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Investigating The Motivating Factors of ChatGPT Usage in Research by Postgraduate Students in Emerging Economy

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ABSTRACT: Artificial intelligence (AI) has influenced research rituals, beginning from its rigor, purposefulness, dependability, reliability, validity, and reporting. Before the advent of AI, postgraduate students were saddled with parsimonious philosophical strands and similarity thresholds. But, with the current trend of AI writing tools such as ChatGPT, most students in developing educational economies have started shifting their research posts toward writing technologies. Thus, using a cross-sectional survey design, this research aims to investigate the factors that motivate management science postgraduate students to use ChatGPT for their studies. Researchers collected data from doctoral students in management science using a questionnaire. Thus, two hundred and one (201) postgraduate students drawn from three state universities in southeastern Nigeria served as the respondents in this research. The formulated research propositions were analyzed with linear regression. The study found that postgraduate students were motivated by perceived usefulness, ease of use, and enjoyment. The result of the study revealed that perceived ease of use (PEOU), perceived usefulness (PU), and perceived enjoyment (PE) have a positive significant effect on ChatGPT usage.

Keywords: ChatGPT, Perceived Ease of Use, Perceived Enjoyment, Perceived Usefulness

INTRODUCTION

The rapid rise of artificial intelligence (AI) has transformed various sectors, particularly education. A prime example of this transformation is OpenAI's ChatGPT, a sophisticated language model that assists users with tasks, including research, problem-solving, content creation, and information retrieval (Lund, 2023). ChatGPT has gained relevance in Sub-Saharan Africa, a region experiencing swift technological advancements alongside persistent educational challenges, especially among

postgraduate students (Owidi & Lyanda, 2024; Wagwu et al., 2023). This study explores the factors that drive the adoption and use of ChatGPT within this demographic, highlighting the unique socio-economic, cultural, and academic contexts of Sub-Saharan Africa. The region is witnessing significant technological progress, marked by improved access to the Internet and mobile devices (Edeh & Onyemauche, 2018). Reports indicate that internet penetration rates have steadily increased over the last decade, providing students and researchers greater opportunities to leverage digital technologies (Tarisayi, 2024). However, challenges such as poor infrastructure, high data costs, and uneven technology distribution persist (Edeh, Teoh, et al., 2021; Opesemowo et al., 2024). In this landscape, tools like ChatGPT offer practical solutions by providing flexible support for academic pursuits that is accessible, affordable, and tailored to user needs. Salihu et al. (2024) note that postgraduate students often lead educational research and innovation due to their drive to explore new methodologies. Yet, they still encounter several hurdles (Salihu et al., 2024). These challenges include limited access to high-quality academic resources, inadequate funding, and the pressure to produce rigorous research outputs in competitive academic environments (Bonsu & Koduah, 2023; Mahapatra, 2024).

Farrokhnia et al. (2023) found that postgraduate students appreciate ChatGPT as it offers an alternative to traditional academic support systems by providing immediate feedback, research help, and content creation, thus helping to overcome certain challenges (Farrokhnia, 2023). The use of ChatGPT among postgraduate students in Sub-Saharan Africa can be linked to various motivating factors. These include its ability to streamline academic tasks, provide tailored research support, and reduce gaps in access to traditional resources. Additionally, the model's capability to operate in multiple languages makes it particularly beneficial in a region characterized by linguistic diversity. ChatGPT acts as a readily available and reliable academic resource for students who lack well-equipped libraries, professional mentors, or peer networks. Research shows that postgraduate students prefer ChatGPT over traditional research writing methods due to its numerous benefits. Rozencwajg and Kantor (2023) argued that ChatGPT provides immediate assistance, making it a valuable tool for students managing complex schedules (Rozencwajg & Kantor, 2023). Conversely, Lund and Wang (2023) challenged this view, suggesting that the lack of research supervisors has allowed ChatGPT to step in and offer timely guidance. This ease of access is especially helpful for students in remote areas or those with limited access to institutional resources. Alser and Waisberg (2023) affirmed that the cost-effectiveness of utilising ChatGPT compared to alternative academic assistance services is an additional driving element. Postgraduate students can utilise the tool with internet access as the sole necessity, avoiding supplementary costs like tutoring fees or expensive software licensing. This is especially crucial in Sub-Saharan Africa, where financial limitations frequently restrict access to higher education resources. Karunaratne and Adesina (2023) admitted that ChatGPT assists postgraduate students with academic duties, such as composing essays, summarising research papers, creating literature reviews, and developing dissertation ideas (Karunaratne & Adesina, 2023). Its ability to analyse and deliver comments on huge text volumes renders it an essential instrument for enhancing academic productivity. Sub-Saharan Africa has a multitude of languages and cultural backgrounds. Alawida et al. (2023) accentuate that ChatGPT's linguistic proficiency and adaptation to regional content augment its use in this area. ChatGPT can assist postgraduate students who face challenges with English, the primary language of academic

