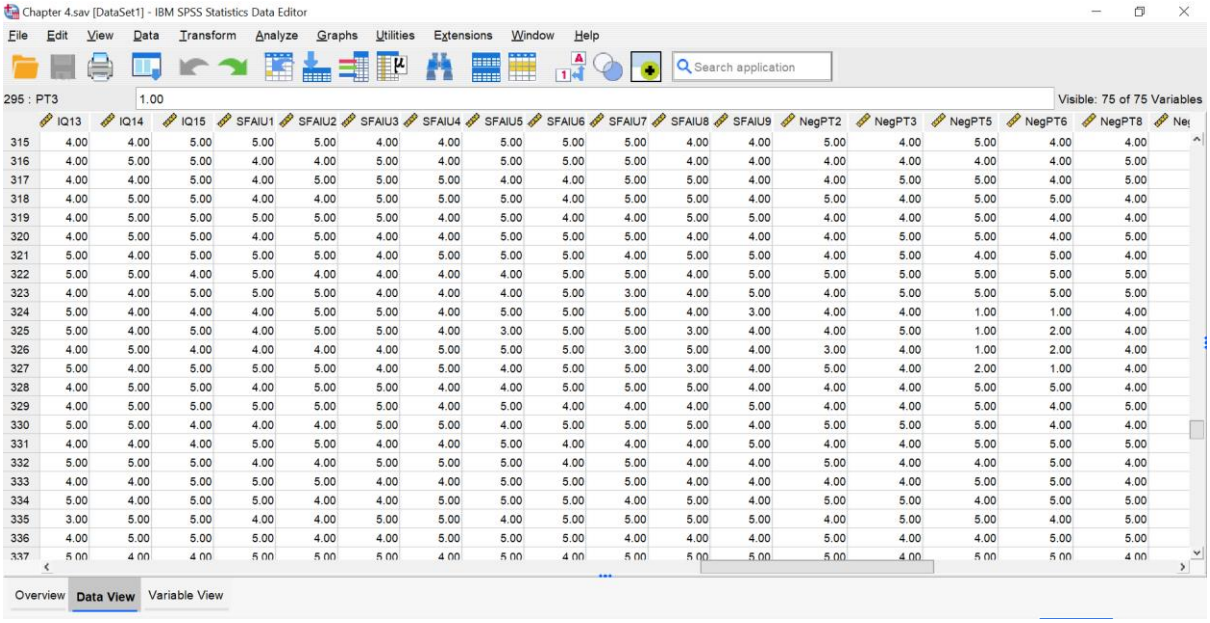
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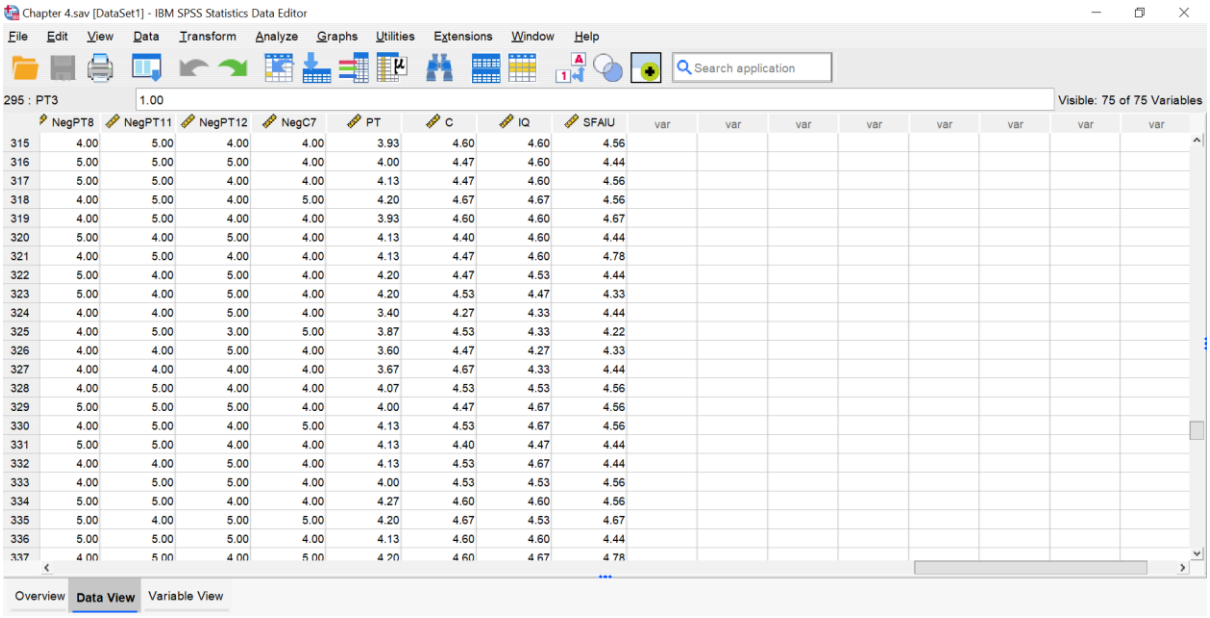
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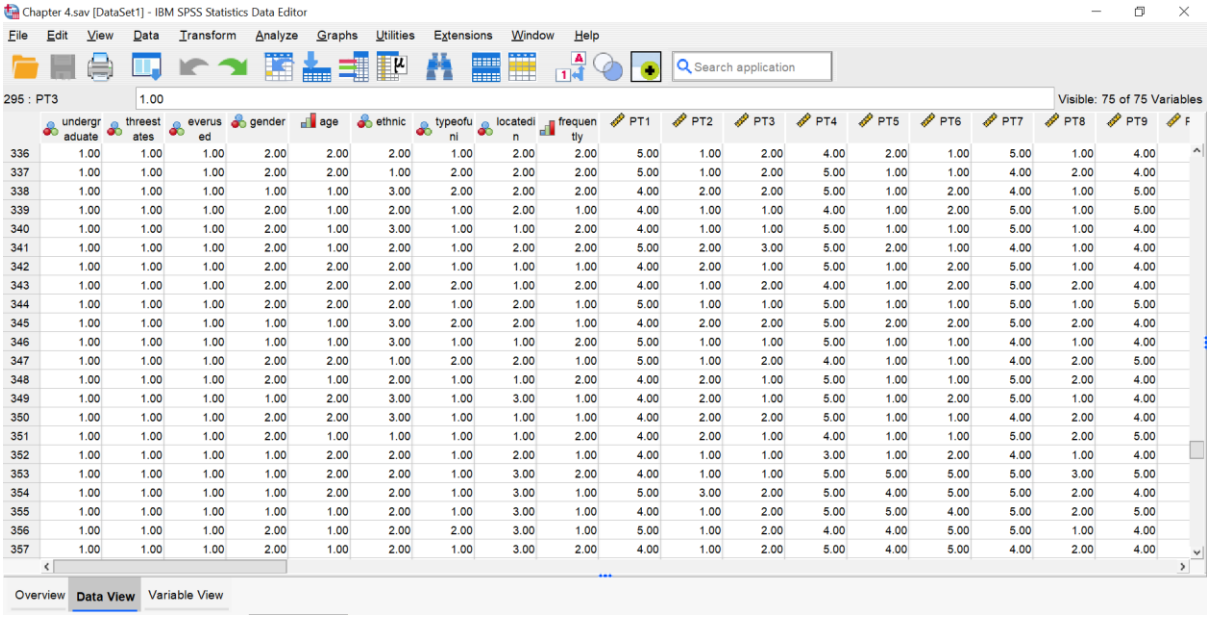
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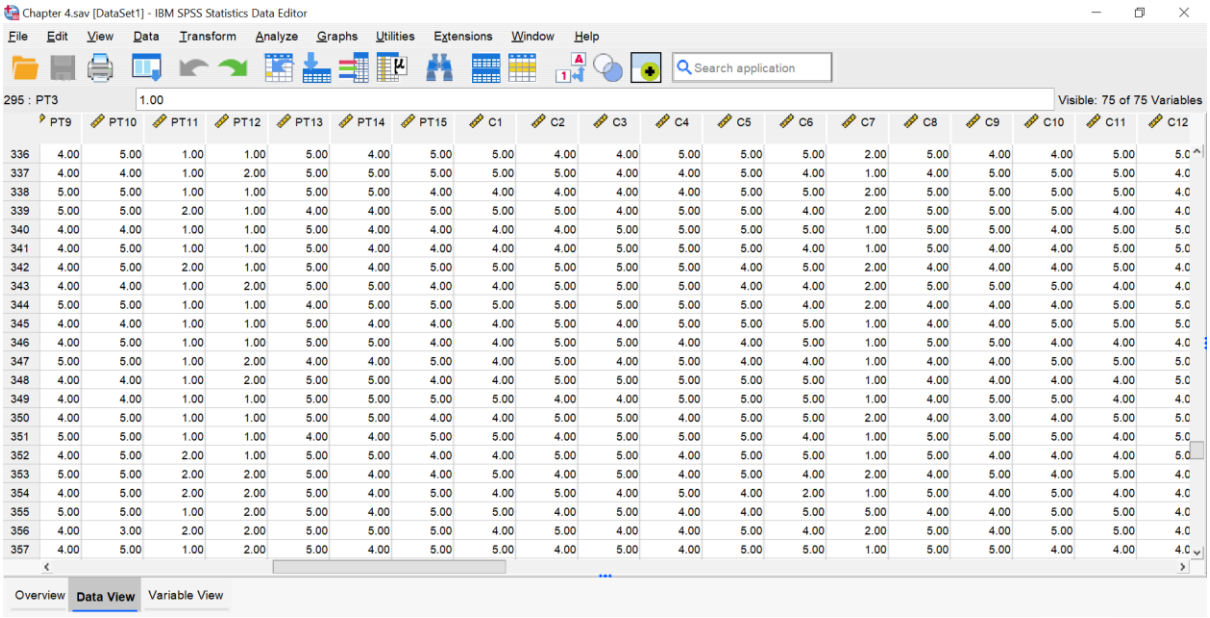
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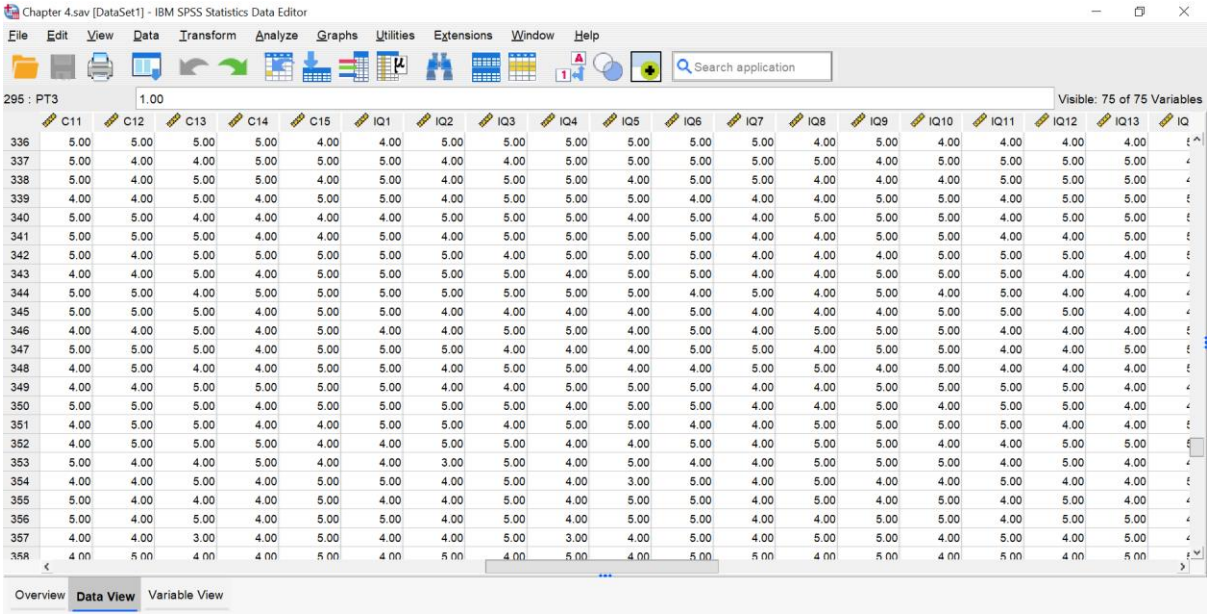
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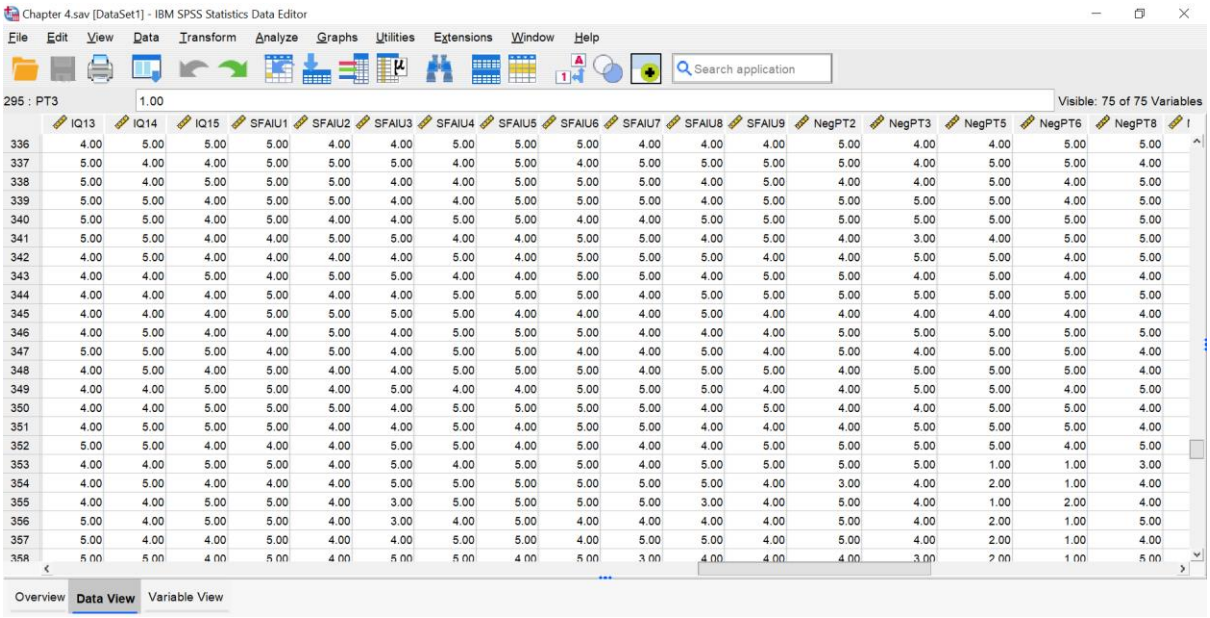
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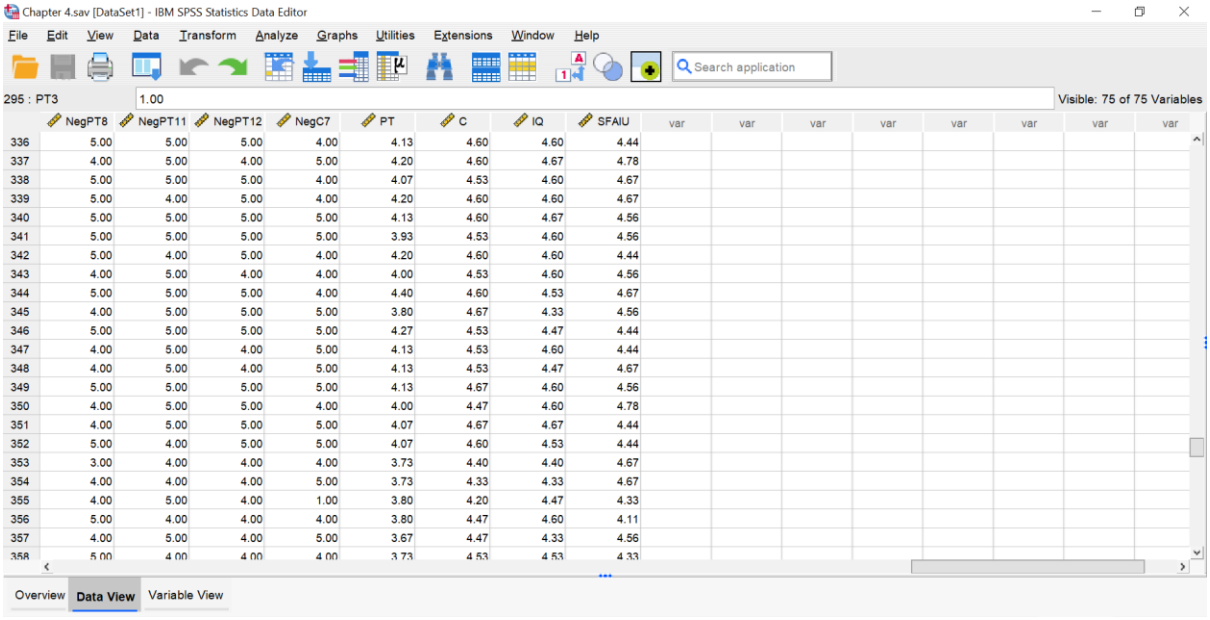

