



AWARENESS, PERCEPTION AND ADOPTION OF ARTIFICIAL INTELLIGENCE AMONG LIBRARY AND INFORMATION SCIENCE EDUCATORS IN MICHAEL OKPARA UNIVERSITY OF AGRICULTURE UMUDIKE, NIGERIA

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Abstract

The study investigated awareness, perception and adoption of the Artificial Intelligence (AI) technology among the educators in Michael Okpara University of Agriculture Umudike (MOUUAU) library school. This is against the backdrop of increased emergence of AI with their unparalleled potentialities for education as well as the buzz AI seems to be generating in the academic community and in view of the demanding research and education processes. Three research questions were formulated to guide the study. The research adopted descriptive survey method, while the population of the study consisted of the twenty four library and Information science educators of MOUUAU library school, thus census sampling technique to capture the entire population. Data for the study was collected with a structured researcher-developed questionnaire titled 'Awareness and Perception of Artificial Intelligence among Library and Information Science Educators Questionnaire' (APAILSEQ), which was subjected to validation by two LIS professionals. The data were analyzed using descriptive statistics of mean and standard deviation. Findings of the study revealed that the level of awareness of AI tools by LIS educators was low while awareness of knowledge of their benefits in teaching and research and knowledge of its application are moderate. There is positive perception of AI technology for teaching and research among the LIS educators, despite their awareness of the concerns and issues in AI use, there is limited adoption of AI technology in teaching and research among the educators. Based on the findings, the study recommended institutional support through training and retraining, policy and organizational culture, among others

Keywords: Perception, Artificial Intelligence, Universities, Library School, Library Educators



Introduction

Artificial intelligence (AI) has increasingly permeated the academic community where teaching, learning and research are the bedrock. It is rapidly reshaping higher education and the research process, offering tools that streamline processes, and enhance the overall effectiveness of teaching. Among these are; Artificial Intelligence (AI) offers numerous benefits in teaching and research within universities. It enhances personalized learning by adapting content to students' needs, improving engagement and outcomes (Homles, et al 2021). AI automates administrative and grading tasks, saving educators' time for more meaningful interactions. In research, AI accelerates data analysis, literature reviews, and pattern recognition, enabling faster discoveries and innovative solutions (Jordan & Mitchell, 2015). It supports collaborative learning through intelligent tutoring systems and virtual assistants, ensuring accessibility and inclusivity. Additionally, AI-powered tools foster academic integrity, improve resource management, and provide real-time feedback, ultimately enhancing the quality, efficiency, and impact of teaching and research in higher education institutions. Such tools as Chat GPT, and other generative AI, have enabled these tasks. AI has proven substantial application advantages, which has a profound impact on the teaching process and classroom management as well as research. However, Aydin and Karaaslan (2022) observed that in many quarters that awareness and robust knowledge of the AI technology is still in infancy phase and as such leaves much to be desired in terms of appreciating the technology and subsequently adopting it for educational and career advancement.

According to Umeh and Eze (2021), awareness involves the degree to which individuals are exposed to information about a concept and can accurately interpret that information. It is a critical determinant of how individuals respond to innovations or emerging trends, such as artificial intelligence. (Mhlongo & Daniels, 2023). Furthermore, awareness can be measured at different levels, ranging from mere exposure to deep understanding that informs decision-making (Obi & Yusuf, 2022). Thus awareness of AI technology is not just about knowing that AI exists; it also involves understanding its functions, potential benefits, and possible implications, which in turn influences perception, acceptance, and utilization. Lack of adequate awareness may likely lead to low perception, resistance or non-adoption.



Perception influences how people understand and respond to situations, experiences, and phenomena (Robbins & Judge, 2019). Positive perception of the AI technology is important for its adoption and use in the teaching and research tasks. AI is supposed to be assistive and should be so in practice but it appears the perception in some quarters is that it is substitutionary, thus they use it in such way. For some others, they do not use AI because they view it as a threat and as a replacement to human intelligence. Lack of adequate understanding of AI leading to wrong perception and wrong use constitute a big issue. The common factor among the two sides of perception is wrong use, non-use and abuse, neither of which is beneficial to teaching, learning and research, at both individual level and institutional level.