education, by enhancing their language abilities and facilitating better engagement with scholarly material.

While the advantages of ChatGPT are significant, its use also brings several challenges. Key issues include data security, over-reliance risk, and the ethical implications of AI-generated content (Jiao et al., 2023). Additionally, disparities in technical infrastructure across Sub-Saharan Africa led to unequal access for postgraduate students. Despite these challenges, integrating ChatGPT into the academic experiences of doctoral students presents opportunities for enhanced learning and research (Tlili et al., 2023). By making knowledge more accessible and providing personalized academic support, ChatGPT has the potential to greatly influence the higher education landscape in the region. Factors such as perceived ease of use, perceived usefulness, and perceived enjoyment drive postgraduate students in Sub-Saharan Africa to utilize ChatGPT (Chauke et al., 2024). Scholars have suggested that as technical infrastructure improves and understanding of AI technologies grows, the potential for ChatGPT to foster educational advancement, particularly in research, will increase across the continent (Firaina & Sulisworo, 2023).

Nonetheless, few studies have examined the utilization of ChatGPT in the education sector, but none focused on postgraduate students, especially in emerging educational economies such as Nigeria. For instance, Acosta-Enriquez et al. (2024) investigated students' attitudes toward ChatGPT usage in selected universities in Peru. They found that responsible use, intention to use frequently, and acceptance were the motivating factors of ChatGPT usage. Romero-Rodríguez et al. (2023) investigated students' acceptance of ChatGPT in selected Spanish universities and they found that experience of use, experience, performance expectancy, facilitating conditions, hedonic, and price value significantly influence the intention to use ChatGPT for academic purposes (Romero-Rodríguez et al., 2023). Menon and Shilpa (2023) analyzed the factors affecting students' intention to Use ChatGPT with a unified theory of acceptance and usage of technology in India, and they found that perceived satisfaction, performance, social influence, ease of use, safety, and privacy contributed to student's intention to utilize ChatGPT. Bettayeb et al. (2024) systematically reviewed the effect of ChatGPT on educational enhancement and discovered that ChatGPT improves student engagement because the tool generates instant access to information and feedback. Karunaratne and Adesina (2023) explored the effect of ChatGPT on the information search and retrieval behavior of higher education students in Sweden. Their findings revealed that higher education students found ChatGPT useful and efficient in terms of information retrieval. Siregar et al. (2023) explored the impact of ChatGPT on scout students' behavior in Indonesia and discovered that ChatGPT motivates the learning behavior of scout students (Siregar et al., 2023).

From the above studies, it can be deduced that no motivating factors for ChatGPT usage by postgraduate students in the emerging educational economy were examined. This has created a lacuna, which this study has filled. It was this gap that motivated the scholars to carry out this investigation. This study is aimed at investigating the motivating factors of ChatGPT usage in research by postgraduate students in the emerging educational economy, with a specific focus on selected universities in Nigeria.

