

INVESTIGATING THE ADOPTION OF AI TUTORS AMONG UNDERGRADUATE STUDENTS OF THE UNIVERSITY OF ILORIN, KWARA STATE, NIGERIA

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Abstract

This study investigated the extent of adoption of AI tutors among undergraduate students at the University of Ilorin, Kwara State, Nigeria. A descriptive survey design was employed, and data was collected using a validated and structured questionnaire. The students were selected across five faculties using stratified sampling technique. A total of 384 students served as the sample size for this study. Findings revealed a high level of adoption and usage of AI tutors for solving academic problems, research, explaining difficult concepts, writing assistance, and exam preparation. Also, findings revealed that a high level of perceived benefits of AI tutors such as easy accessibility, personalization, and exposure to innovative learning methods among others. However, significant challenges in the use of AI tutors were equally identified such as unstable electricity supply, poor internet connectivity, and ethical concerns such as the risk of plagiarism and limited trust in AI-generated content. In view of these notable challenges in the use of AI tutors, the following recommendations were made to the University management such as provision of adequate infrastructure, promoting AI literacy, and developing ethical guidelines to ensure responsible and effective integration in the Nigerian higher educational system. In conclusion, this study has shown that AI tutors are increasingly becoming an integral part of students' learning routines, thereby having a strong potential to enhance learning outcomes.

Keywords: Artificial intelligence, AI tutors, Adoption, Extent of use, Usage