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340	5.00	5.00	5.00	5.00	4.13	4.60	4.67	4.56								
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347	4.00	5.00	4.00	5.00	4.13	4.53	4.60	4.44								
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350	4.00	5.00	5.00	4.00	4.00	4.47	4.60	4.78								
351	4.00	5.00	5.00	5.00	4.07	4.67	4.67	4.44								
352	5.00	4.00	5.00	5.00	4.07	4.60	4.53	4.44								
353	3.00	4.00	4.00	4.00	3.73	4.40	4.40	4.67								
354	4.00	4.00	4.00	5.00	3.73	4.33	4.33	4.67								
355	4.00	5.00	4.00	1.00	3.80	4.20	4.47	4.33								
356	5.00	4.00	4.00	4.00	3.80	4.47	4.60	4.11								
357	4.00	5.00	4.00	5.00	3.67	4.47	4.33	4.56								
358	5.00	4.00	4.00	4.00	3.73	4.53	4.53	4.33								

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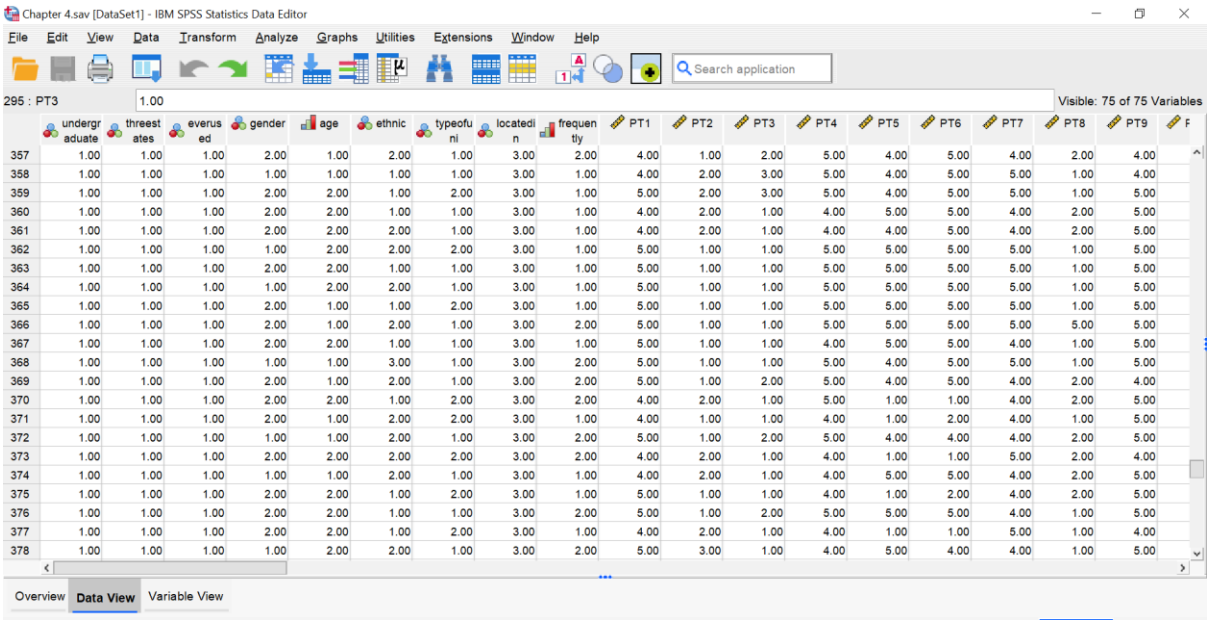

	undergraduate	threestates	everused	gender	age	ethnic	typeofuni	locatedin	frequently	PT1	PT2	PT3	PT4	PT5	PT6	PT7	PT8	PT9	F
357	1.00	1.00	1.00	2.00	1.00	2.00	1.00	3.00	2.00	4.00	1.00	2.00	5.00	4.00	5.00	4.00	2.00	4.00	
358	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	1.00	4.00	2.00	3.00	5.00	4.00	5.00	5.00	1.00	4.00	
359	1.00	1.00	1.00	2.00	2.00	1.00	2.00	3.00	1.00	5.00	2.00	3.00	5.00	4.00	5.00	5.00	1.00	5.00	
360	1.00	1.00	1.00	2.00	2.00	1.00	1.00	3.00	1.00	4.00	2.00	1.00	4.00	5.00	5.00	4.00	2.00	5.00	
361	1.00	1.00	1.00	2.00	2.00	2.00	1.00	3.00	1.00	4.00	2.00	1.00	4.00	4.00	5.00	4.00	2.00	5.00	
362	1.00	1.00	1.00	1.00	2.00	2.00	2.00	3.00	1.00	5.00	1.00	1.00	5.00	5.00	5.00	5.00	1.00	5.00	
363	1.00	1.00	1.00	2.00	2.00	1.00	1.00	3.00	1.00	5.00	1.00	1.00	5.00	5.00	5.00	5.00	1.00	5.00	
364	1.00	1.00	1.00	1.00	2.00	2.00	1.00	3.00	1.00	5.00	1.00	1.00	5.00	5.00	5.00	5.00	1.00	5.00	
365	1.00	1.00	1.00	2.00	1.00	1.00	2.00	3.00	1.00	5.00	1.00	1.00	5.00	5.00	5.00	5.00	1.00	5.00	
366	1.00	1.00	1.00	2.00	1.00	2.00	1.00	3.00	2.00	5.00	1.00	1.00	5.00	5.00	5.00	5.00	5.00	5.00	
367	1.00	1.00	1.00	2.00	2.00	1.00	1.00	3.00	1.00	5.00	1.00	1.00	4.00	5.00	5.00	4.00	1.00	5.00	
368	1.00	1.00	1.00	1.00	1.00	3.00	1.00	3.00	2.00	5.00	1.00	1.00	5.00	4.00	5.00	5.00	1.00	5.00	
369	1.00	1.00	1.00	2.00	1.00	2.00	1.00	3.00	2.00	5.00	1.00	2.00	5.00	4.00	5.00	4.00	2.00	4.00	
370	1.00	1.00	1.00	2.00	2.00	1.00	2.00	3.00	2.00	4.00	2.00	1.00	5.00	1.00	1.00	4.00	2.00	5.00	
371	1.00	1.00	1.00	2.00	1.00	2.00	2.00	3.00	1.00	4.00	1.00	1.00	4.00	1.00	2.00	4.00	1.00	5.00	
372	1.00	1.00	1.00	1.00	1.00	2.00	1.00	3.00	2.00	5.00	1.00	2.00	5.00	4.00	4.00	4.00	2.00	5.00	
373	1.00	1.00	1.00	2.00	2.00	2.00	2.00	3.00	2.00	4.00	2.00	1.00	4.00	1.00	1.00	5.00	2.00	4.00	
374	1.00	1.00	1.00	1.00	1.00	2.00	1.00	3.00	1.00	4.00	2.00	1.00	4.00	5.00	5.00	4.00	2.00	5.00	
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376	1.00	1.00	1.00	2.00	2.00	1.00	1.00	3.00	2.00	5.00	1.00	2.00	5.00	5.00	5.00	4.00	1.00	5.00	
377	1.00	1.00	1.00	2.00	2.00	1.00	2.00	3.00	1.00	4.00	2.00	1.00	4.00	1.00	1.00	5.00	1.00	4.00	
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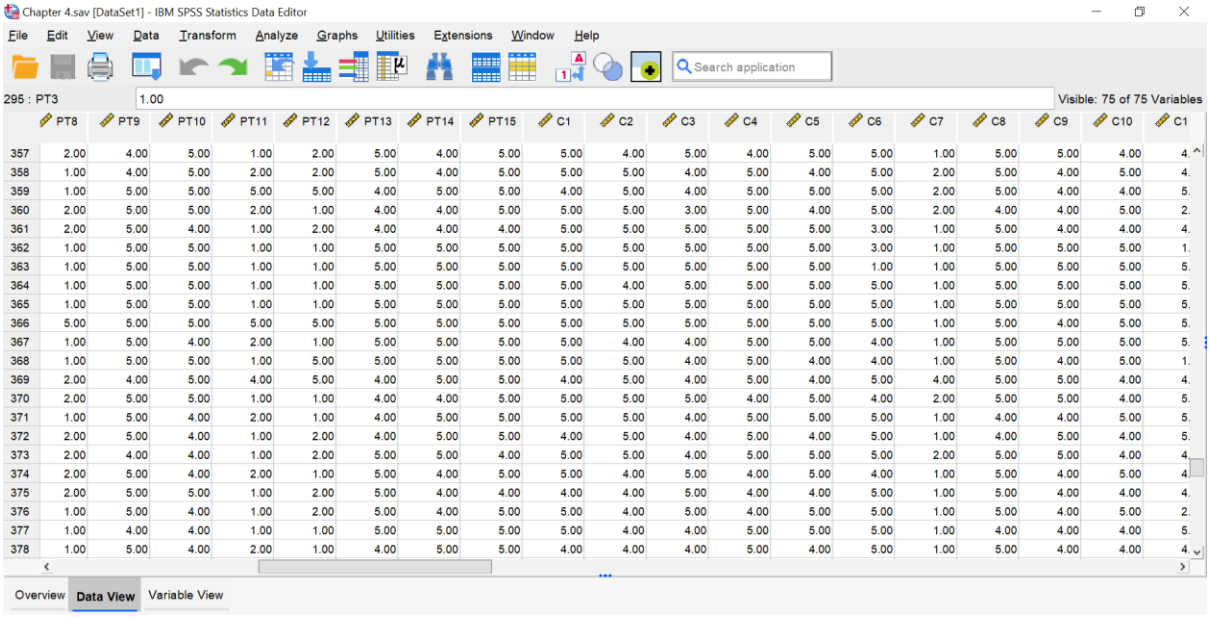

