

# The Role Of Social Influence And Habit On Students' Intention To Use ChatGPT Among Professional Students

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## Abstract:

*With the fast expansion of AI applications in education, it is critical to understand what motivates students to use technologies like Chatgpt, Meta AI, Co-pilot, etc. This study investigates the impact of social influence and habit on professional students' inclination to utilize ChatGPT, a popular generative AI tool. The research adopts a structured quantitative approach, collecting primary data from a sample size of 232 professional students through a standardized questionnaire. Statistical analyses, including regression and mediation analysis, show that social influence and habit have a substantial impact on students' desire to use ChatGPT. This study empirically attests that habit mediates the relationship between social influence and intention to use Chatgpt. The findings emphasize the role of habit and social influence in the intention to use emerging educational artificial intelligence tools like Chatgpt.*

**Keywords:** Habit, Social Influence, Intention to Use, ChatGPT

Date of Submission: 02-07-2026

Date of Acceptance: 12-07-2026

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## I. Introduction

A major development in artificial intelligence (AI) is the emergence of language models like ChatGPT, which have the potential to completely change how students access information and finish assignments. ChatGPT is a chatbot that uses AI to generate human-like responses to user queries, giving students instant access to information and support. The rapid advancement of AI has completely changed how students learn and interact. AI can analyze vast amounts of data, enable better decision-making, and enrich student learning. There are many potential advantages for students using ChatGPT, such as the ability to receive tailored support and feedback that can help them perform better academically and have less work to do, as well as the ability to help students collaborate and communicate with one another so they can share ideas and work on group projects more efficiently.

The current study attempts to portray the predictors of intention to use ChatGPT among professional students. The independent variable of the study is Social influence, the mediating variable of the study is Habit and the dependent variable is Intention to Use ChatGPT. Social Influence is one of the main elements affecting students' adoption of ChatGPT. The term social influence describes how other people's attitudes, convictions, and actions affect a person's own conduct. Regarding ChatGPT, students' inclinations to utilize this technology can be greatly influenced by social influence. Another aspect that can influence student acceptance of ChatGPT is habit. The automatic, unconscious behaviors people display in reaction to particular cues are referred to as habits. When it comes to ChatGPT, students' intent to utilize this technology might be greatly influenced by their habits. For example, students may be more inclined to stick with ChatGPT if they make it a habit to use it to do assignments. Thus this study explores the impact of social influence and habit on the intention to use ChatGPT among professional students.

## II. Literature Review

### II.1 Social Influence

Students' use of ChatGPT in academic contexts is greatly influenced by social influence, which occurs through peer behavior, cultural norms, and social cues. Normative influence is one of the main causes; students utilize ChatGPT to follow their peers' lead, frequently out of a desire to blend in or stay ahead of their peers. This is particularly noticeable in academic settings that are competitive and where productivity technologies are being adopted quickly. Informational impact is another crucial component, as students use ChatGPT after seeing others use it successfully.

Peer collaboration promotes positive attitudes and integration of the intent to use ChatGPT (Ervina CM Simatupang, Ismail Ismail, et al., 2025) The factors such as social influence and trust affect users' intentions to

use generative artificial intelligence (AI) applications in the future. Moreover, it was empirically proven that social influence was one of the important determinants of future usage intentions. (Brenton J. Stewart, Sunyoung Park, et al., 2024)

Adopting the Technology Acceptance Model (TAM) and the Theory of Planned Behavior (TPB), this study examines the variables affecting students' attitudes regarding adopting ChatGPT for learning and education. The main goal is to comprehend the demographic effects of perceived utility, perceived usability, perceived credibility, and perceived social impact on students' attitudes and behavioral intentions to utilize ChatGPT. (Navin Timilsena & Dr. Sunita Bhandari Ghimire, 2024).