There has been a hot chase of AI for writing articles, preparing notes, inaugural lectures, speeches, by faculty with, students following that direction with AI generated essays, speeches, and projects. This wrong perception and use of AI will stifle creativity, churn out works that are prone to error of facts or contexts, increase violation of intellectual property rights and make writers and thinkers lazy and dependent on AI. The non-users on the other hand who are afraid of stifling their creative minds and ability to think and write from their head, are missing out in the benefits right use of AI brings to the class, and research table. It is not clear the predominant feelings about AI among educators in Nigeria library schools, including in Michael Okpara University of Agriculture, Umudike's in particular because no such study has been carried out on this. Hence this study to determine the awareness and perception of LIS educators of AI in their teaching, learning, and research.

Statement of the Problem

Despite the growing influence and adoption of artificial intelligence (AI) in education and in research, it is still unclear whether the LIS educators in Michael Okpara University of Agriculture, Umudike, are following the same tempo in the awareness, perception, and subsequent application of AI tools. This is in view of the mixed feelings about AI orchestrated with the overdependence and unethical use of the tool coupled with the fear of job displacement. But in the final analysis AI offers a lot of relief for educators who are faced with myriad of challenges in the Nigeria education and research delivery landscape, such that AI becomes a good intervention and mediator. Lack of holistic awareness of the AI technology in terms of benefits, usage, application,



opportunities and concerns would hamper good and maximal use of the technology which in turn may stifle innovation in teaching, and research thereby limiting outputs. Furthermore, LIS educators risk lagging behind global and best practices, leaving students underprepared for a technology-driven profession, and undermining the transformative potential of AI in advancing library and information services. The study therefore asks if awareness level of LIS educators, their perception and subsequently their adoption of the AI technology are adequate and also in alignment, hence this study on the awareness, perception, and application of AI tools among LIS educators in Michael Okpara University of Agriculture.

Research Questions

1. What is the level of awareness of the AI technology for teaching and research among LIS Educators in Michael Okpara University of Agriculture, Umudike?
2. What is the perception of the LIS Educators of the AI Technology in teaching and research?
3. What is the extent of adoption of AI in teaching and research among the LIS Educators?

Literature Review

Awareness of artificial intelligence (AI) technology among educators encompasses knowledge of available AI tools, their capabilities, potential applications, benefits, limitations, and ethical implications. In the context of teaching and research, awareness is important because it provides the foundation upon which educators can evaluate, select, and appropriately integrate AI technologies into their professional practices. Ajayi (2019) and Owan et al. (2023), as cited in Idika et al. (2024), argue that educators who are more knowledgeable about AI tools are better positioned to exploit their capabilities effectively in educational settings. Awareness, therefore, goes beyond merely knowing the names of AI tools; it involves understanding what the tools can do, how they can be applied, and the circumstances under which their use is appropriate.

One important dimension of AI awareness is educators' familiarity with available AI tools. The rapid emergence of generative AI, intelligent tutoring systems, AI-based writing assistants, research discovery tools, automated assessment applications, and other AI technologies has made it increasingly difficult for educators to maintain current knowledge of available tools. Idika et al. (2024) note that awareness of AI tools and their potential applications can influence lecturers' ability to incorporate them into research methods instruction. Similarly, Onwugboke et al. (2024)



found that lecturers demonstrated higher awareness of popular AI and conversational tools but relatively moderate-to-low awareness of several specialized research and assessment applications. This suggests that educators may be familiar with highly publicized tools without necessarily possessing comprehensive knowledge of the wider AI ecosystem.

Another issue concerns awareness of the potential benefits of AI in teaching and research. AI technologies can support personalized learning, automate routine academic tasks, facilitate feedback, enhance information retrieval, assist academic writing, and support data analysis. Li and Wang (2021) observe that effective integration of AI into educational practice can improve student engagement and learning outcomes while facilitating more personalized instruction. Holmes and Bialik (2019) similarly associate AI applications with personalized learning, data-driven research, and administrative efficiency. These perspectives suggest that awareness of AI benefits may influence educators' willingness to explore and adopt the technology. However, awareness of potential benefits should be accompanied by an understanding of the limitations and appropriate boundaries of AI use. Awareness of AI applications in teaching and research is another important consideration. Knowledge of AI tools becomes more meaningful when educators understand how they can be applied to specific academic activities.

In teaching, AI may be used to generate instructional materials, provide personalized feedback, support student engagement, facilitate assessment, and assist lesson preparation. In research, it may support literature discovery, reference management, data analysis, academic writing, research design, and scholarly communication. Idika et al. (2024) found that lecturers involved in research activities generally demonstrated awareness of AI applications in research methods, although their actual utilisation was inadequate. This distinction between awareness and utilisation indicates that knowing about AI applications does not automatically translate into effective use.