	PT8	PT9	PT10	PT11	PT12	PT13	PT14	PT15	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C1
357	2.00	4.00	5.00	1.00	2.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	1.00	5.00	5.00	4.00	4.
358	1.00	4.00	5.00	2.00	2.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	2.00	5.00	4.00	5.00	4.
359	1.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	2.00	5.00	4.00	4.00	5.
360	2.00	5.00	5.00	2.00	1.00	4.00	4.00	5.00	5.00	5.00	3.00	5.00	4.00	5.00	2.00	4.00	4.00	5.00	2.
361	2.00	5.00	4.00	1.00	2.00	4.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	3.00	1.00	5.00	4.00	4.00	4.
362	1.00	5.00	5.00	1.00	1.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	3.00	1.00	5.00	5.00	5.00	1.
363	1.00	5.00	5.00	1.00	1.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	1.00	1.00	5.00	5.00	5.00	5.
364	1.00	5.00	5.00	1.00	1.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	1.00	5.00	5.00	5.00	5.
365	1.00	5.00	5.00	1.00	1.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	1.00	5.00	5.00	5.00	5.
366	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	1.00	5.00	4.00	5.00	5.
367	1.00	5.00	4.00	2.00	1.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	4.00	1.00	5.00	5.00	5.00	5.
368	1.00	5.00	5.00	1.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	4.00	1.00	5.00	4.00	5.00	1.
369	2.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	4.
370	2.00	5.00	5.00	1.00	1.00	4.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00	2.00	5.00	5.00	4.00	5.
371	1.00	5.00	4.00	2.00	1.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	1.00	4.00	4.00	5.00	5.
372	2.00	5.00	4.00	1.00	2.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	1.00	4.00	5.00	4.00	5.
373	2.00	4.00	4.00	1.00	2.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	2.00	5.00	5.00	4.00	4.
374	2.00	5.00	4.00	2.00	1.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	1.00	5.00	4.00	5.00	4.
375	2.00	5.00	5.00	1.00	2.00	5.00	4.00	4.00	4.00	4.00	5.00	4.00	4.00	5.00	1.00	5.00	4.00	4.00	4.
376	1.00	5.00	4.00	1.00	2.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	1.00	5.00	4.00	5.00	2.
377	1.00	4.00	4.00	1.00	1.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	1.00	4.00	4.00	4.00	5.
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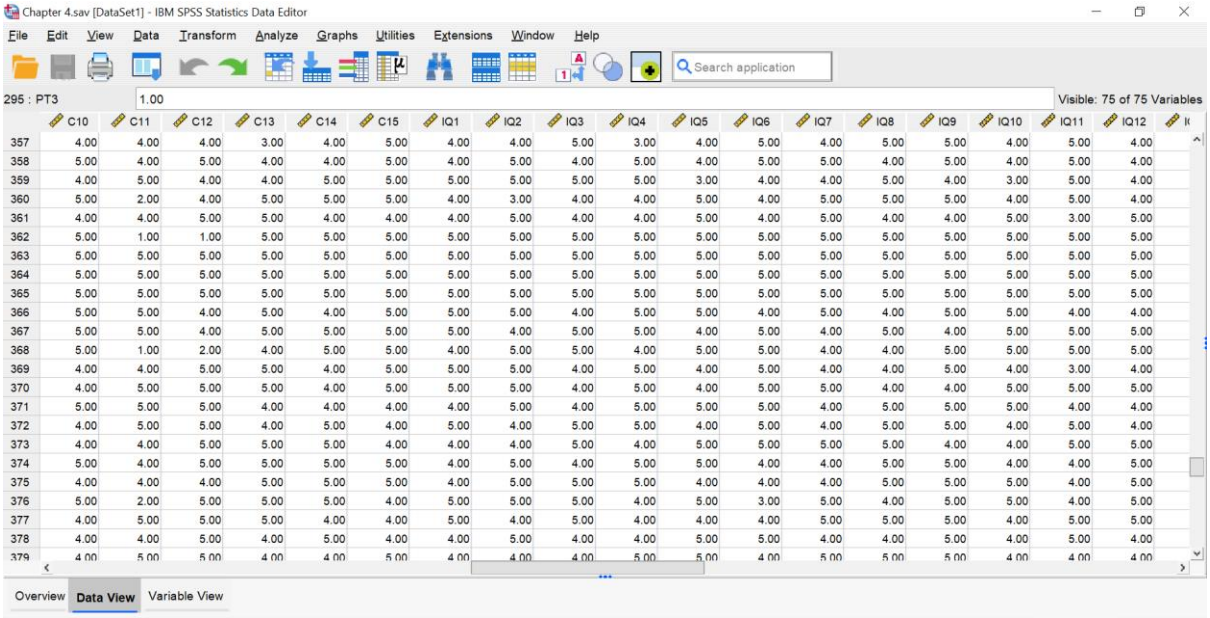

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358	5.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	
359	4.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	3.00	4.00	4.00	5.00	4.00	3.00	5.00	4.00	
360	5.00	2.00	4.00	5.00	5.00	5.00	4.00	3.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	
361	4.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	4.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	3.00	5.00	
362	5.00	1.00	1.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	
363	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	
364	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	
365	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	
366	5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	4.00	
367	5.00	5.00	4.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	
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369	4.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	4.00	4.00	5.00	4.00	3.00	4.00	
370	4.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	
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379	4.00	5.00	5.00	4.00	4.00	5.00	4.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	4.00	

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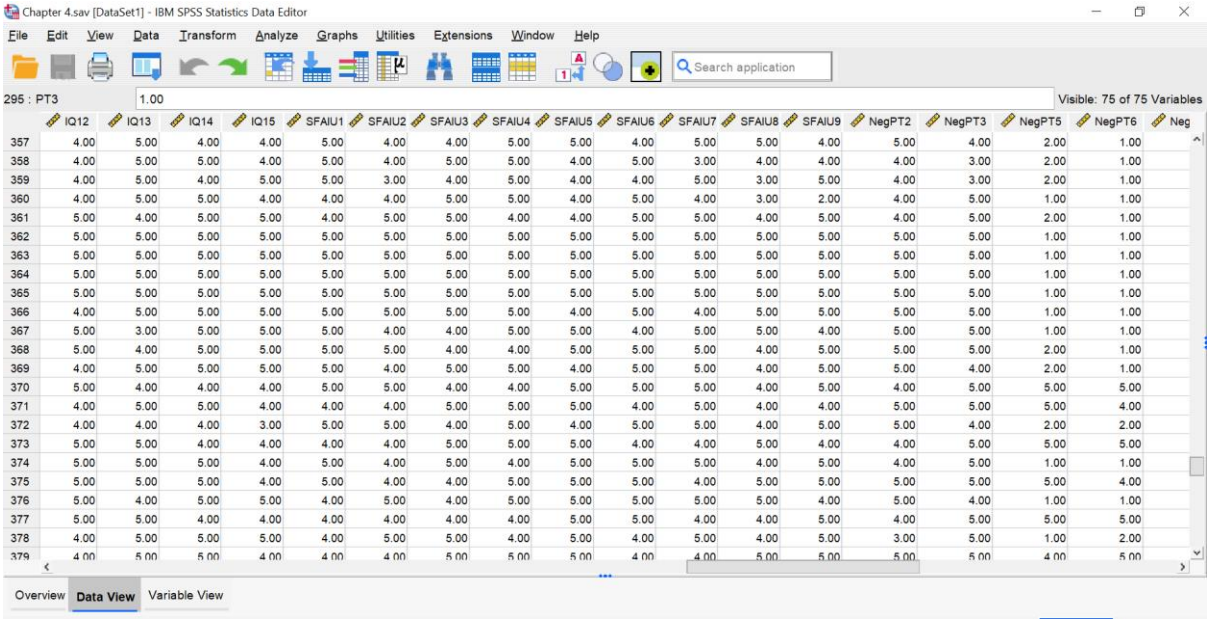
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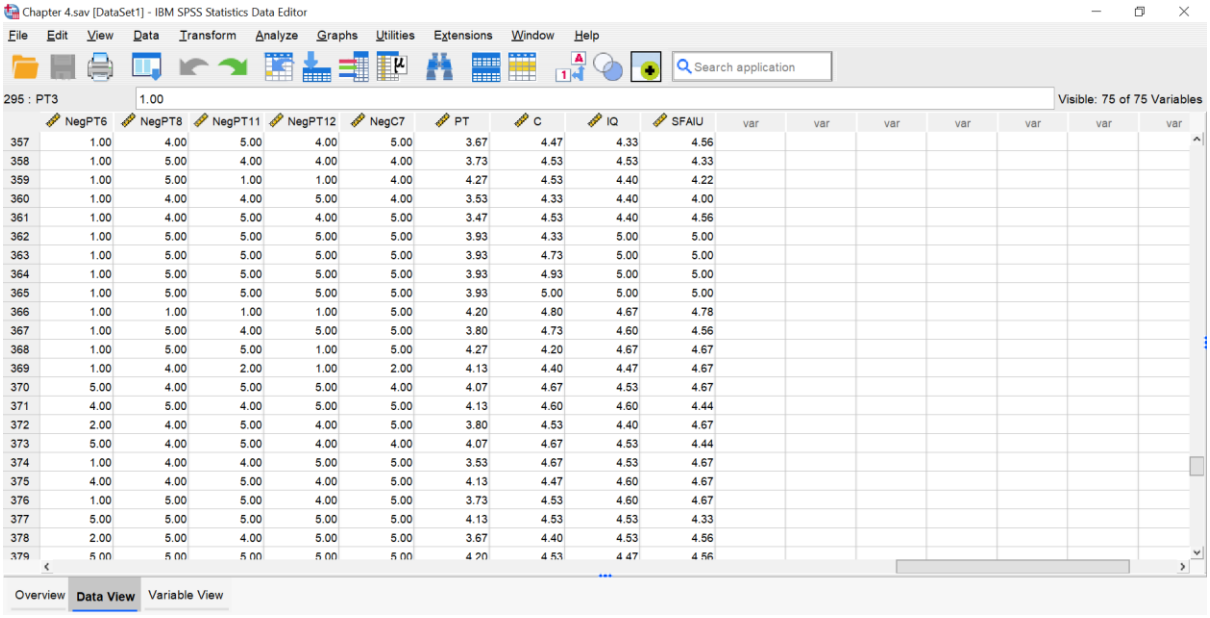
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369 1.00 4.00 2.00 1.00 2.00 4.13 4.40 4.47 4.67
370 5.00 4.00 5.00 5.00 4.00 4.07 4.67 4.53 4.67
371 4.00 5.00 4.00 5.00 5.00 4.13 4.60 4.60 4.44
372 2.00 4.00 5.00 4.00 5.00 3.80 4.53 4.40 4.67
373 5.00 4.00 5.00 4.00 4.00 4.07 4.67 4.53 4.44
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375 4.00 4.00 5.00 4.00 5.00 4.13 4.47 4.60 4.67
376 1.00 5.00 5.00 4.00 5.00 3.73 4.53 4.60 4.67
377 5.00 5.00 5.00 5.00 5.00 4.13 4.53 4.53 4.33
378 2.00 5.00 4.00 5.00 5.00 3.67 4.40 4.53 4.56
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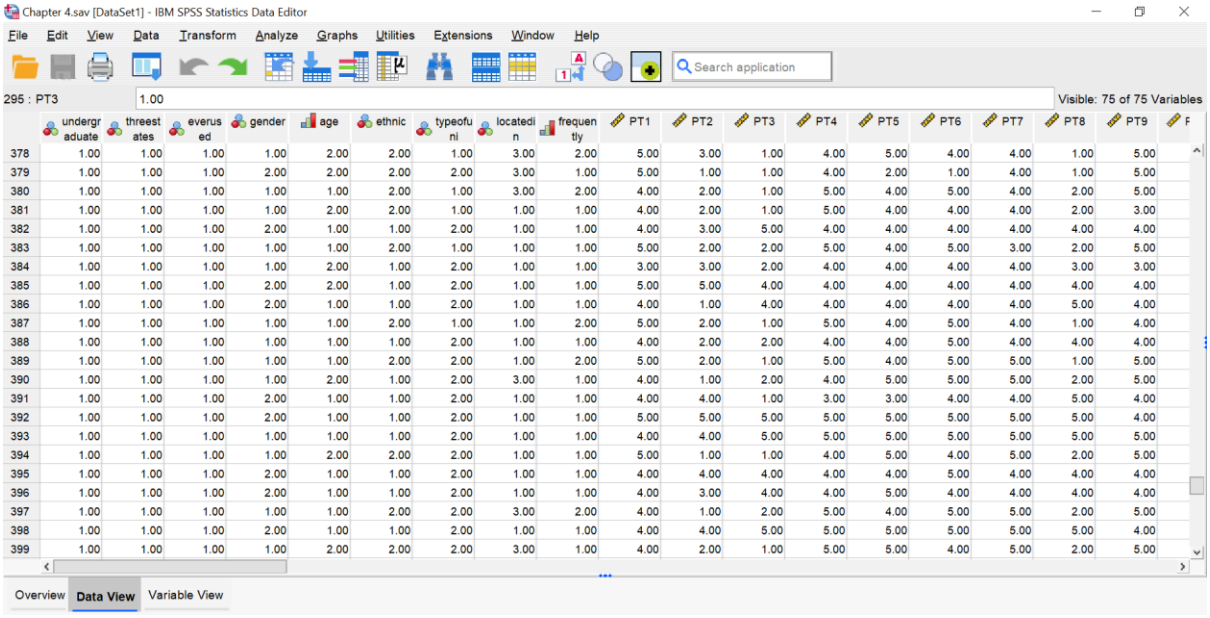
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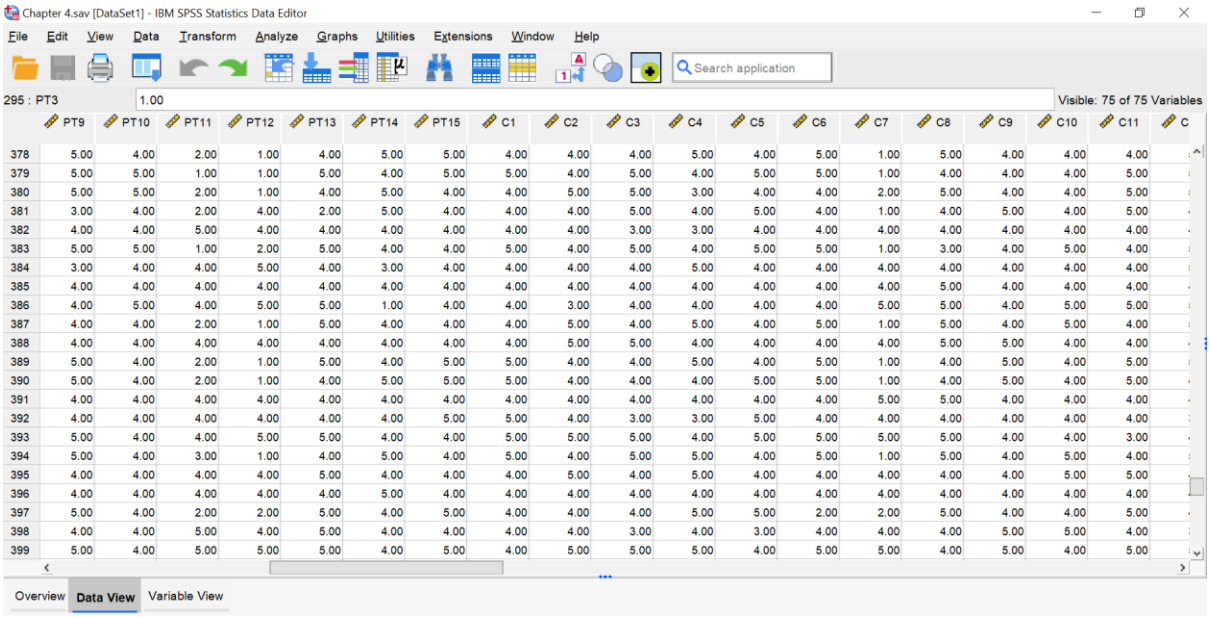
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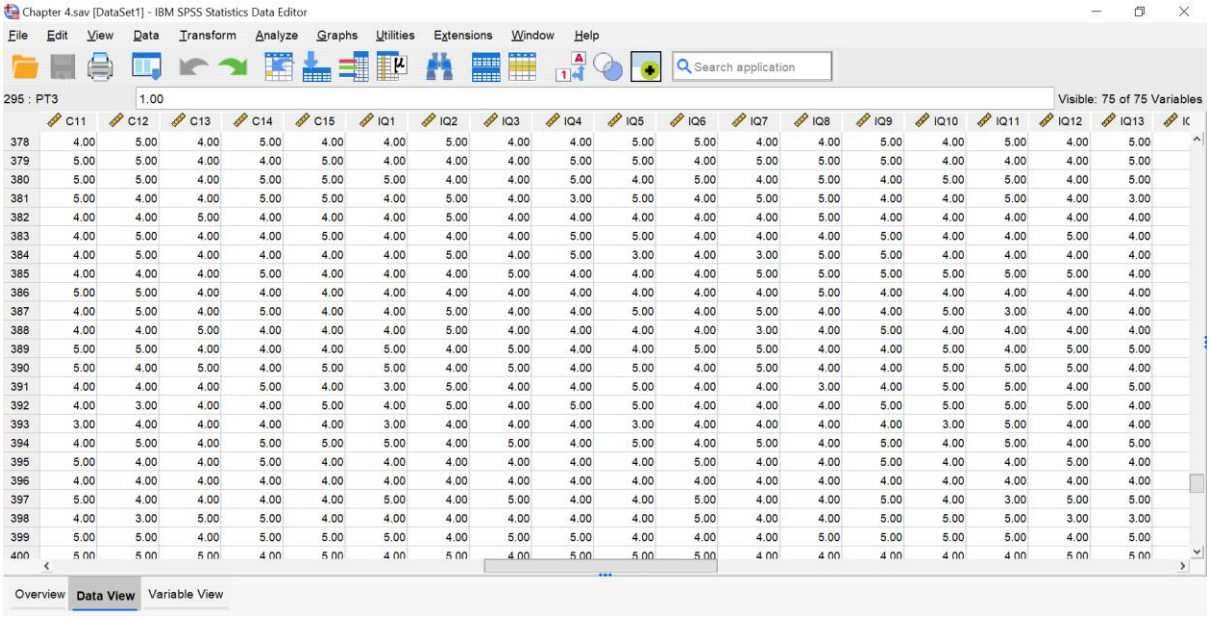
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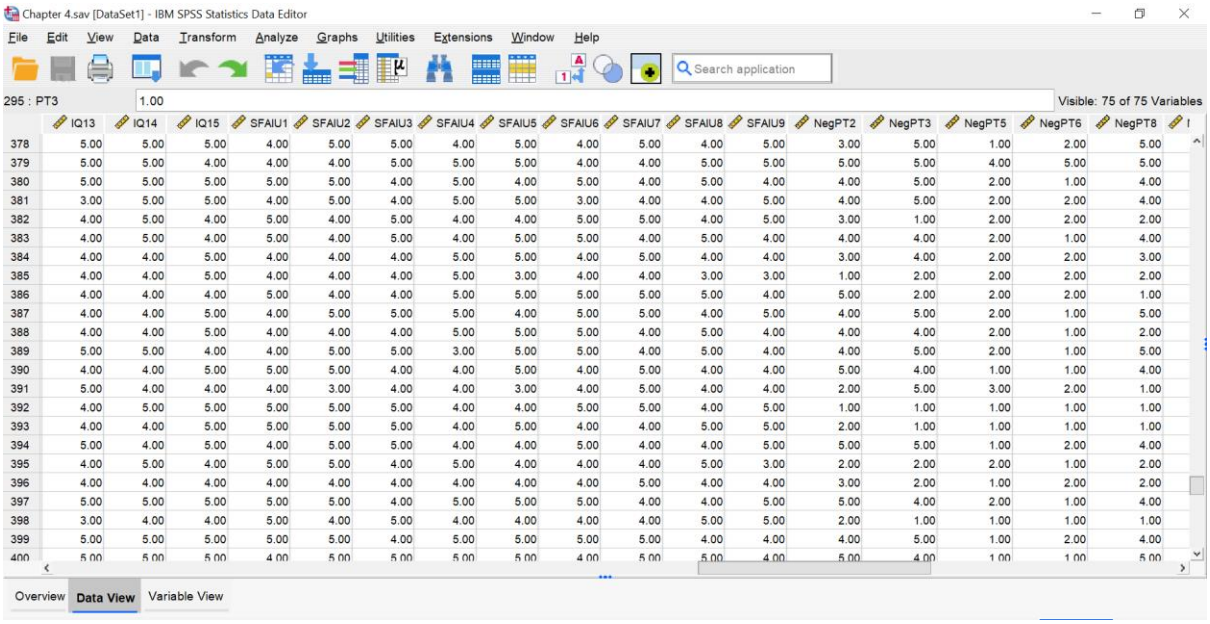
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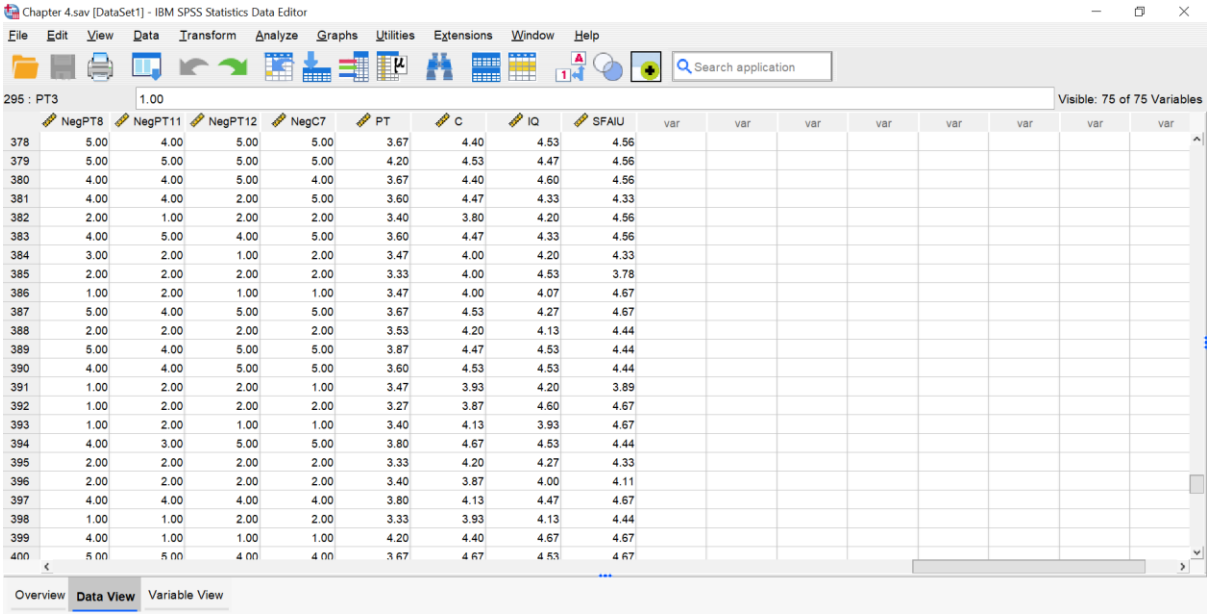
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Overview Data View Variable View