The advent of ChatGPT and other artificial intelligence technologies has revolutionized a number of industries, including higher education. In the opinion of Md Al Amin, Yang Sok Kim et al., (2024) students' intentions to utilize ChatGPT for their academic work are highly influenced by performance expectations, social influence, and enabling circumstances. Perceived usefulness, social influence, and attitude have a significant impact on students' intention to use ChatGPT. (Sarala VALAIDUM & Jazihan MAHAT, 2024). Recently, the word "ChatGPT" has made its way into the language of several disciplines that are vital to society, including healthcare, education, governance, and robotics. This study examined the relationship between social influence and the intention to use ChatGPT. (Supunmali Ahangama, 2023)

## **II.2 Habit**

The term habit on students' intention to use ChatGPT describes how a student's routine or established behavior affects their willingness or decision to use ChatGPT. Students may be more inclined to stick with or use ChatGPT if they are already accustomed to using technology or AI tools for studying, research, or finishing tasks. In this case, habit serves as a psychological element that molds and strengthens their intention; the more ingrained the habit, the more probable it is that they would use ChatGPT on a regular basis. In the opinion of Qianli Wu, Jinyan Tian et al., (2025), Habit is a moderating factor for a better understanding of GenAI Usage Behaviour. The students' ongoing intents to use ChatGPT are highly influenced by hedonic motivation, habit, and conducive circumstances. (Christine Nya-Ling Tan, Christine Nya-Ling Tan et al., 2024)

Although generative AI systems like ChatGPT have significant advantages, their adoption is not assured because of the intricate interactions between numerous variables. The potentially conditional nature of determinants is frequently not adequately captured by traditional technology acceptance models. Habit is a significant factor in the prediction of intention to use ChatGPT. (Ina Kayser & Marvin Gradtk, 2024)

From the literature review, it is evident that when using ChatGPT becomes a habit for the students, automatically the intention to use ChatGPT whenever an academic need comes will be higher. The way students have used ChatGPT has sparked grave worries about its detrimental effects on their capacity for independent research, writing habits and abilities, and creativity. (Som Nath Ghimire, Upaj Bhattarai et al., 2024). Hence technology should be used in the appropriate way so that it is not detrimental to us.

## **II.3 Intention To Use**

The willingness or plan of a student to utilize ChatGPT as a tool for personal or academic objectives is referred to as intention to use. It displays their mindset, drive, and preparedness to apply this AI technology to their everyday learning tasks, including finishing homework, comprehending challenging ideas, or coming up with new ones. Numerous factors, such as perceived utility, simplicity of use, confidence in the technology, and prior experiences, frequently impact this purpose. Students are more likely to utilize ChatGPT if they believe it to be beneficial and user-friendly, which could eventually result in frequent or habitual use.

One of the literature examined travelers' intents to utilize ChatGPT to find information. In this literature in order to forecast their intention to use ChatGPT, they applied the behavioral reasoning theory (BRT), the theory of planned behavior (TPB), and the technological acceptance model (TAM). The findings of this literature indicated convenience of using ChatGPT was a major element that increased intention to use ChatGPT. (Heesup Han, Seongseop (Sam) Kim et al., 2025)

In one of the previous literature an investigation on the goals of Chinese students majoring in English as a foreign language (EFL) translation with regard to using ChatGPT in their translation work was conducted. It was discovered that their intentions to use ChatGPT are greatly influenced by perceived usefulness, both controlled and autonomous motives, and subjective norms and attitudes. (Xiaobin Ren, 2025). In one of the studies, ChatGPT helped students expand their vocabulary in English by using ChatGPT. From the above literature, it is evident that artificial intelligence (AI) is increasingly being studied as a possible tool to support and enhance language acquisition, particularly in the development of learners' communication abilities. (Rizky Vita Losi, Eka Putra, & Nurbaiti Ali, 2024)

By taking emotional aspects like perceived coolness and fun into account, one of the previous literature investigates the usage intentions of ChatGPT and it was discovered that while perceived usefulness directly

affects behavioral intentions to use ChatGPT, perceived information quality has a considerable impact on both usefulness and intention of use. (Shuhao Li, Mimi Chen, Yuhang Zhang, et al., (2024)

