

Awareness, perception and use of Artificial Intelligence tools by LIS educators in Nigerian Higher institutions

Research – Methodology

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Abstract

The advent of Artificial Intelligence (AI) has brought transformative changes across various sectors, including education. In Library and Information Science (LIS), AI tools hold significant potential for enhancing teaching, research, and administrative functions. This study investigates the awareness, perception, and utilization of AI powered tools by LIS educators in Nigerian higher institutions. Data were collected using questionnaires and analysed with the Statistical Product and Service Solution (SPSS), with hypotheses tested via Pearson Product Moment Correlation (PPMC). The findings reveal a high degree of awareness and positive perception towards AI tools among LIS lecturers. Commonly used tools for teaching include ChatGPT, Socrative, ChatPDF, Turnitin, and Gamma. Despite recognizing AI's potential benefits for improving information retrieval, data management, and personalized learning, actual usage remains limited due to challenges such as rapid technological advancement, lack of infrastructure, and resistance to change. All hypotheses were rejected, indicating a significant relationship between awareness, perception, and the use of AI tools in teaching. If measures such as having enhanced AI literacy and training programs for LIS educators, integration of AI into the LIS curriculum, development of institutional policies on AI adoption, and incentives for AI integration, then the challenges observed could be mitigated.

Keywords

Artificial intelligence; teaching and learning, emerging technology, library and information science

Research Questions

1. What is the level of awareness of AI tools for teaching by LIS educators in Nigerian Library schools?
2. What is the perception of AI tools for teaching by LIS educators in Nigerian in Nigerian library schools?
3. Which is the most commonly used AI tools for teaching by LIS educators in Nigerian library schools?
4. What are the challenges faced by LIS educators in use of AI tools for teaching in Nigerian library schools?

Hypothesis

The following null hypotheses will be tested at 0.5level of significance

1. There is no significant relationship between awareness of AI tools and use of AI tools for teaching by LIS educators in Nigerian library schools
2. There is no significant relationship between perception of AI tools and use of AI tools for teaching by LIS educators in Nigerian library schools
3. There is no significant relationship among awareness, perception and use of AI tools for teaching by LIS educators in Nigerian library schools

Methodology

The research method used for this study is the survey research of the correlational type. The population of the study are lecturers of Library and Information Science in all higher institutions of learning in Nigeria that offer the

course. The instrument for data collection is the questionnaire which was distributed using google form (<https://forms.gle/mwZjGtKE7ttTwy5x8>) which was distributed through various WhatsApp platforms such as NALISE online forum (National Association of Library and Information Science Educators) and also individually to LIS lecturers. A total of 154 respondents filled the questionnaire. Data was analysed using simple statistics and SPSS. The hypotheses were analysed using Pearson Product Moment Correlation (PPMC) at 0.5 level of significance.