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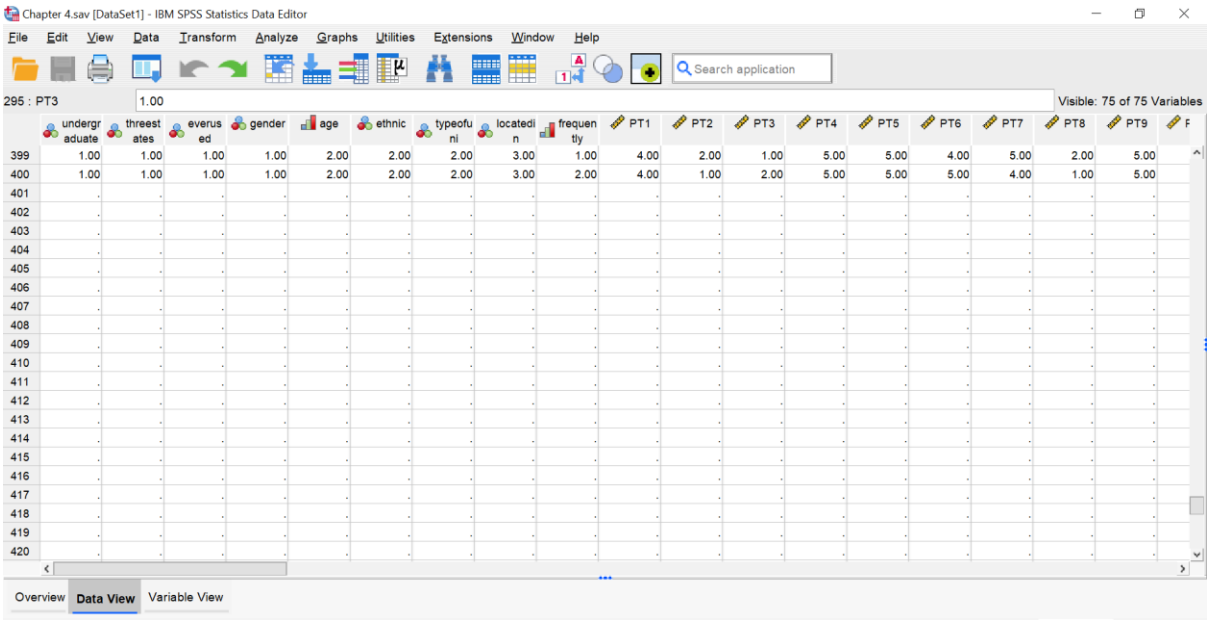
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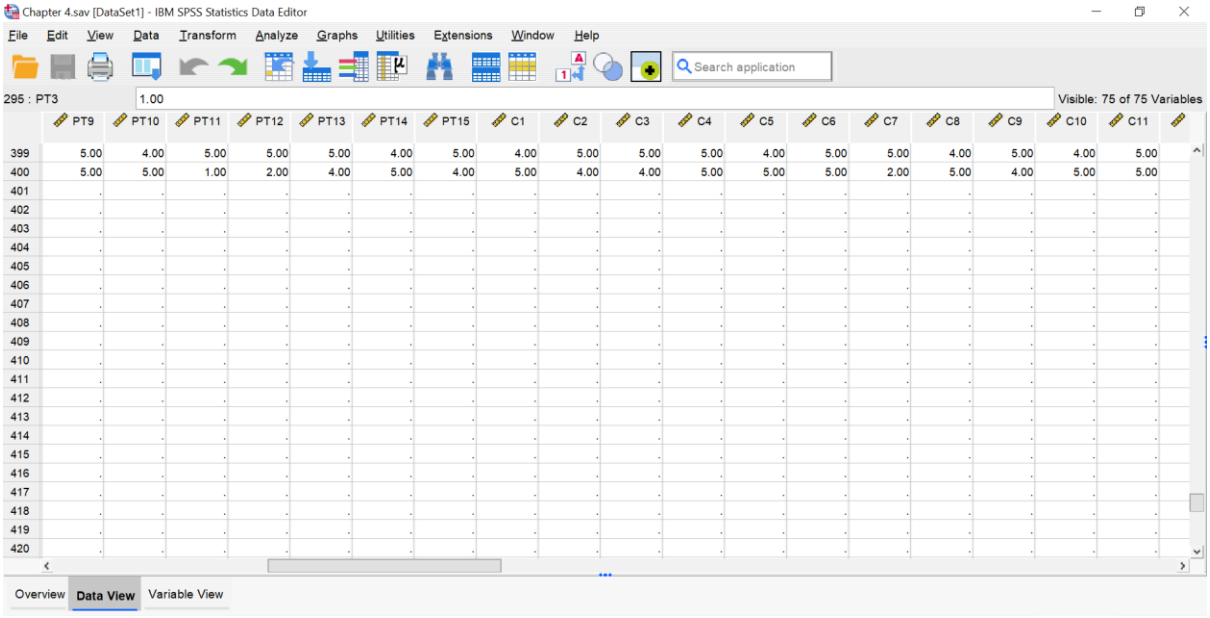
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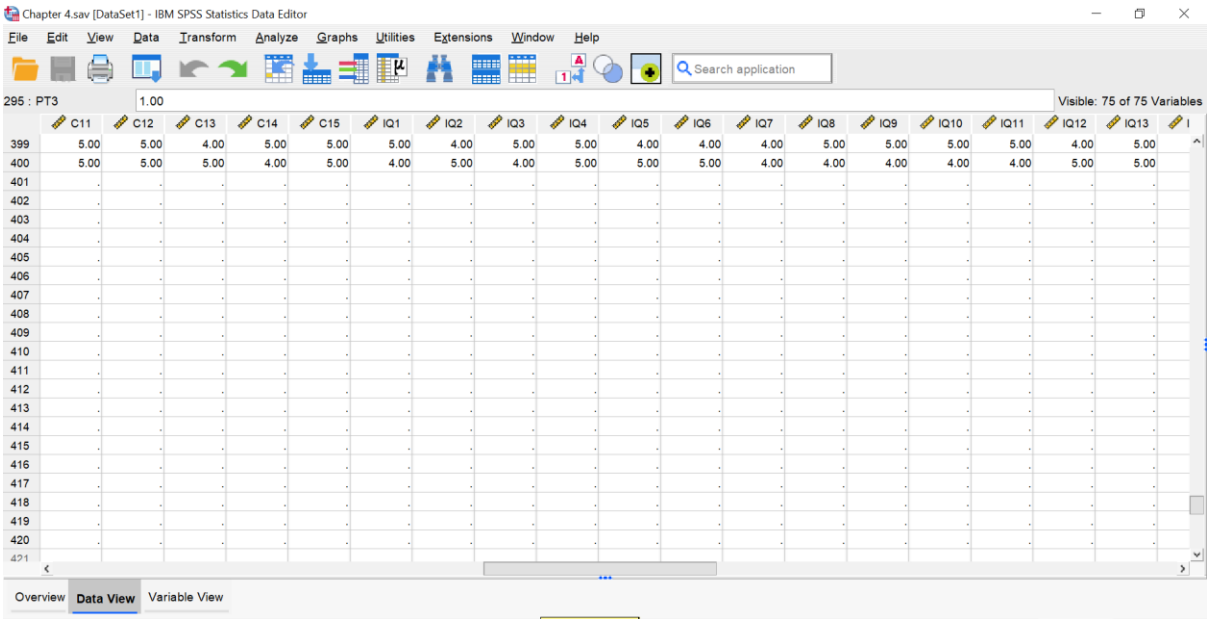
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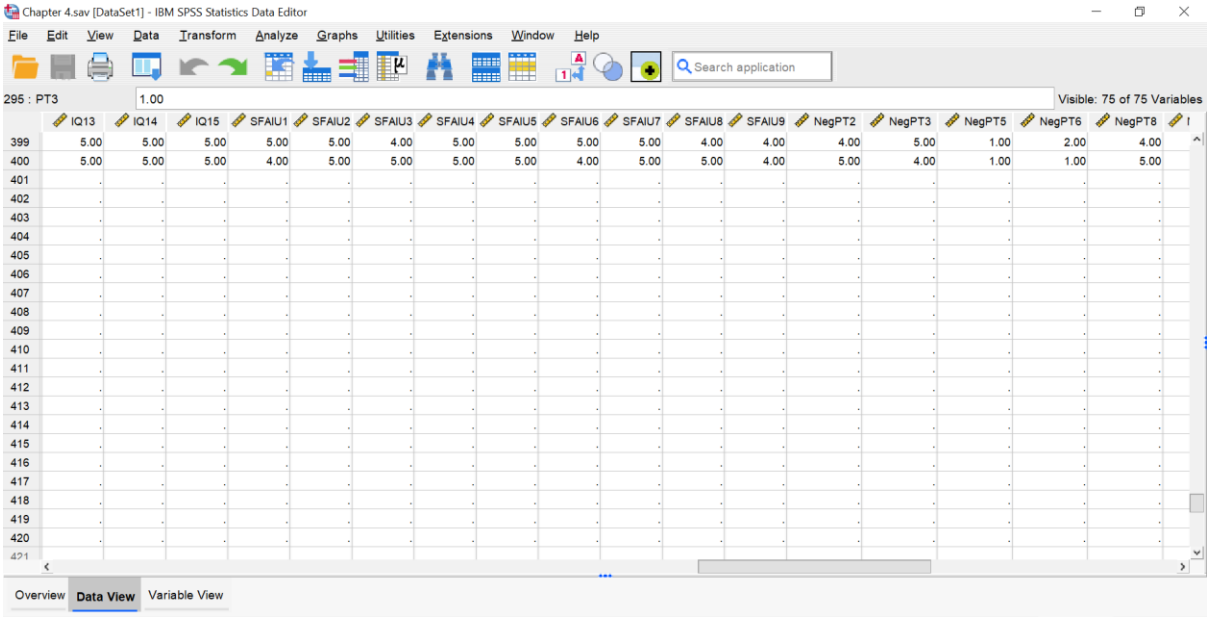
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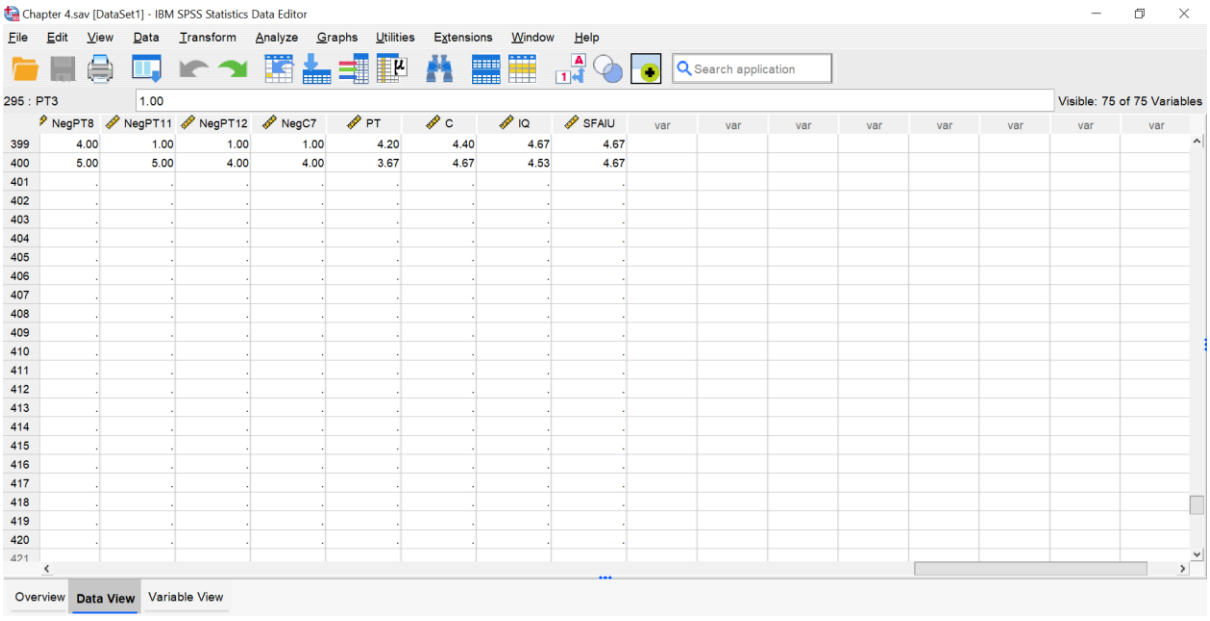
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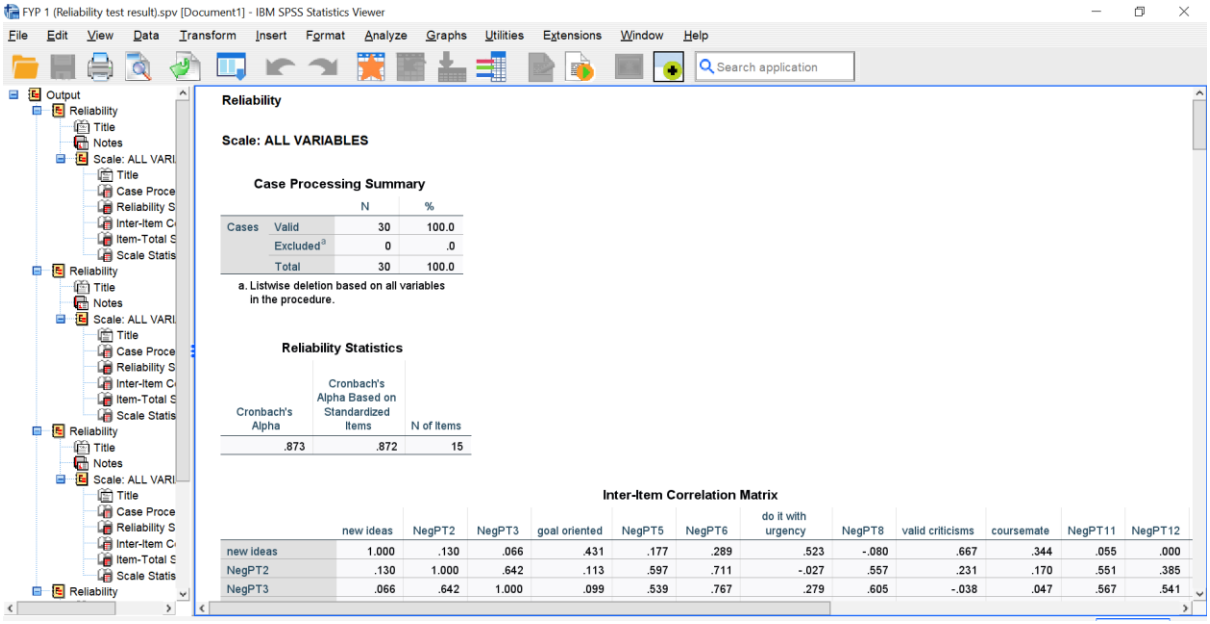
Overview Data View Variable View