ChatGPT and Technology Acceptance Model

Since artificial intelligence (AI) emerged, human behavior toward the environment has also changed, especially with computers. OpenAI developed ChatGPT, an advanced conversational tool, and has garnered considerable attention for its exceptional natural language processing and generation capabilities (Jiao et al., 2023). As organizations and individuals begin to use ChatGPT in various applications, it is crucial to understand how users accept this technology (Edeh, Quttainah, et al., 2021; Shree et al., 2024). On the one hand, one of the theories that explains this research is the Technology Acceptance Model (TAM) introduced by Davis in 1989. This model provides a framework for examining user perceptions and adopting emerging technologies. TAM is a model in information systems that explains how to encourage user acceptance and use of new technology (Davis, n.d.-b, n.d.-a; Edeh, 2018). Researchers in information systems have widely applied it to address the challenge of promoting the acceptance of new information systems within organizations (Lund & Wang, 2023). Montenegro-Rueda et al. (2023) argued that the TAM tenet is that actual technology use is directly affected by a person's intention to use it (Montenegro-Rueda et al., 2023). This means that as individual intention to use technology increases, so does the likelihood of its actual use (Shree et al., 2024). The model highlights two key factors influencing user acceptance: perceived usefulness and ease of use (Davis, 1989). The main idea is that the more users believe a particular program will enhance their performance and the less effort it requires, the higher the adoption rate will be (Kee et al., 2022). Since its initial development, several additional factors have been included.

This research explores the motivating factors behind ChatGPT's adoption through the lens of the TAM, which includes perceived usefulness (PU), perceived ease of use (PEOU), and perceived enjoyment (PE). ChatGPT represents a significant leap in conversational AI, showcasing its ability to engage in human-like interactions, answer questions, provide advice, and assist with creative tasks. It has found extensive applications in customer service, education, healthcare, and content creation (Rozencwajg & Kantor, 2023). Research indicates that the adoption of ChatGPT is influenced by various factors, including user trust, expectations regarding AI reliability, and ethical issues related to potential misuse or biases (Owidi&Lyanda, 2024; Tarisayi, 2024). These factors align closely with TAM's focus on the perceived ease and benefits of use, making it an appropriate framework for assessing user acceptance. The Technology Acceptance Model (TAM) posits that two primary factors, perceived usefulness and perceived ease of use, affect a user's willingness to adopt a technology, which in turn predicts actual usage (Montenegro-Rueda et al., 2023; Elkhatat, 2023).

Research has demonstrated that the TAM represent how users perceive ChatGPT and similar conversational AI tools (Elkhatat, 2023; Hinojo-Lucena et al., 2019). According to Kasneci et al. (2023), many users see ChatGPT as a valuable tool for generating text, solving problems, or retrieving information. Educators find it useful for grading and providing feedback, while marketers use it for content creation. Studies show that higher perceived usefulness (PU) leads to greater trust and adoption, particularly when efficiency and accuracy are critical (Alawida et al., 2023; Tlili et al., 2023). Research suggests that users appreciate its straightforwardness and ability to provide quick, clear answers without technical hurdles. However, worries about

misunderstandings or errors in complex queries can negatively affect PEOU, revealing the need for AI transparency (Kasneci et al., 2023). The decision to use ChatGPT is significantly influenced by perceived ease of use quite apart from perceived usefulness (Alser, 2023)Additionally, social impact and the perceived reliability of AI play important roles. In professional fields like law and medicine, behavioral intentions (BI) are shaped by factors like data privacy and the envisaged limitations of AI.

Motivating Factors of ChatGPT Usage by Postgraduate Students

Artificial intelligence tools like ChatGPT are becoming increasingly common in research, thereby gaining attention across the academic community. ChatGPT is recognized for its ability to generate human-like sentences, assist in writing documents, and enable quick access to information. Several key factors, including efficiency, accessibility, and diversity, drive researchers' growing interest in ChatGPT. This literature review explores the main reasons behind the adoption of ChatGPT in research, focusing on its efficiency, cost-effectiveness, and ability to foster creativity and innovation. Studies show that researchers favor ChatGPT for its time-saving advantages. According to Romero-Rodríguez et al. (2023), ChatGPT is particularly effective at generating first drafts, summarizing large datasets, and synthesizing literature, significantly reducing the time required for these tasks. With tight deadlines often looming, researchers find that AI tools like ChatGPT offer solutions by automating repetitive tasks, such as formatting references and drafting research proposals.