In order to accomplish a range of academic duties, such as coming up with ideas, summarizing books, and composing essays, some academics, researchers, and students have started using artificial intelligence (AI) language models, such as ChatGPT. Scholarly communities still lack clear guidelines on how to apply such innovation in academia, and the usage of ChatGPT in academic contexts is a contentious topic that raises serious concerns about academic integrity and AI-assisted cheating. One of the intentions of using ChatGPT among academicians was the time-saving features of ChatGPT (Saeed Awadh Bin-Nashwan, Mouad Sadallah, et al., 2023)

ChatGPT can improve student understanding, and its ongoing use in education has generated interest. Knowledge management characteristics have a substantial impact on the intention to use ChatGPT. Students prioritize acquiring knowledge above sharing and implementing it, which is another important factor in their satisfaction and usage of ChatGPT (Thi Thuy An Ngo, Thanh Tu Tran et al, 2024)

The factors influencing students' intentions to adopt ChatGPT and other AI technologies in educational systems were investigated in one of the previous works of literature. All three elements of task characteristics, technology features, and individual attributes have a significant impact on students' intentions to utilize ChatGPT. In the future, Educational institutions should match AI technology with their learning assignments. (Yaser Hasan Al- Mamary, Adel Abdulmohsen Alfalah et al., 2024). In the opinion of (Emmanuel Bonsu & Daniel Baffour-Koduah, 2023) students view and plan to use ChatGPT in higher education.

### **III Objectives Of The Study**

- 1.To study the relationship between Social Influence and Intention to Use for using ChatGPT among professional students.
- 2.To study the mediating role of Habit in the relationship between Social influence and Intention to Use ChatGPT among professional students.
- 3.To study whether there is any variation in the perception of Social Influence among male and female students using ChatGPT.
- 4.To study whether there is any variation in the perception of Habit among male and female students using ChatGPT.
- 5.To study whether there is any variation in the perception of Intention to use among male and female students using ChatGPT.

### **IV Methodology**

#### **Hypothesis Of The Study**

- I. H0: There is no relationship between social influence and intention to use.  
H1: There is a positive relationship between social influence and intention to use.
- II. H0: Habit mediates the relationship between social influence and intention to use.  
H1: Habit does not mediate the relationship between social influence and intention to use.
- III. H0: There is no significant variation in social influence among genders.  
H1: There is a significant variation in social influence among genders.
- IV. H0: There is no significant variation in habit among genders.  
H1: There is a significant variation in habits among genders.
- V. H0: There is no significant variation in intention to use among genders.  
H1: There is a significant variation in intention to use among genders.

### **V Sampling**

#### **Population**

According to C.R. Kothari, a "population" refers to the entire group of individuals, objects, or events that share a common characteristic and are of interest to the researcher in a study, essentially representing the total set from which a sample is drawn to make inferences about the larger group; it encompasses all parts of a group under examination in a specific field of study. Population is the number of ChatGPT users among professional Students in the state of Kerala. A non-probability sampling method called convenience sampling chooses participants based on their ease of access and closeness to the researcher.

#### **Sample Size**

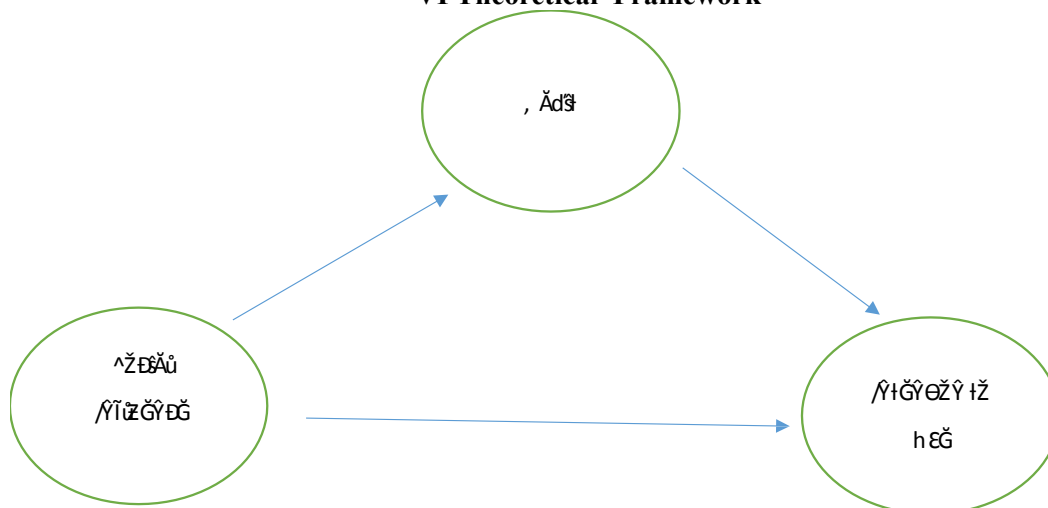
Kothari and Garg (2014) define a sample size as a selected group derived from a given population for