Appendix 6: Reliability test result for Pilot study

1st IV - Personality Traits

1



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Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

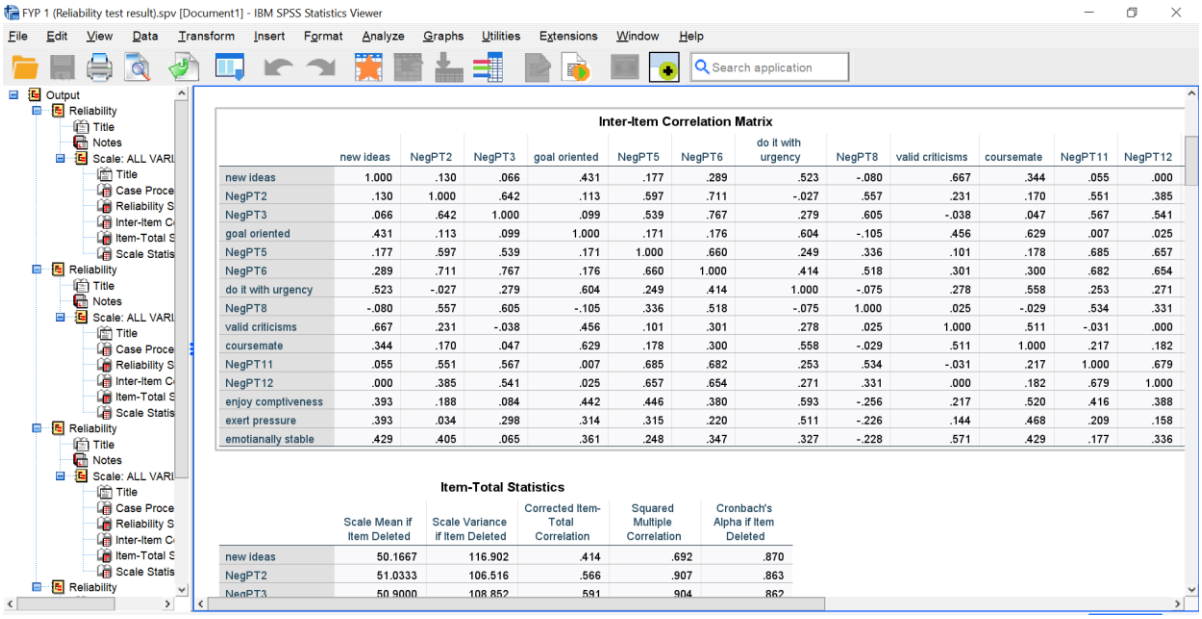
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.873	.872	15

Inter-Item Correlation Matrix

	new ideas	NegPT2	NegPT3	goal oriented	NegPT5	NegPT6	do it with urgency	NegPT8	valid criticisms	coursemate	NegPT11	NegPT12
new ideas	1.000	.130	.066	.431	.177	.289	.523	-.080	.667	.344	.055	.000
NegPT2	.130	1.000	.642	.113	.597	.711	-.027	.557	.231	.170	.551	.385
NegPT3	.066	.642	1.000	.099	.539	.767	.279	.605	-.038	.047	.567	.541

2



FYP 1 (Reliability test result).spv [Document1] - IBM SPSS Statistics Viewer

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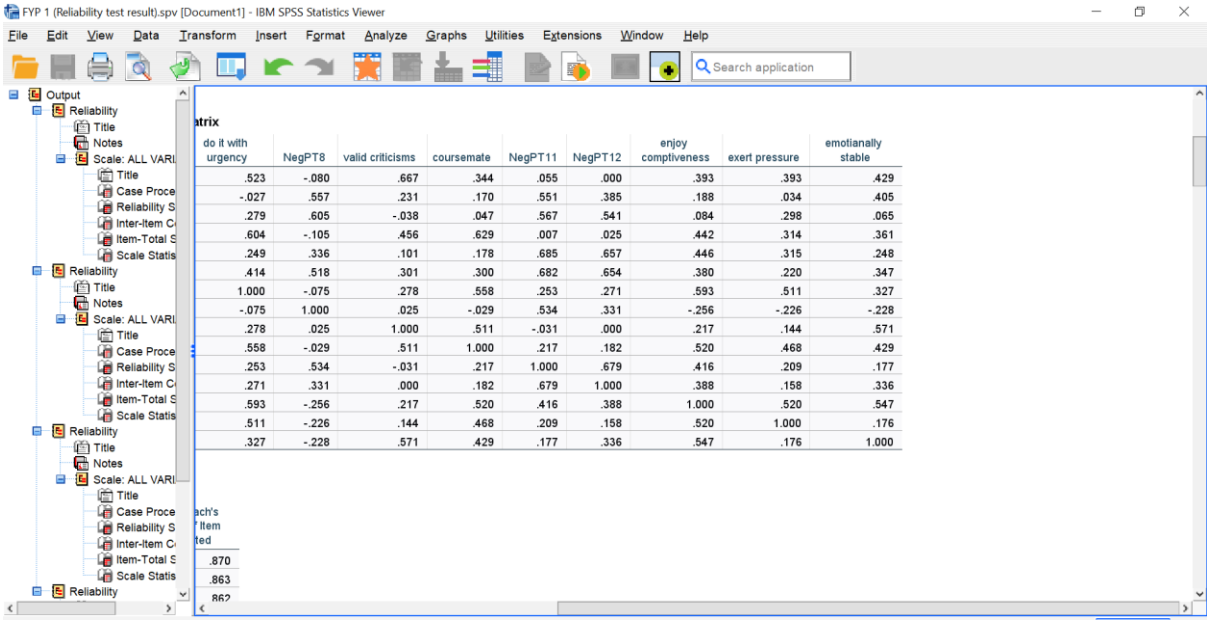
Inter-Item Correlation Matrix

	new ideas	NegPT2	NegPT3	goal oriented	NegPT5	NegPT6	do it with urgency	NegPT8	valid criticisms	coursemate	NegPT11	NegPT12
new ideas	1.000	.130	.066	.431	.177	.289	.523	-.080	.667	.344	.055	.000
NegPT2	.130	1.000	.642	.113	.597	.711	-.027	.557	.231	.170	.551	.385
NegPT3	.066	.642	1.000	.099	.539	.767	.279	.605	-.038	.047	.567	.541
goal oriented	.431	.113	.099	1.000	.171	.176	.604	-.105	.456	.629	.007	.025
NegPT5	.177	.597	.539	.171	1.000	.660	.249	.336	.101	.178	.685	.657
NegPT6	.289	.711	.767	.176	.660	1.000	.414	.518	.301	.300	.682	.654
do it with urgency	.523	-.027	.279	.604	.249	.414	1.000	-.075	.278	.558	.253	.271
NegPT8	-.080	.557	.605	-.105	.336	.518	-.075	1.000	.025	-.029	.534	.331
valid criticisms	.667	.231	-.038	.456	.101	.301	.278	.025	1.000	.511	-.031	.000
coursemate	.344	.170	.047	.629	.178	.300	.558	-.029	.511	1.000	.217	.182
NegPT11	.055	.551	.567	.007	.685	.682	.253	.534	-.031	.217	1.000	.679
NegPT12	.000	.385	.541	.025	.657	.654	.271	.331	.000	.182	.679	1.000
enjoy comptiveness	.393	.188	.084	.442	.446	.380	.593	-.256	.217	.520	.416	.388
exert pressure	.393	.034	.298	.314	.315	.220	.511	-.226	.144	.468	.209	.158
emotianally stable	.429	.405	.065	.361	.248	.347	.327	-.228	.571	.429	.177	.336