The literature also indicates that educators' awareness of AI is influenced by opportunities for professional development and institutional support. Guneyli et al. (2024), in their study of teachers' AI awareness, found variations in AI use across educational levels, with university lecturers showing greater incorporation of AI into teaching than some other categories of teachers. Abdulrafia et al. (2024) similarly reported moderate awareness but very low actual use of AI tools among lecturers and students in Kwara universities. They consequently recommended frequent



training to improve understanding and utilisation of AI. These findings imply that awareness can be strengthened through continuous professional development, practical exposure, and institutional encouragement.

A further dimension of awareness relates to the concerns and challenges associated with AI. Awareness of AI should not be restricted to its capabilities and benefits; educators also need to understand issues relating to academic integrity, accuracy, privacy, bias, authorship, assessment integrity, data security, and possible overdependence on AI. Mutanga-Jugoo and Adefemi (2024) found mixed perceptions among university lecturers, with some appreciating AI for improving efficiency and feedback while others expressed concerns about ethics, assessment integrity, and changes in workload. Li and Wang (2020) similarly identified ethical and data privacy concerns despite the growing adoption of AI in universities. Awareness of these challenges is important because it enables educators to make informed decisions about when and how AI should be used.

The literature further suggests that institutional conditions can determine whether awareness develops into meaningful AI adoption. Adebayo and Akinola (2021) reported that although awareness of AI was increasing among Nigerian educators, its integration into teaching and research remained constrained by inadequate infrastructure, limited training, and insufficient policy support. Holmes and Bialik (2019) also observed that educators who received targeted training were more likely to integrate AI effectively into their teaching and research practices. Thus, awareness should be understood as part of a broader process involving knowledge acquisition, skills development, institutional support, and responsible application.

In summary, the reviewed literature shows that AI awareness among educators has several interconnected dimensions: familiarity with AI tools, understanding of their potential benefits, knowledge of their applications in teaching and research, and awareness of their associated risks and limitations. The empirical evidence also indicates that awareness does not necessarily translate directly into utilisation or adoption. This distinction is particularly important in the present study, which seeks to determine the level of awareness of AI technology among LIS educators and how such awareness relates to their perception and adoption of AI for teaching and research.



Methodology

The study adopted descriptive survey research design, which according to Nworgu (2015) allows data to be systematically collected from the respondents' opinions, attitudes and experiences on the current status of the variables under investigation. This study was conducted within Michael Okpara University of Agriculture, Umudike, Nigeria, focusing on the educators cum researchers in the Department of Library and Information Science. The population of the study is 25 library and information science educators from the library school of MOUAU. Data was collected with Researcher-Developed and structured questionnaire titled 'Awareness and Perception of Artificial Intelligence among Library and Information Science Educators Questionnaire' (APAILISEQ), which was subjected to face and content validation by LIS professionals. The questionnaire is in three major parts measuring items on Awareness, Perception and Adoption of AI among the LIS educators.

Further on Awareness, the instrument measured four areas of awareness- awareness of the AI tools; awareness of the AI potentials/benefits; awareness of AI applications; and awareness of AI concerns and challenges. The instrument was based on a modified 4 Likert type scale constructed by the researchers with response options as: Highly aware, Moderately aware, Lowly aware and Unaware for Part 1. While the other Parts 2 and 3 have the scales of: Strongly agree, Agree, Disagree, and Strongly Disagree. The instrument was administered through online- google form. The data was analyzed using descriptive statistics of mean and standard deviation. The decision to accept or reject is based on the criterion mean of 2.5 which implies that a mean score of 2.5 and above is accepted and rejected if otherwise.



Results

Research Question 1: What is the level of awareness of Artificial Intelligence Technology for teaching and research among LIS educators in Michael Okpara University of Agriculture, Umudike?