purposes of undertaking a study. A sample size of 232 respondents was collected from among the professional students.

### Scales Used For The Study

Social Influence was measured by using the scale provided by Rudhumbu (2022), and Venkatesh et al (2012) using the Likert Scale (Strongly disagree, Disagree, Neutral, Agree, Strongly agree). The habit was measured by using three items of Venkatesh et al (2012) using the Likert Scale (Strongly disagree, Disagree, Neutral, Agree, Strongly agree). Intention To Use was measured by using the scale provided by Abdullah et al (2016), and Venkatesh et al (2003, 2012) using Likert Scale (Strongly disagree, Disagree, Neutral, Agree, Strongly agree)

### VI Theoretical Framework



Social influence, which comes from peers, teachers, family, and online groups, shapes students' perceptions and affects their intention to utilize ChatGPT. Students are more likely to perceive ChatGPT as beneficial and appropriate when they observe others using and recommending it for learning. This social support makes them more likely to use the technique, particularly if their academic and social networks view it as a common or respected practice.

Students' intention to utilize ChatGPT is influenced by habit, which makes using it a regular component of their education. Students develop a habit of using ChatGPT for studying, homework, or idea generation after using it frequently. Over time, a stronger and more constant intention to stick with ChatGPT results from this habitual use, which lessens the requirement for conscious decision-making.

The willingness or plan of students to use ChatGPT for academic or personal learning is referred to as their intention to use the technology. Based on their views, perceptions of ChatGPT's value, and outside factors like peer recommendations or satisfying prior experiences, it shows how likely they are to use it.

### VII Data Analysis

#### Reliability

Analysis of reliability is a technique for evaluating consistency. It inquires as to whether repeated measurements will produce the same result. There are two primary applications for this approach. It confirms that tests, surveys, and other data collection techniques yield reliable findings in research. Every time someone takes a trustworthy test, they shouldn't receive different results. Reliability analysis is used to assess the dependability of a system or product. This aids in estimating the likelihood of failure and the lifespan of an item. Reliability analysis essentially guarantees consistency in performance and measurements.

#### Reliability Statistics

| Cronbach's Alpha | N Of Items |
|------------------|------------|
| 0.856            | 9          |

**Table Vi.1**

#### Interpretation

The reliability value is interpreted with Cronbach alpha of this study the overall Cronbach value of

0.856 which is within the stipulated limits of 0.7 or above according to Nunnally (1971).

### **Mann-Whitney U-Test**

The Mann-Whitney U-Test tests if two samples (groups) vary from one another. Instead of using the means as in the t-test for independent samples, the rank averages of the two samples are employed to ascertain whether there is a difference between them. Therefore, for independent samples, the Mann-Whitney U test is the non-parametric equivalent of the t-test and is subject to less strict assumptions than the t-test. Consequently, when the t-test's normal distribution condition is not satisfied, the Mann-Whitney U test is always employed.

