



# **Integration of ChatGPT in The Higher Education Sector: Understanding the Role of Institutional Context Through Comparative Analysis**

**Muhammad Saleem Sumbal <sup>1</sup>, Sumaira Nazeer <sup>2</sup>**

*<sup>1,2</sup> The Hong Kong Polytechnic University, Hong Kong*

## **ABSTRACT**

By drawing on institutional theory and technological, organizational, and environmental (TOE) framework, this comparative study explores the varying contextual and institutional factors within developing and developed countries that significantly influence the adoption of ChatGPT within their respective higher education institutions. The research follows a qualitative approach, a combination of purposive and convenient sampling techniques to recruit 24 faculty members as research respondents from both public and private universities of selected developing and developed countries to participate in semi-structured interviews. The study's results are presented and interpreted using Word Cloud (WC) and thematic analysis. The comparative outcome of the research delineates the inconsistency between adoption patterns across developing and developed countries owing to their unique institutional contexts. Through the lens of institutional theory and TOE framework, the findings suggest that various organizational pressures and TOE factors shape the adoption patterns across developing and developed countries. Providing a comparative perspective fulfills the existing gap in literature highlighting the role of institutional pressure.

**Keywords:** ChatGPT, Education, Technological, Organizational and Environmental (TOE) Framework, Higher Education