Table 1: Level of awareness of Artificial Intelligence technology

Item	Mean	Standard Dev.	Remark
Chat GPT	3.45	0.6048	Aware
MagicSchool	2.05	0.9445	Not Aware
Test Gorilla	1.85	1.04	Not Aware
Quizizz	2.20	1.1517	Not Aware
Curipod	2.05	1.099	Not Aware
Quillbot	2.50	1.1471	Aware
Paperpal	1.95	1.0501	Not Aware
Jenni AI	2.05	1.099	Not Aware
Thesify	2.05	1.0501	Not Aware
Elicit	2.25	0.9665	Not Aware
Research Rabbit	2.35	0.9881	Not Aware
Perplexity	2.00	1.026	Not Aware
Claude	1.95	0.9445	Not Aware
Jasper AI	2.15	1.04	Not Aware
Teacher Matic	2.10	0.9679	Not Aware
Examinor	1.90	0.9679	Not Aware
Gradescope	1.95	0.9987	Not Aware
Edcafe	2.05	0.8897	Not aware
AI Grade	2.10	0.8522	Not Aware
Qlik	1.90	0.9119	Not Aware
Julius AI	1.90	0.9679	Not Aware
Grammarly for Education	2.95	1.1459	Aware
Edit GPT	2.55	0.9445	Aware
Consensus	2.25	0.9665	Not Aware
Scite	1.95	0.9987	Not Aware
Connected papers	1.95	0.8256	Not Aware
Turnitin	3.20	0.9515	Aware
Grand Mean	2.20		Not Aware

The result in Table 1 reveals the mean of level of awareness of the LIS educators of AI tools for teaching and research. The result reveals low awareness of the AI tools among the LIS educators in MOUAU, judging from the grand mean of 2.20. Specifically, the lecturers are aware of tools such as Chat GPT (3.45), followed by Turnitin (3.20), Grammarly (2.95) and Edit GPT (2.55). The lecturers have the lowest level of awareness of Test Gorilla (1.85), Examinor (1.9), Qlik (1.9), and Julius AI (1.9).



Table 2: Level of awareness of AI potentials and benefits

I am aware that AI:	Mean	Std. Dev.	Remark
Enhances teaching efficiency and performance	3.45	0.6863	Aware
Offers real-time feedback of students' learning	3.45	0.7592	Aware
Offers academic writing assistance	3.65	0.5871	Aware
Provides quick access to teaching and research resources	3.45	0.6863	Aware
Saves time in research	3.65	0.4894	Aware
Optimizes time spent in teaching	3.30	0.6569	Aware
Enhances research credibility	3.25	0.7864	Aware
Enhances literature mapping and literature discovery	3.25	0.7164	Aware
Personalizes students' learning	3.50	0.6882	Aware
Complements classroom teaching	3.55	0.6048	Aware
Facilitates collaboration and resource sharing	3.55	0.6863	Aware
Enhances productivity	3.45	0.887	Aware
Grand Mean	3.45		Aware

The result in Table 2 indicates the level of awareness of LIS educators of AI potentials and benefits for teaching and research. All the 12 items that measured the lecturers' awareness of AI benefits were accepted. And because of the grand mean of 3.45 as indicated in the table, the LIS educators in MOUAU are aware of the benefits and potentials of AI for teaching and research.



Table 3: Awareness of AI application in teaching and learning

I am aware that AI:	Mean	Std.Dev.	Remark
Tools (ChatGPT, magic school, Quizizz, test Gorilla) are used for assessment of learners.	3.05	0.887	Aware
Tools (Quillbot, Paperpal, Elicit, Research Rabbit, ChatGPT, Jenni AI) for academic writing and research.	3.20	0.9515	Aware
Tools (Examinor, Edcafe, AI Grader, Jasper AI, Claude, Gradescope) are used for creating examinations and grading	2.45	0.9445	Not Aware
Tools (Olik, jUlius AI) are used for data analysis and data visualization	2.47	1.0203	Not Aware
Tools (Grammarly, Edit GPT, Quillbot, paperpal) are used for language editing	3.10	0.9941	Aware
Tools (Consensus, Scite, connected papers) are used for Managing citations while writing	2.57	1.0706	Aware
Turnitin is an AI tool used for detecting AI in works	3.15	0.9333	Aware
Grand Mean	2.85		Aware

The result in Table 3 shows the level of awareness of the LIS educators on applications of the AI tools for teaching and research. The grand mean of 2.85 shows that the lecturers are aware of the various ways AI tools can be applied. Specifically, the lecturers are not aware of AI tools' applications in students' examination and grading (2.47) and applying the tools for data analysis and data visualization (2.47). The highest level of knowledge of AI application among the LIS lecturers is the Turnitin tool (3.15).