|                  |        | <b>Ranks</b> |           |              |
|------------------|--------|--------------|-----------|--------------|
| Gender           |        | N            | Mean Rank | Sum of Ranks |
| Social Influence | MALE   | 96           | 111.06    | 10661.50     |
|                  | FEMALE | 136          | 120.34    | 16366.50     |
|                  | Total  | 232          |           |              |
| Habit            | MALE   | 96           | 114.39    | 10981.00     |
|                  | FEMALE | 136          | 117.99    | 16047.00     |
|                  | Total  | 232          |           |              |
| Intention to Use | MALE   | 96           | 114.17    | 10960.00     |
|                  | FEMALE | 136          | 118.15    | 16068.00     |
|                  | Total  | 232          |           |              |

**Table VI.2**

### **Test Statistics<sup>a</sup>**

|                        | Social Influence | Habit     | Intention to Use |
|------------------------|------------------|-----------|------------------|
| Mann-Whitney U         | 6005.500         | 6325.000  | 6304.000         |
| Wilcoxon W             | 10661.500        | 10981.000 | 10960.000        |
| Z                      | -1.054           | -.410     | -.451            |
| Asymp. Sig. (2-tailed) | .002             | .682      | .042             |

**Table VI.3**

Grouping Variable: Gender

### **Interpretation**

#### **Social Influence**

From the above Mann-Whitney test table, it is found that the Social influence of male and female students are different. The value of mean rank of males is 111.06 which depicts that male students received lower social influence than female students. This has to be tested by setting the following hypothesis.

H0: There is no significant difference in social influence among genders. H1: There is a significant difference in social influence among genders.

From the above test statistics, it is found that the significance level is 0.002 which is less than 0.05 so we accept H1 that there is a significant difference in social influence among gender.

#### **Habit**

From the above Mann-Whitney test table, it is found that Habit of male and female students are different. The value of mean rank for males is 114.39 which depicts that male students are lower than that of females. This has to be tested by setting the following hypothesis.

H0: There is no significant difference in Habit among gender. H1: There is a significant difference in Habits among gender.

From the above test statistics, it is found that the significance level is 0.682 which is higher than 0.05 so we reject H0 that there is no significant difference in Habit among gender.

#### **Intention To Use**

From the above Mann-Whitney test table, it is found that the Intention to use ChatGPT for male and female students are different. The value of mean rank for males is 114.17 which depicts that male students are lower than that of females. This has to be tested by setting the following hypothesis.

H0: There is no significant difference in Intention to use ChatGPT among various gender

H1: There is a significant difference in Intention to use ChatGPT among various genders.

From the above test statistics, it is found that the significance level is 0.042 which is less than 0.05 so

we accept H1 that there is a significant difference in Intention to use ChatGPT among gender.

### Regression

A statistical technique for analyzing the relationship between one or more independent variables and one or more dependent variables is regression. It aids researchers in comprehending the ways that modifications to the independent variables affect the dependent variable.

### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .782 <sup>a</sup> | .765     | .460              | 1.56116                    |

**Table 4.10**

a. Predictors: (Constant), Habit, Social Influence

b. Dependent Variable: Intention to Use

| ANOVA <sup>a</sup> |            |                |     |             |        |
|--------------------|------------|----------------|-----|-------------|--------|
| Model              |            | Sum of Squares | df  | Mean Square | F      |
|                    | Regression | 484.478        | 2   | 242.239     | 99.391 |
| 1                  | Residual   | 558.126        | 229 | 2.437       |        |
|                    | Total      | 1042.603       | 231 |             |        |

