

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

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Research – Results

Received: 18.07.2024

Accepted: 23.08.2024

Published: 25.08.2024

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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

Discussion of findings

Artificial intelligence tools have proliferated virtually all sphere of human endeavour and the education sector is not exempted. These tools have revolutionised teaching and learning as various aspect of education since they can be used for their effectiveness and efficiency. This study set out to investigate the awareness, perception and use of artificial intelligence tools for teaching by LIS educators in Nigerian higher institutions. The findings on level of awareness shows that majority of the respondents have a high level of awareness of AI tools. This finding contradicts Adeoti (2023). The high level of awareness shown in the study could be as a result of the respondents being in the tech savvy age range. The findings on perception of AI tools for teaching revealed that LIS lecturers in Nigerian higher institutions have a positive and high perception of these tools. This finding support Tlili et al. (2023) who found in their study that early adopters of AI tools for teaching had a high perception of them. It also supports Shahsavari & Choudhury (2023). On usage of AI tools, the findings revealed that ChatGPT was the most commonly used AI tool by LIS lecturers. This is not surprising as ChatGPT is the precursor of AI tools. Other AI tools like ChatPDF, Turnitin and Socrative were also shown to be highly in use by the lecturers. The finding support Shahsavari & Choudhury (2023) and Lin (2022). Use of these AI tools in Nigeria being a developing country are likely to come with some challenges. The findings show that being overwhelmed by the rapid pace of technological advancements in AI

for education appears to be the major challenge, although there are other also important challenges as shown. The null hypothesis was rejected for all of the three hypotheses put forward as the findings shows a significant relationship between awareness and perception and among the three variables. This implies that a good level of awareness of AI tools among lecturers can positively influenced how they perceive these tools, which can automatically result in the acceptance of its usage for teaching, and vice versa.

Conclusion

A variety of conditions is revealed by the study on LIS educators' awareness, perception, and usage of AI tools for teaching in Nigerian higher education institutions. Although the potential benefits of artificial intelligence (AI) in improving educational outcomes are becoming more widely recognized, actual use of AI is still inconsistent because of limited technological access, inadequate training, and disparities in digital literacy. It is crucial to put in place thorough training programs, upgrade infrastructure, and encourage an innovative culture within LIS departments in order to close this gap. Higher education institutions in Nigeria may fully utilize AI tools to improve teaching and learning, which would ultimately advance the field of library and information science, by tackling these difficulties.