Prior research by Zhang et al. (2023) found that postgraduate students using ChatGPT completed their literature evaluations 60 percent faster than those using traditional methods. Additionally, ChatGPT is effective in facilitating brainstorming and generating ideas. Johnson and Lee (2023) argue that the tool's ability to offer diverse perspectives can help researchers overcome writer's block and boost creativity. This feature is particularly useful during the ideation stage of a project, as new insights can significantly shape the direction of research. Another compelling reason for adopting ChatGPT is its accessibility and user-friendly design. Unlike traditional research tools that often require specialized training or subscriptions, ChatGPT has a straightforward interface that accommodates users with varying levels of technical skill. Brown et al. (2023) highlight that this accessibility makes research more inclusive, allowing individuals without formal training in AI or computational linguistics to leverage advanced technologies. Furthermore, ChatGPT is available around the clock, enabling researchers to collaborate across different time zones and schedules. This constant availability is especially beneficial for international partnerships, where asynchronous communication can often slow progress. The tool's ability to provide quick feedback and suggestions fosters a more dynamic and efficient research environment. Surveys show that ChatGPT is cost-effective, as it reduces the need for hiring editors, statisticians, or consultants, which can be expensive and often out of reach for early-career researchers or those from underfunded institutions (Hinojo-Lucena et al., 2019; Alawida et al., 2023).

ChatGPT is an affordable option that offers advanced features at a significantly lower cost. Research by Hinojo-Lucena et al. (2019) and Alawida et al. (2023) shows that 72% of researchers who use ChatGPT consider its cost-effectiveness a key factor in their decision-making.

Additionally, the tool's scalability allows it to be utilized across various stages of research, from data collection to sharing results, without incurring extra costs. This flexibility not only helps to lower expenses but also enhances the overall value of AI-driven research tools. Another reason for using ChatGPT in research is its ability to foster creativity and innovation. Jiao et al. (2023) found that scholars and students who utilized ChatGPT experienced increased creativity when tackling complex problems, as the tool produced unconventional ideas that traditional brainstorming methods might miss. The model's ability to simulate conversations encourages critical thinking. For instance, by interacting with ChatGPT, researchers can assess their ideas, identify weaknesses in their arguments, and refine their approaches. The interactive aspect of ChatGPT creates a collaborative environment, even in individual study settings. However, the adoption and acceptance of AI tools are rooted in TAM which perceived ease of use, perceived usefulness, and, more recently, perceived enjoyment in evaluating the acceptance and use of technology (Cambra fierro, 2024). In this research, perceived ease of use refers to how much individuals think using a particular technology will involve little effort. Perceived usefulness indicates how much people believe that the technology will enhance their performance (King M.R., 2023). Perceived enjoyment is the sense of pleasure or satisfaction that arises from a positive experience (Jiao, 2023).

Nonetheless, empirical evidence on the utilization of ChatGPT by postgraduate students have also been documented in this review. Dai et al. (2023) revealed that postgraduate usage of ChatGPT has improved their confidence, autonomy, research quality, and interest. Another study indicated that ChatGPT has enhanced the writing skills of postgraduate students (Duong et al., 2024). The result of Das and M (2024) revealed that postgraduate students have a positive perception of ChatGPT usage (Das & M, 2024)Bonsu and Baffour-Koduah's (2023) results indicated that students are positive about using ChatGPT and intend to use it. Al-Sofi's (2024) findings show that students enjoyed using ChatGPT because of its effectiveness in academic writing.