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
new ideas	50.1667	116.902	.414	.692	.870
NegPT2	51.0333	106.516	.566	.907	.863
NegPT3	50.9000	108.852	.591	.904	.862

3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.604 -.105 .456 .629 .007 .025 .442 .314 .361
.249 .336 .101 .178 .685 .657 .446 .315 .248
.414 .518 .301 .300 .682 .654 .380 .220 .347
1.000 -.075 .278 .558 .253 .271 .593 .511 .327
-.075 1.000 .025 -.029 .534 .331 -.256 -.226 -.228
.278 .025 1.000 .511 -.031 .000 .217 .144 .571
.558 -.029 .511 1.000 .217 .182 .520 .468 .429
.253 .534 -.031 .217 1.000 .679 .416 .209 .177
.271 .331 .000 .182 .679 1.000 .388 .158 .336
.593 -.256 .217 .520 .416 .388 1.000 .520 .547
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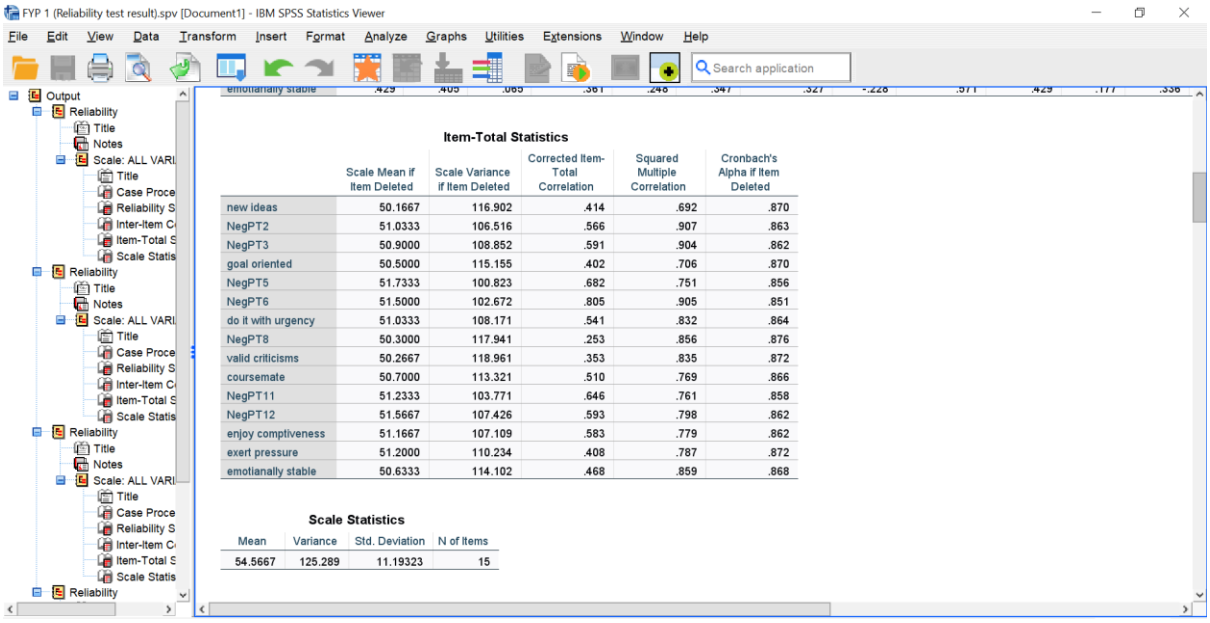
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Squared Multiple Correlation
Cronbach's Alpha if Item Deleted
new ideas 50.1667 116.902 .414 .692 .870
NegPT2 51.0333 106.516 .566 .907 .863
NegPT3 50.9000 108.852 .591 .904 .862
goal oriented 50.5000 115.155 .402 .706 .870
NegPT5 51.7333 100.823 .682 .751 .856
NegPT6 51.5000 102.672 .805 .905 .851
do it with urgency 51.0333 108.171 .541 .832 .864
NegPT8 50.3000 117.941 .253 .856 .876
valid criticisms 50.2667 118.961 .353 .835 .872
coursemate 50.7000 113.321 .510 .769 .866
NegPT11 51.2333 103.771 .646 .761 .858
NegPT12 51.5667 107.426 .593 .798 .862
enjoy comptiveness 51.1667 107.109 .583 .779 .862
exert pressure 51.2000 110.234 .408 .787 .872
emotianally stable 50.6333 114.102 .468 .859 .868
Scale Statistics
Mean Variance Std. Deviation N of Items
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2nd IV - Creativity

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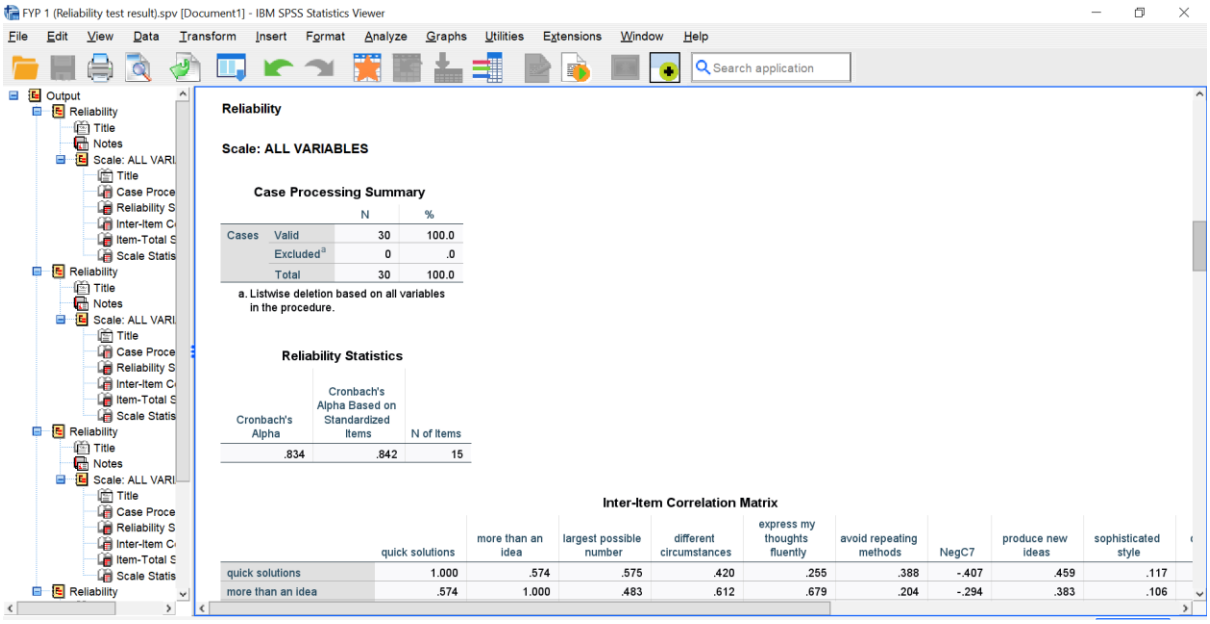

FYP 1 (Reliability test result).spv [Document1] - IBM SPSS Statistics Viewer

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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

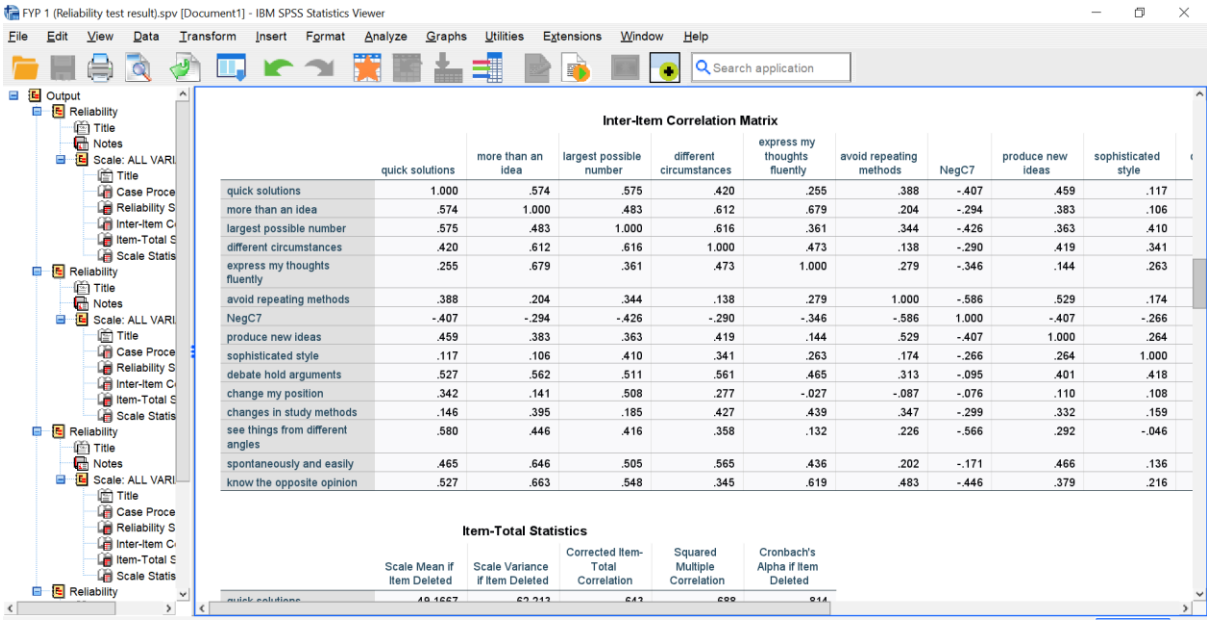
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.834	.842	15

Inter-Item Correlation Matrix

	quick solutions	more than an idea	largest possible number	different circumstances	express my thoughts fluently	avoid repeating methods	NegC7	produce new ideas	sophisticated style
quick solutions	1.000	.574	.575	.420	.255	.388	-.407	.459	.117
more than an idea	.574	1.000	.483	.612	.679	.204	-.294	.383	.106

2



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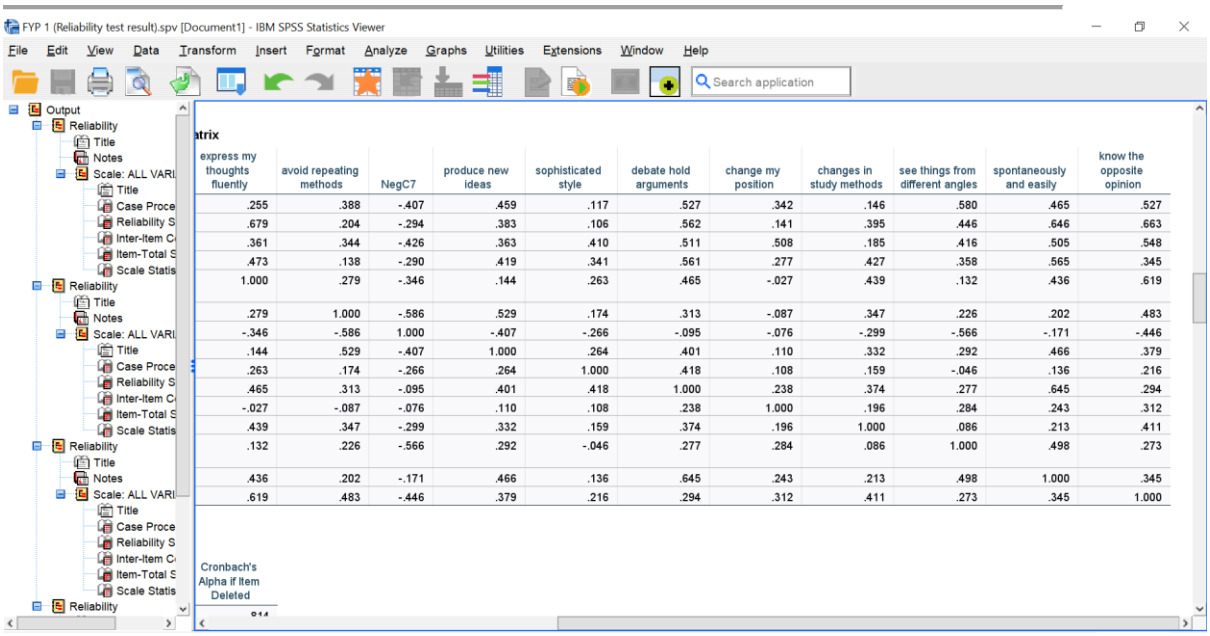
Inter-Item Correlation Matrix

	quick solutions	more than an idea	largest possible number	different circumstances	express my thoughts fluently	avoid repeating methods	NegC7	produce new ideas	sophisticated style
quick solutions	1.000	.574	.575	.420	.255	.388	-.407	.459	.117
more than an idea	.574	1.000	.483	.612	.679	.204	-.294	.383	.106
largest possible number	.575	.483	1.000	.616	.361	.344	-.426	.363	.410
different circumstances	.420	.612	.616	1.000	.473	.138	-.290	.419	.341
express my thoughts fluently	.255	.679	.361	.473	1.000	.279	-.346	.144	.263
avoid repeating methods	.388	.204	.344	.138	.279	1.000	-.586	.529	.174
NegC7	-.407	-.294	-.426	-.290	-.346	-.586	1.000	-.407	-.266
produce new ideas	.459	.383	.363	.419	.144	.529	-.407	1.000	.264
sophisticated style	.117	.106	.410	.341	.263	.174	-.266	.264	1.000
debate hold arguments	.527	.562	.511	.561	.465	.313	-.095	.401	.418
change my position	.342	.141	.508	.277	-.027	-.087	-.076	.110	.108
changes in study methods	.146	.395	.185	.427	.439	.347	-.299	.332	.159
see things from different angles	.580	.446	.416	.358	.132	.226	-.566	.292	-.046
spontaneously and easily	.465	.646	.505	.565	.436	.202	-.171	.466	.136
know the opposite opinion	.527	.663	.548	.345	.619	.483	-.446	.379	.216