**Table 4.11**

### Interpretation

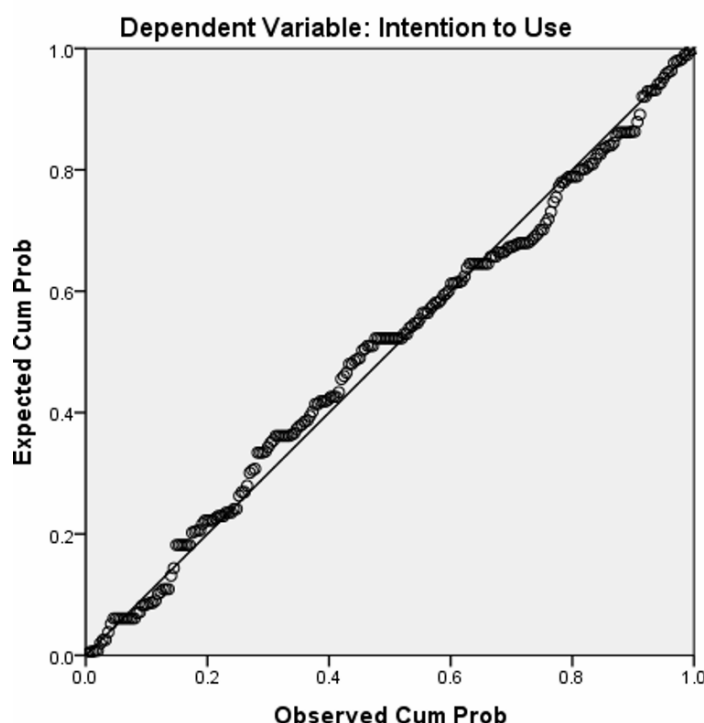
The strength and direction of the overall relationship between Habit and Social Influence has a strong positive correlation with the dependent variable Intention to use the 'R' value 0.782 means predictors collectively have a strong linear relationship with the dependent variable.

76.5% variance in Intention to use is explained by Habit and Social Influence combined. The remaining 23.5% attributed to other factors not included in the model. The adjusted R square 46% remains close to the original R square indicating the predictors are significant. The standard error is 1.56116, this value measures the average error in predicting dependent factors Intention to use based on the regression model. A lower standard error indicates better predictive accuracy.

The multiple Regression Model demonstrates Habit and Social Influence collectively explain 76.5% of the variance in Intention to use. The adjusted R square ensures that the model remains robust and reliable. The correlation ( $r = 0.782$ ) highlights a solid linear relationship between the predictors and the dependent variable.

The p-value .000 indicates that the regression model is statistically significant, this confirms that the independent variables significantly predict the dependent variable.

### Normal P-P Plot of Regression Standardized Residual



**Figure 4.1**

**SOBEL TEST**

A statistical method for determining whether a mediator variable significantly transfers the impact of an independent variable to a dependent variable is the Sobel Test. By determining if the decrease in the independent variable's influence following the inclusion of the mediator is statistically significant, it evaluates the indirect effect's significance in a mediation model.

**Table 4.12**

| Input:         |      | Test statistic: | Std. Error: | p-value:   |
|----------------|------|-----------------|-------------|------------|
| a              | .284 | Sobel test:     | 4.93186385  | 0.04088515 |
| b              | .710 | Aroian test:    | 4.92114472  | 0.04097421 |
| s <sub>a</sub> | .054 | Goodman test:   | 4.94265334  | 0.0407959  |
| s <sub>b</sub> | .050 | Reset all       | Calculate   |            |

**Interpretation**

Evaluate the mediation effect conduct a detailed analysis using regression technique and employ the Sobel test to statistically assess the significance of the indirect effect. The mediation analysis examines whether the mediating variable effectively explains the relationship between the independent and dependent variables.

The Sobel test further confirmed the strength and significance of the mediation effect providing robust insights into the indirect pathways influencing the dependent variable.

Here the relationship between the Social Influence independent variable and Intention To Use the dependent variable with Habit functioning as the mediating factor. To access the mediation effect, a series of regression analyses and applied with the Sobel test to evaluate the statistical significance of the indirect effect carried by the mediator Habit between the independent variables Social Influence, and the dependent variable Intention To Use. In this Sobel test the test statistics of z is 4.9319 with a standard error of .0409 and a p-value of .008 indicating that the mediation effect is statistically significant.

These results were confirmed by the Aroian and Goodman test. The Goodman test shows that mediators substantially explain the relationship between independent and dependent variables.

**VIII Findings**

The reliability investigation of the nine-item scale produced a Cronbach's Alpha rating of 0.856. This suggests that the items consistently measure the same underlying construct, indicating a high degree of internal consistency. A Cronbach's Alpha value above 0.70 is regarded as good by generally accepted standards, indicating the validity and consistency of the study's instrument. As a result, the scale can be trusted for additional statistical interpretation and analysis.