Perceived ease of use and ChatGPT Usage in research

The usability of ChatGPT and its role in research have been extensively studied across various technologies, highlighting their importance in shaping user engagement. Research shows that when users find technology easy to use, they are more likely to adopt it (Tarisayi, 2024). Features like intuitive interfaces, short learning curves, and reduced cognitive load significantly enhance perceived ease of use, especially in academic environments with limited time and effort. The user-friendliness of AI tools like ChatGPT may stem from their natural language processing capabilities, allowing users to interact through conversational questions rather than complex commands. This perceived ease of use directly influences how researchers utilize ChatGPT, lowering barriers for those unfamiliar with AI tools (Bettayeb et al., 2024). Academics often prefer tools that support repetitive and mentally demanding tasks, such as data analysis or writing, without requiring extensive technical skills (Kim & Lee, 2023). ChatGPT's design effectively addresses these needs, allowing users to achieve their goals with minimal effort. The model's straightforward instructions and prompt feedback enhance usability, boosting user confidence and satisfaction (Acosta-Enriquez et al., 2024). Thus, the ease of use is one of the driving forces for ChatGPT acceptance in research, facilitating its integration into various academic processes. Menon and Shilpa (2023)

noted that while the tool's simple design and user-friendly interface make it accessible to many, information accuracy and ethical issues remain. In line with the arguments above, the first research proposition is hereby formulated (Menon & Shilpa, 2023).

H1: Perceived ease of use significantly affects ChatGPT Usage in research.

Perceived usefulness and ChatGPT Usage in research

Perceived usefulness, a fundamental element of the Technology Acceptance Model (TAM) popularized by Davis (1989), is the extent to which a person feels that using a certain technology would improve their performance. Much research has substantiated the Technology Acceptance Model (TAM) in many contexts, such as educational technology, e-commerce platforms, and artificial intelligence applications. Perceived usefulness is especially crucial in shaping attitudes and intentions toward technology usage, frequently exceeding the impact of other characteristics such as simplicity of use (Venkatesh & Davis, 2000). In AI, perceived utility is influenced by accuracy, dependability, ease of integration with current workflows, and the technology's novelty. Sun et al. (2020) researched AI adoption in education, emphasizing that perceived utility is a pivotal factor influencing participation. This conclusion is supported by research on AI in healthcare, indicating that perceived usefulness forecasts acceptance among specialists (Alharbi et al., 2021). Empirical research examining the adoption of ChatGPT corresponds with the Technology Acceptance Model (TAM) paradigm. A study by Park et al. (2023) investigated the influence of perceived usefulness on the utilisation of ChatGPT by graduate students. The results indicated that perceived usefulness positively correlates with both the frequency and diversity of use, implying that those considering ChatGPT advantageous are more inclined to include it in their research processes. Moreover, confidence in AI and previous encounters with such technologies substantially affect perceptions of utility. Researchers acquainted with alternative AI platforms often perceive ChatGPT as superior, owing to their established faith in AI technology (Zhou et al., 2023). In contrast, end-users facing difficulties like misinterpreted searches or inappropriate results may view the technology as less beneficial, diminishing its adoption. The perceived utility is crucial for accepting and applying ChatGPT in research. Although its capacity to optimize workflows and improve productivity renders it an appealing instrument, constraints, and ethical considerations affect user perceptions and actions. Consequent to the review, the second research proposition is now articulated.

H2: Perceived usefulness has a significant effect on ChatGPT Usage in research.