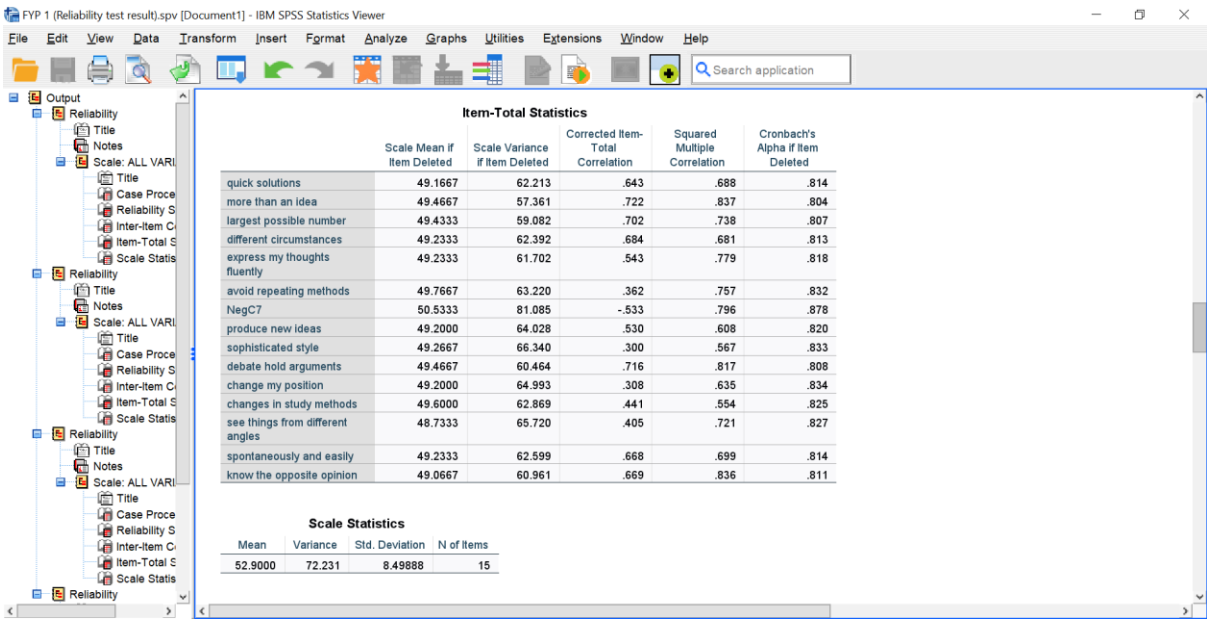
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
quick solutions	49.1667	62.213	.642	.688	.814

3

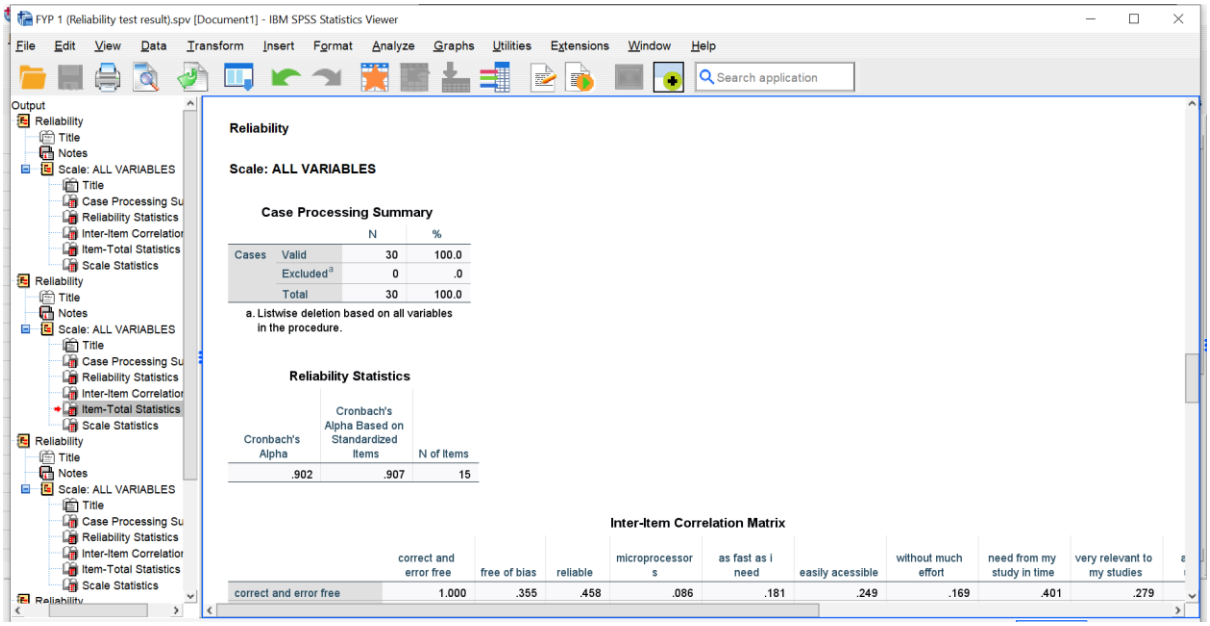


4



3rd IV - Information Quality

1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Output
Reliability
Title
Notes
Scale: ALL VARIABLES
Case Processing Su
Reliability Statistics
Inter-Item Correlatior
Item-Total Statistics
Scale Statistics
Reliability
Title
Notes
Scale: ALL VARIABLES
Case Processing Su
Reliability Statistics
Inter-Item Correlatior
Item-Total Statistics
Scale Statistics
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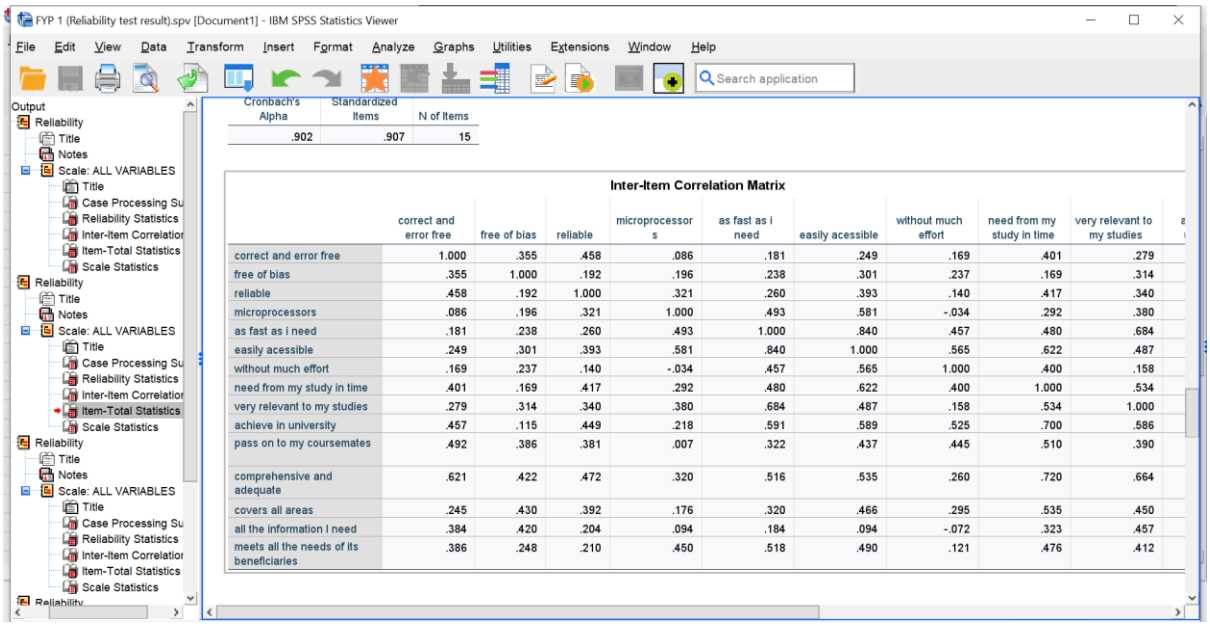
Title
Notes
Scale: ALL VARIABLES
Case Processing Su
Reliability Statistics
Inter-Item Correlatior
Item-Total Statistics
Scale Statistics
Reliability
Title
Notes
Scale: ALL VARIABLES
Case Processing Su
Reliability Statistics
Inter-Item Correlatior
Item-Total Statistics
Scale Statistics
Reliability
Reliability
Scale: ALL VARIABLES
Case Processing Summary
N %
Cases Valid 30 100.0
Excluded[a] 0 .0
Total 30 100.0
a. Listwise deletion based on all variables in the procedure.
Reliability Statistics
Cronbach's Alpha
Cronbach's Alpha Based on Standardized Items
N of Items
.902 .907 15
Inter-Item Correlation Matrix
correct and error free
free of bias
reliable
microprocessor s
as fast as i need
easily acessible
without much effort
need from my study in time
very relevant to my studies
correct and error free 1.000 .355 .458 .086 .181 .249 .169 .401 .279

2


FYP 1 (Reliability test result).spv [Document1] - IBM SPSS Statistics Viewer
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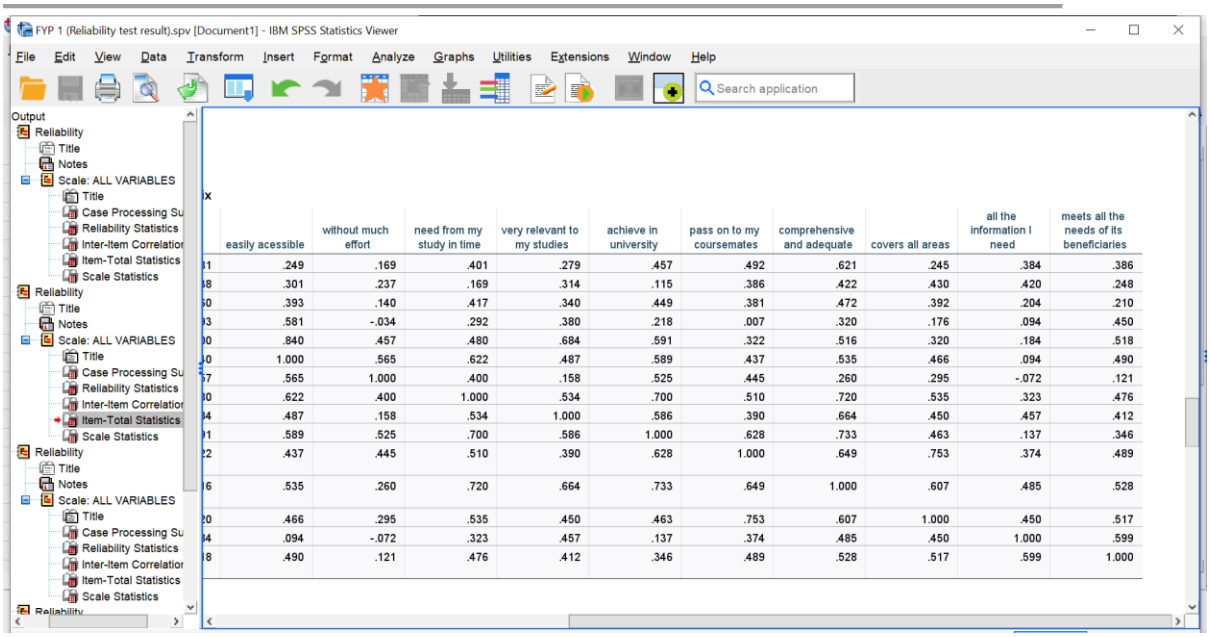
Search application
Cronbach's Alpha
Standardized Items
N of Items
.902 .907 15
Inter-Item Correlation Matrix
correct and error free
free of bias
reliable
microprocessor s
as fast as i need
easily acessible
without much effort
need from my study in time
very relevant to my studies
correct and error free 1.000 .355 .458 .086 .181 .249 .169 .401 .279
free of bias .355 1.000 .192 .196 .238 .301 .237 .169 .314
reliable .458 .192 1.000 .321 .260 .393 .140 .417 .340
microprocessors .086 .196 .321 1.000 .493 .581 -.034 .292 .380
as fast as i need .181 .238 .260 .493 1.000 .840 .457 .480 .684
easily acessible .249 .301 .393 .581 .840 1.000 .565 .622 .487
without much effort .169 .237 .140 -.034 .457 .565 1.000 .400 .158
need from my study in time .401 .169 .417 .292 .480 .622 .400 1.000 .534
very relevant to my studies .279 .314 .340 .380 .684 .487 .158 .534 1.000
achieve in university .457 .115 .449 .218 .591 .589 .525 .700 .586
pass on to my coursemates .492 .386 .381 .007 .322 .437 .445 .510 .390
comprehensive and adequate .621 .422 .472 .320 .516 .535 .260 .720 .664
covers all areas .245 .430 .392 .176 .320 .466 .295 .535 .450
all the information I need .384 .420 .204 .094 .184 .094 -.072 .323 .457
meets all the needs of its beneficiaries .386 .248 .210 .450 .518 .490 .121 .476 .412

