

Chapter 13

Influence of Informativeness and Trendiness on Gen Z's Continued Use of AI for Culinary Learning

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ABSTRACT

The rise of AI-powered large language models (LLMs) has reshaped digital learning, especially for Generation Z seeking personalized and interactive experiences. This study examines how informativeness and trendiness influence the continuance intention to use AI tools for cuisine learning. Grounded in Uses and Gratifications Theory (UGT), it positions trendiness as a mediator between perceived informativeness and continued usage. Data were collected from 119 Gen Z users in Northern India with prior experience using AI tools like ChatGPT for cooking tasks.

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Structural equation modeling revealed that informativeness significantly affects both trendiness and continuance intention, with trendiness playing a strong mediating role. The findings expand UGT by incorporating socially driven gratifications and offer practical insights for enhancing AI-based learning tools aligned with Gen Z's preferences. The study supports the integration of AI in informal culinary education and broader digital lifestyle platforms.

INTRODUCTION

The rapid evolution of artificial intelligence (AI) has led to transformative applications across various domains, including healthcare, finance, education, and the culinary arts. One of the most prominent innovations in this AI wave is the emergence of Large Language Models (LLMs) such as OpenAI's ChatGPT, which possess the capability to engage in contextually relevant, human-like interactions across diverse knowledge domains (Grzankowski et al., 2025; Roberts et al., 2024). In recent years, the application of AI in the food industry has gained momentum due to its capacity to process extensive datasets, personalize experiences, and simulate creative cooking processes. Studies have demonstrated the ability of AI to assist in flavor development, recipe generation, and culinary innovation, ultimately enhancing quality, safety, and user satisfaction in food preparation and dining (Cui et al., 2025; Zatsu et al., 2024). This AI-driven transformation is particularly pertinent in digital education and informal learning settings, where learners engage with AI for real-time feedback, information synthesis, and guided experiential learning (Handley, 2024).

Among the generations actively engaging with AI, Generation Z (individuals born between the mid-1990s and early 2010s) has emerged as a key adopter due to their digital nativity, openness to experimentation, and demand for personalization and interactivity (Bunea et al., 2024). Their interaction with AI, particularly LLMs, extends beyond conventional learning environments into domains like hobby-based learning and creative self-expression, including culinary skills acquisition. LLMs facilitate access to recipe guidance, step-by-step instructions, dietary customization, and even virtual meal planning—all tailored to users' preferences. The allure of such technology lies not only in its functionality but also in its perceived novelty, usefulness, and entertainment value (Mun & Hwang, 2024). Moreover, the anthropomorphic characteristics of AI agents—such as perceived intelligence, responsiveness, and trendiness—play a pivotal role in shaping Gen Z's behavioral intention to adopt and continue using such platforms (Bhatnagr & Rajesh, 2024). As such, the intersection of AI, LLMs, and culinary learning among Gen Z represents a compelling site for investigation within digital behavior and educational technology research.

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