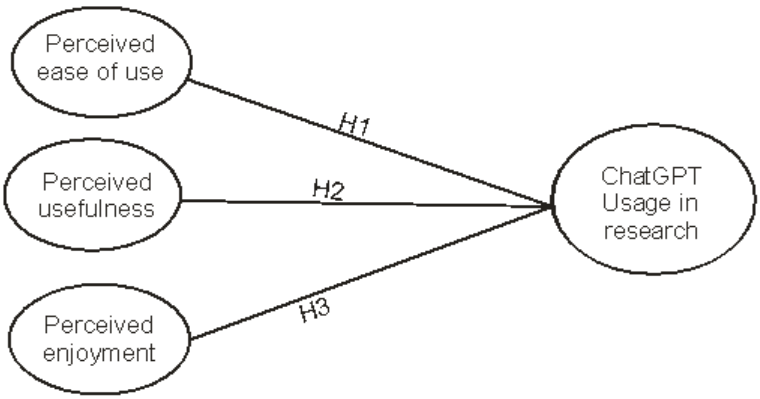
Perceived enjoyment and ChatGPT Usage in research

A key part of the Technology Acceptance Model is the perceived enjoyment. Unlike utilitarian motivations like ease of use or performance expectation, observed happiness is based on intrinsic motivations like pleasure, fun, and wonder (Davis et al., 1989). Enjoyment makes people more likely to use technology outside of situations where they must (Venkatesh et al., 2012). This is because it creates a good emotional link with the tool. When it comes to AI-driven systems, how much people enjoy them is very important. For example, research on AI robots used in customer service shows that people are more likely to interact with systems that they think are fun or

interesting (Lu et al., 2019). In the same way, study in education shows that fun and interactive learning tools make students more interested and satisfied (Wang et al., 2021). These results show how much fun someone thinks they are using ChatGPT could greatly affect their use in their study. Both practical and emotional factors affect how long people use ChatGPT for study. Accuracy and dependability are important for the first adoption, but fun keeps people interested. When exchanges are fun, they create a positive feedback loop where users are satisfied with the tool, want to use it more, and try out new features. Tan et al. (2023) studied academic writing tools and found that users who thought they were having more fun were more determined to solve problems, like AI results that were sometimes wrong. Also, thinking you're having fun makes you more creative and open-minded. Researchers who enjoy ChatGPT are more likely to look into new or unusual ideas or methods because the tool makes creating and improving material easier. This fits with flow theory, which says having fun makes it easier to focus on difficult jobs and do them well (Csikszentmihalyi, 1990). A big part of how people use ChatGPT in a study is how much they enjoy it, affecting adoption and long-term involvement. Improving the user experience leads to more happiness, which makes people happy and encourages them to be creative and keep going. The third study theory is now based on the abovementioned reasons.

H3: Perceived enjoyment has a significant effect on ChatGPT Usage in research

Figure 1: Research model



METHOD

This study employed a cross-sectional survey design because the population was cut across three management science faculties from state universities in southeastern Nigeria. Secondly, cross-sectional survey design allows an investigator to collect data from a cross-section of participants who serve as a representative population within a short period (Abdullah, 2017). Five hundred and forty-five (545) management science postgraduate students were sampled with a simple random sampling technique from the three state universities, giving all the postgraduate students an equal chance of being selected. After that, researchers determined the sample size with Krejcie and Morgan (1970) from the sample frame and the result yielded two hundred and twenty-two (Krejcie & Morgan, n.d.). The sample size is the number of instruments expected to be administered to the

participants, which will be returned to you. The instrument's reliability was determined using Cronbach α with a benchmark of 0.7-0.8 considered acceptable and reliable (Sarantakos, n.d.; Taber, 2018). The Cronbach α coefficients of ChatGPT usage are as follows: perceived ease of use (0.76), perceived usefulness (0.83), perceived enjoyment (0.86), and ChatGPT in research (0.87). The researchers adhered to Helsinki's (1964) protocol, which mandates that an investigator keep the participants' information confidential and disclose the benefits or harmful effects of the research to the participants. The study adapted Cambra-Fierro et al. (2024) 20-item validated instrument measuring the motivating factors of ChatGPT usage in research. The validated instrument contains perceived ease of use (PEOU), perceived usefulness (PU), and perceived enjoyment (PE). Lai (2023) submitted that if previous researchers validate an instrument, such an instrument must not be subjected to another validation by another investigator (Lai, 2013). The researchers administered two hundred and twenty-two (222) copies of the questionnaire to the postgraduate students. Regarding the retrieval of the questionnaire, two hundred and one (201) copies of the questionnaire were retrieved and found valid. The researchers used linear regression to analyse the research-formulated hypotheses using SPSS as statistical software.