**VIII .1 The Relationship Between Social Influence And Habit And Intention To Use For Using Chatgpt Among Professional Students.**

The results of the multiple regression analysis show that the dependent variable, Intention to Use ChatGPT, and the predictors, Habit and Social Influence, have a strong positive association ( $r = 0.782$ ). With only 23.5% of the variance influenced by other factors, these predictors collectively account for 76.5% of the variance, suggesting a strong linear connection. The standard error of 1.56116 indicates strong prediction accuracy, and the modified R square of 0.460 validates the model's dependability. Furthermore, the model's statistical significance is confirmed by the p-value of 0.00, which shows that social influence and habit both significantly predict students' propensity to use ChatGPT.

**VII.2 The Mediating Role Of Habit In The Relationship Between Social Influence And Intention To Use Chatgpt Among Professional Students.**

The mediation research looked at whether Habit mediates the connection between the Intention to use ChatGPT and Social influence. The mediation effect was validated by a number of regression analyses and the Sobel test. The results of the Sobel test showed a statistically significant p-value of 0.008, a z-value of 4.9319, and a standard error of 0.0409. This suggests that Habit is a key mediating factor in the relationship between social influence and intention to use ChatGPT. The Aroian and Goodman test validated these findings. The relationship between independent and dependent variables is significantly explained by mediators, according to the Goodman test.

### **VIII.3 The Variation In The Perception Of Social Influence, Habit, And Intention To Use Among Male And Female Students Using Chatgpt.**

According to the Mann-Whitney U test results, male and female students' perceptions of social influence over ChatGPT use differ statistically significantly. In comparison to their female counterparts, male students often reported lower levels of social influence, as seen by their mean rank of 111.06. This implies that social factors like peers, mentors, or academic networks have a greater impact on female students' intentions to utilize ChatGPT. The p-value obtained from the test was 0.002, which is less than the generally recognized significance level of 0.05. As a result, we support the alternative hypothesis ( $H_1$ ) that there is a significant difference in social impact between genders and reject the null hypothesis ( $H_0$ ) that there is no difference.

According to the Mann-Whitney U test findings, male students' mean rank was 114.39, meaning that, on average, they reported using ChatGPT less frequently than female students. Nonetheless, the p-value (significant level) was determined to be 0.682, beyond the conventional cutoff point of 0.05. This suggests that there is no statistically significant difference in mean ranks as observed. As a result, we are unable to rule out the null hypothesis ( $H_0$ ) and come to the conclusion that male and female students do not significantly differ in their Habit (usage) of ChatGPT.

According to the results of the Mann-Whitney U test, male and female students' intentions to utilize ChatGPT differ statistically significantly. Male students' mean rank was 114.17, lower than female students', indicating that female students are more likely to use ChatGPT overall. Increased academic engagement, receptivity to implementing new technologies, or peer and institutional influence are some possible explanations for this. The observed difference is statistically significant, according to the test's significance level (p-value) of 0.042, which is below the traditional cutoff of 0.05. As a result, we accept the alternative hypothesis ( $H_1$ ) that there is a significant gender difference in the intention to use ChatGPT and reject the null hypothesis ( $H_0$ ).

## **IX Conclusion**

This study empirically attests to the mediating role of Habit in the relationship between Social Influence and Intention to Use ChatGPT among professional students. Moreover, Social Influence and Habit act as predictor variables for the Intention to Use ChatGPT. In this face changing technological era, it is imperative that educational institutions be aware of and encourage the ethical usage of Artificial Intelligence (AI) stimulated educational tools. Proper digital literacy enabling workshops could be given for students to ensure data privacy and academic integrity in using AI tools like ChatGPT, MetaAI, Co-Pilot, etc. A proper blend of technology and human intelligence can bring a lot of developments, henceforth future researchers may focus on the ethical dimensions of AI tools.

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