3



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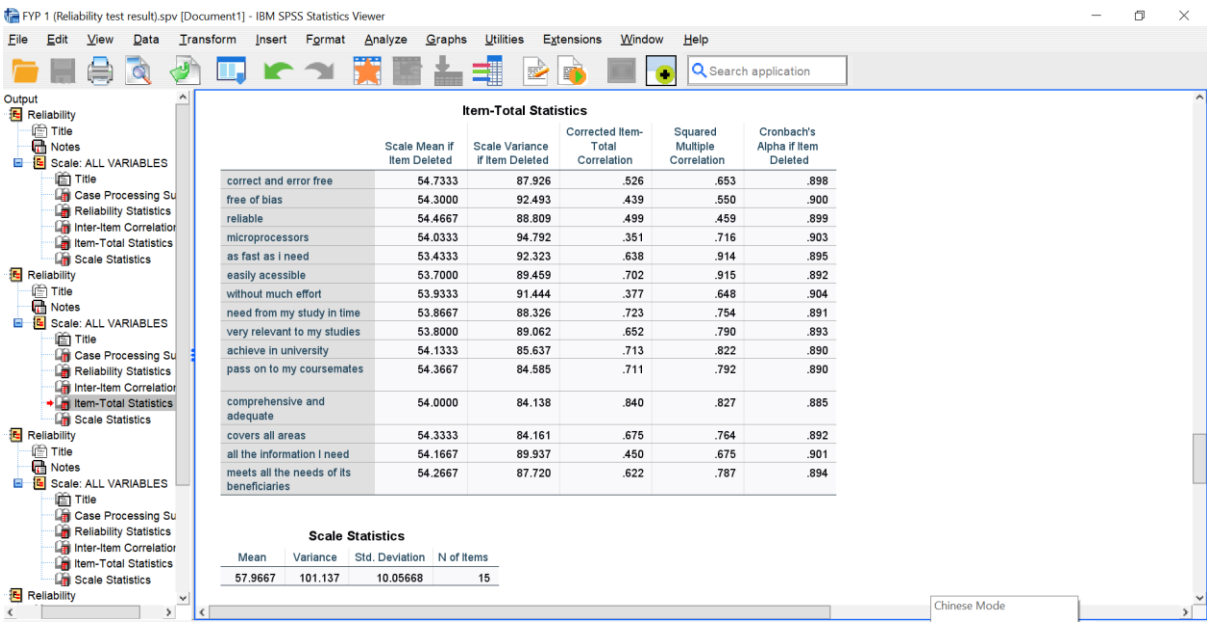
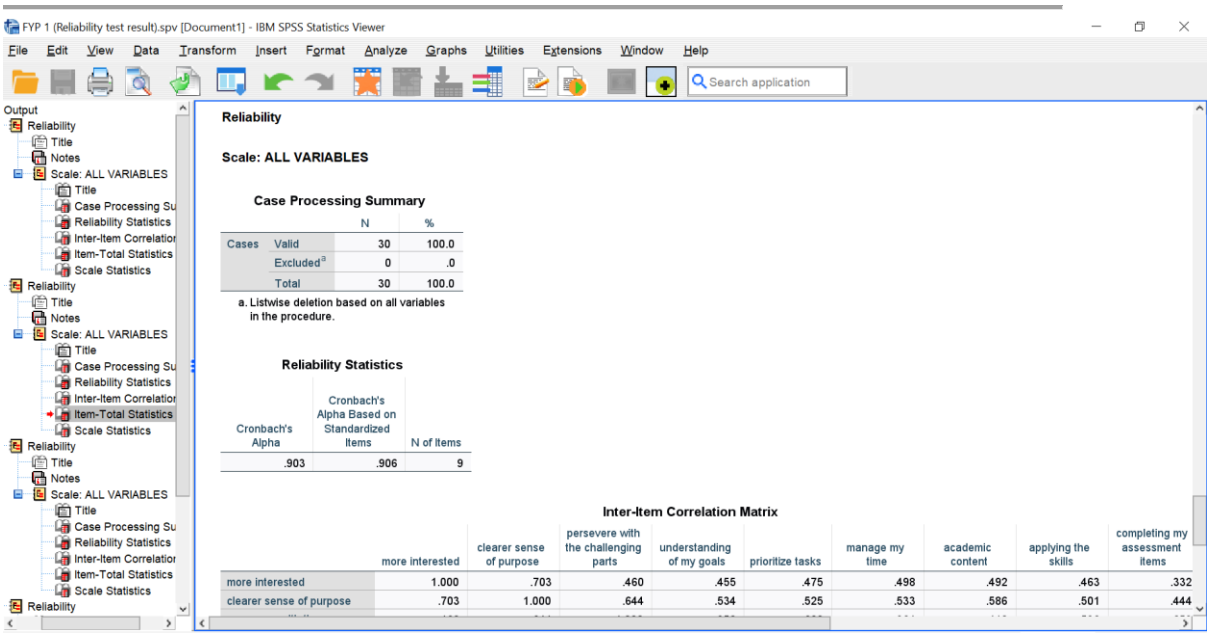


DV - Support for AI Utilization

1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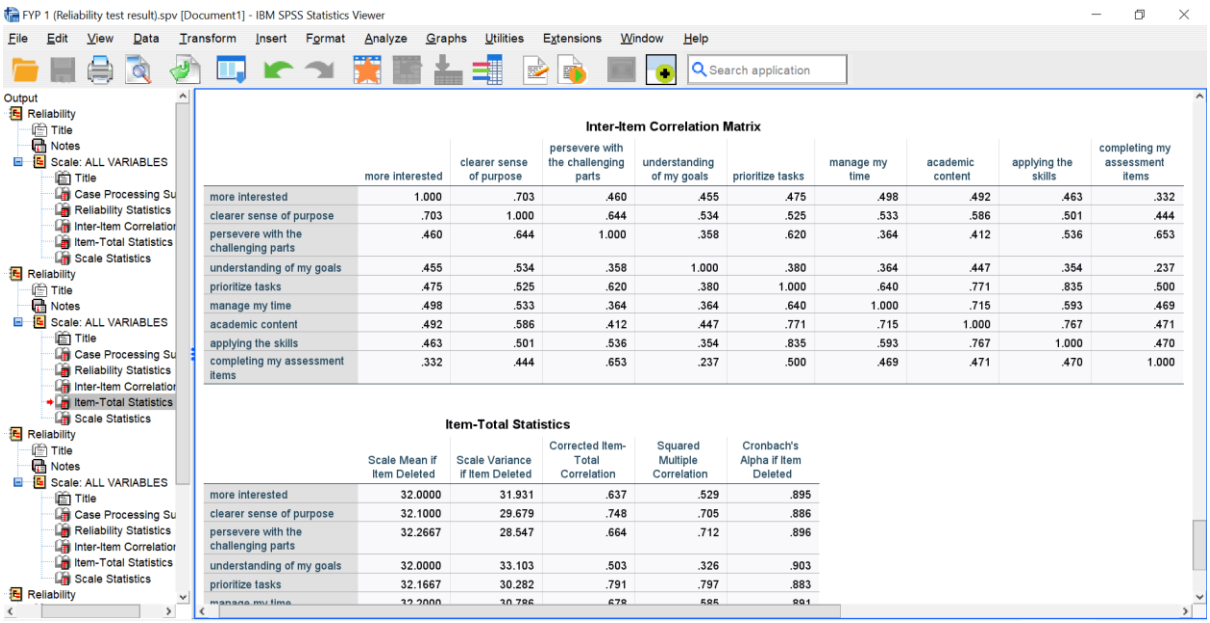
Item-Total Statistics
Scale Statistics
Reliability
Reliability
Scale: ALL VARIABLES
Case Processing Summary
N %
Cases Valid 30 100.0
Excluded[a] 0 .0
Total 30 100.0
a. Listwise deletion based on all variables in the procedure.
Reliability Statistics
Cronbach's Alpha
Cronbach's Alpha Based on Standardized Items
N of Items
.903 .906 9
Inter-Item Correlation Matrix
more interested
clearer sense of purpose
persevere with the challenging parts
understanding of my goals
prioritize tasks
manage my time
academic content
applying the skills
completing my assessment items
more interested 1.000 .703 .460 .455 .475 .498 .492 .463 .332
clearer sense of purpose .703 1.000 .644 .534 .525 .533 .586 .501 .444

2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Scale: ALL VARIABLES
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Scale Statistics
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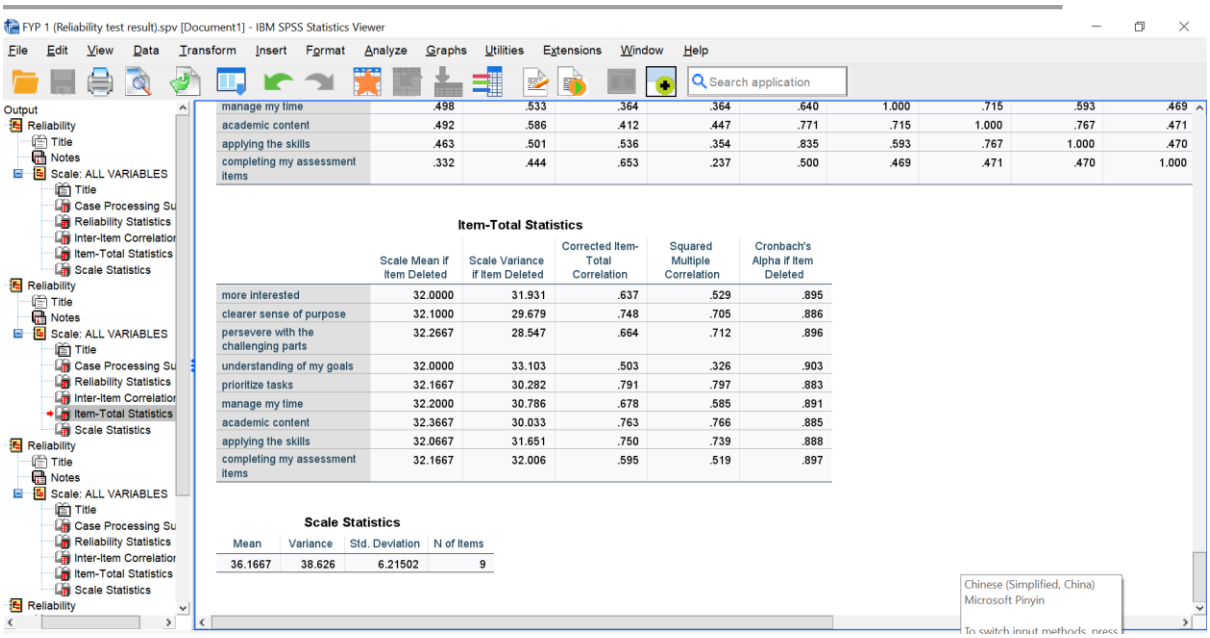
Case Processing Su
Reliability Statistics
Inter-Item Correlatio
Item-Total Statistics
Scale Statistics
Reliability
Inter-Item Correlation Matrix
more interested
clearer sense of purpose
persevere with the challenging parts
understanding of my goals
prioritize tasks
manage my time
academic content
applying the skills
completing my assessment items
more interested 1.000 .703 .460 .455 .475 .498 .492 .463 .332
clearer sense of purpose .703 1.000 .644 .534 .525 .533 .586 .501 .444
persevere with the challenging parts .460 .644 1.000 .358 .620 .364 .412 .536 .653
understanding of my goals .455 .534 .358 1.000 .380 .364 .447 .354 .237
prioritize tasks .475 .525 .620 .380 1.000 .640 .771 .835 .500
manage my time .498 .533 .364 .364 .640 1.000 .715 .593 .469
academic content .492 .586 .412 .447 .771 .715 1.000 .767 .471
applying the skills .463 .501 .536 .354 .835 .593 .767 1.000 .470
completing my assessment items .332 .444 .653 .237 .500 .469 .471 .470 1.000
Item-Total Statistics
Scale Mean if Item Deleted
Scale Variance if Item Deleted
Corrected Item-Total Correlation
Squared Multiple Correlation
Cronbach's Alpha if Item Deleted
more interested 32.0000 31.931 .637 .529 .895
clearer sense of purpose 32.1000 29.679 .748 .705 .886
persevere with the challenging parts 32.2667 28.547 .664 .712 .896
understanding of my goals 32.0000 33.103 .503 .326 .903
prioritize tasks 32.1667 30.282 .791 .797 .883

3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Notes
Scale: ALL VARIABLES
Case Processing Su
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Inter-Item Correlatio
Item-Total Statistics
Scale Statistics
manage my time .498 .533 .364 .364 .640 1.000 .715 .593 .469
academic content .492 .586 .412 .447 .771 .715 1.000 .767 .471
applying the skills .463 .501 .536 .354 .835 .593 .767 1.000 .470
completing my assessment items .332 .444 .653 .237 .500 .469 .471 .470 1.000
Item-Total Statistics
Scale Mean if Item Deleted
Scale Variance if Item Deleted
Corrected Item-Total Correlation
Squared Multiple Correlation
Cronbach's Alpha if Item Deleted
more interested 32.0000 31.931 .637 .529 .895
clearer sense of purpose 32.1000 29.679 .748 .705 .886
persevere with the challenging parts 32.2667 28.547 .664 .712 .896
understanding of my goals 32.0000 33.103 .503 .326 .903
prioritize tasks 32.1667 30.282 .791 .797 .883
manage my time 32.2000 30.786 .678 .585 .891
academic content 32.3667 30.033 .763 .766 .885
applying the skills 32.0667 31.651 .750 .739 .888
completing my assessment items 32.1667 32.006 .595 .519 .897
Scale Statistics
Mean Variance Std. Deviation N of Items
36.1667 38.626 6.21502 9
Chinese (Simplified, China)
Microsoft Pinyin

Appendix 7: Multiple Regression result for Full study

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.715[a]	.511	.507	.18089

a. Predictors: (Constant), information, personal traits, creativity
b. Dependent Variable: support

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.552	3	4.517	138.049	<.001[b]
	Residual	12.958	396	.033		
	Total	26.510	399			

a. Dependent Variable: support
b. Predictors: (Constant), information, personal traits, creativity

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.418	.156		9.071	<.0
	personal traits	-.091	.040	-.109	-2.247	.0
	creativity	.412	.048	.472	8.668	<.0
	information	.355	.046	.382	7.701	<.0

a. Dependent Variable: support

Appendix 8: Pearson's Correlation result for full study – Personality traits (1st IV)

		personal traits	support
personal traits	Pearson Correlation	1	.430**
	Sig. (1-tailed)		<.001
	N	400	400
support	Pearson Correlation	.430**	1
	Sig. (1-tailed)	<.001	
	N	400	400

**. Correlation is significant at the 0.01 level (1-tailed).

Appendix 9: Descriptive Analysis in Full Study

Statistics

		male,female	18,21,26,31	chinese,malay,india,other	public,private	selangor, kl, perak	day,week,month,year
N	Valid	400	400	400	400	400	400
	Missing	20	20	20	20	20	20
Mean		1.5275	2.0050	1.9750	1.4125	1.8750	1.5850
Std. Deviation		.49987	1.04772	.79433	.49290	.84627	.62350

Frequency table:

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	189	45.0	47.3	47.3
	female	211	50.2	52.8	100.0
	Total	400	95.2	100.0	
Missing	System	20	4.8		
Total		420	100.0		

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	165	39.3	41.3	41.3
	21-25	121	28.8	30.3	71.5
	26-30	61	14.5	15.3	86.8
	31 or above	53	12.6	13.3	100.0
	Total	400	95.2	100.0	
Missing	System	20	4.8		
Total		420	100.0		

Ethnic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	chines	131	31.2	32.8	32.8
	malay	148	35.2	37.0	69.8
	india	121	28.8	30.3	100.0
	Total	400	95.2	100.0	
Missing	System	20	4.8		
Total		420	100.0		

Type of university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	public	235	56.0	58.8	58.8
	private	165	39.3	41.3	100.0
	Total	400	95.2	100.0	
Missing	System	20	4.8		
Total		420	100.0		

State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	selangor	171	40.7	42.8	42.8
	kl	108	25.7	27.0	69.8
	perak	121	28.8	30.3	100.0
	Total	400	95.2	100.0	
Missing	System	20	4.8		
Total		420	100.0		

Appendix 10: The Krejcie and Morgan table

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970