RESULT AND DISCUSSION

The postgraduate profiles in Table 1 revealed that 89 respondents, representing 44.3%, are females, while 112 participants, representing 55.7%, are males. In addition, 73 respondents, representing 36.3%, are between 20-38 years; 90 participants, representing 44.8%, are between 39-40 years; and 38 respondents, representing 18.9%, are between 41 years and above. Lastly, the programs of the postgraduate students revealed that 49 participants, representing 24.4%, are PhD students; 106 participants, representing 52.7%, are master's degree students; and 46 respondents, representing 22.9%, are postgraduate diploma students.

Table 1. Profiles of Postgraduate Students

	Frequency	%
Female	89	44.3
Male	112	55.7
20-38 years	73	36.3
39-40 years	90	44.8
41 years & above	38	18.9
PhD	49	24.4
Master	106	52.7
Postgraduate Diploma	46	22.9

In Table 2, the values of R2 revealed that 68%, 73%, and 75% of the total variation in the motivating factors can be explained by ChatGPT usage. In addition, the calculated F-values (426.015, 542.302, 594.335) are higher than the tabulated values (3.90) implying that the alternate hypotheses were accepted.

Table 2. Research Hypotheses

Dimensions	R	R^2	ADJ R^2	F	Std. error	t	Sig.
PEOU➡ChatGPT	.826	.682	.680	426.015	.036	20.640	.000
PU➡ChatGPT	.855	.732	.730	542.302	.034	23.287	.000
PE➡ChatGPT	.866	.749	.748	594.335	.034	24.379	.000

The overall results in Table 2 demonstrate that perceived ease of use (PEOU), perceived usefulness (PU), and perceived enjoyment (PE) have a positive significant effect on ChatGPT usage. These findings were in line with (Dai et al., 2023) and Al-Sofi (2024). Dai et al. (2023) discovered that postgraduate students prefer using ChatGPT because it gives them confidence and improves their research quality. The result of Duong et al. (2024) indicates that ChatGPT has improved postgraduate students' writing skills and research quality. Secondly, Das and M (2024) and Bonsu and Baffour-Koduah (2023) show that postgraduate students have a positive view of ChatGPT and its utilization. Lastly, Al-Sofi (2024) result revealed that postgraduate students enjoy using ChatGPT in their academic research due to its effectiveness (Al-Sofi, 2024)Nonetheless, the above results may vary across different demographics worldwide because of the behaviour surrounding technology acceptance and adoption amongst different cultures and nations. Therefore, the findings of this research may not be generalized until future empirical investigations are carried out in different universities worldwide.

CONCLUSION

This research aimed to investigate the factors that motivate postgraduate students from emerging educational economies to use ChatGPT for their research work. Thereafter, appropriate methodology was employed to unravel these factors. After an extensive literature review, it was discovered that the Technology Acceptance Model (TAM), consisting of perceived usefulness, ease of use, and enjoyment, was the prevalent factor that stimulates postgraduate students to employ ChatGPT in their research. This study concludes that ChatGPT adoption in research processes would hasten the city's research culture. Thus, since technology has become part of human life, higher institutions need to incorporate ChatGPT and other AI research tools into research policies. Secondly, policy formulators for higher degrees in tertiary institutions must organize seminars and symposiums for their faculties and students regarding the use of AI tools for quality research output. One of this research's limitations is the lack of moderating or mediating factors. Secondly, the geographical scope could also be a limitation because if the same study is repeated in another country, the results may not be the same. The bias in AI generated information is a major limitation as such information could not be reliable since AI has improved the development of other sectors. It could be given a chance in higher education. Another limitation is direct linear regression, which cannot capture other control or moderating influences. Therefore, further investigations need to incorporate moderating and mediating variables so that the vacuum created by this study could be filled.

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