Table 4: Awareness of AI concerns and challenges

I am aware that AI can:	Mean	Std.Dev.	Remark
Produce incorrect answers	3.35	0.6708	Aware
Lead to plagiarism concerns	3.30	0.8013	Aware
Bring about issues of data privacy	3.25	0.7164	Aware
Promote digital divide	3.26	0.8057	Aware
Impact negatively on critical thinking	3.50	0.607	Aware
Lead to ethical concerns	3.40	0.8208	Aware
Cause over-dependence concerns	3.30	0.8645	Aware
Lead to cultural adaptation concerns	2.95	0.9445	Aware
Grand Mean	3.28		Aware

Table 4 reveals the awareness level of the LIS educators on AI technology concerns and challenges in teaching and research. As shown on the table, the mean of all the items are greater than the criterion mean of 2.5 coupled with a grand mean of 3.28 which indicates that the LIS educators in MOUAU have high awareness of the concerns and challenges associated with AI use in teaching and research. The item with the highest awareness concern is that ‘AI impacts negatively on critical thinking, with a mean of 3.50.

The over-all mean for awareness of AI technologies in tables 1, 2, 3, and 4 is 2.94, which is accepted as awareness, though in moderate level. Specifically, awareness level of the tools is in the following order and mean: awareness of the AI potentials and benefits 3.45 (Awareness), awareness of AI concerns and challenges 3.28 (Awareness), awareness of application to teaching and research 2.85, and the least, awareness of the AI tools for teaching and research 2.2 (unawareness).



Research Question 2: What is the perception of the LIS educators in MOUAU of the AI technology in teaching and research?

Table 5: Perception of the LIS educators of the AI technology

S/N	Item statement	Mean	SD	Remarks
1	AI is time-saving in teaching and research	3.50	0.7609	Accepted
2	AI concerns far outweigh the benefit in teaching and research	3.30	0.8013	Accepted
3	AI has no significant impact on teaching and research	2.00	0.7255	Accepted
4	I prefer the traditional teaching and research methods to AI technology	2.40	0.6806	Accepted
5	It borders me that AI can stifle creativity	2.70	0.9234	Accepted
6	AI does not reduce academic integrity more than other unethical practices do	2.95	0.6048	Accepted
7	I need more time and training to understand AI	3.25	0.5501	Accepted
8	AI enhances the teaching and research experiences	3.30	0.5712	Accepted
9	AI has come to make teaching and research easier for me	3.25	0.5501	Accepted
10	I am enthusiastic about getting more awareness of AI technology	3.60	0.5026	Accepted
Grand Mean		3.02	0.8233	Accepted

Table 5 shows the perception of the LIS educators in MOUAU of the AI technology in teaching and research. The result indicates that the LIS educators have a positive perception of the AI technology for teaching and research tasks, judging from the grand mean of 3.02. The items with the highest perception is on the lecturers' enthusiasm about getting more knowledge of AI technology (3.6). However, the educators have least perception of AI reducing creativity (mean of 2.7).



Research Question 3: What is the extent of the adoption of AI tools in LIS teaching and research among the LIS educators in MOUAU?

Table 6: Use of AI tools in LIS teaching and research

Item Statement	Mean	StdDev	Remark
I adopt AI in the assessment of my students	2.5	0.607	Accepted
I use AI tools to automate routine administration tasks	2.7	0.7327	Accepted
AI assists me in Lesson planning	2.75	0.5501	Accepted
I use AI in Academic writing	3.0	0.7947	Accepted
AI has assisted me in creating class assignments and examinations	2.65	0.6708	Accepted
I have adopted AI in grading assignments and exams	2.3	0.5712	Rejected
I use AI for Data analysis and visualization	2.6	0.7539	Accepted
I adopt AI for language editing	2.95	0.7592	Accepted
For my citation needs, I use AI tools	2.6	0.8208	Accepted
I use AI to create contents for my lecture	3.0	0.7947	Accepted
I generate contents for my research using AI	2.85	0.6708	Accepted
I have used AI to generate many contents in the whole research process	2.85	0.7452	Accepted
Grand Mean	2.72		Accepted

Table 6 reveals the extent of actual adoption of the AI tools by the LIS educators for teaching and in research. Grand mean of 2.72 indicates adoption of the AI Tools by the educators. However, individual items reveal adoption is majorly for research tasks (Academic writing- 3.00, language editing- 2.95, generating contents for research, and use of AI in the entire research process 2.85 respectively) than in teaching (getting contents for lectures- 3.0, and grading assignments and exams 2.3).



Discussion of Findings

Awareness of Artificial Intelligence Technology for Teaching and Research among LIS Educators

Studies examining educators' awareness of artificial intelligence (AI) tools have reported varying levels of awareness (Abdulrafia et al., 2024; Guneyli et al., 2024; Idika et al., 2024; Onwugboke et al., 2024). The present study found a moderate level of awareness of AI technology for teaching and research among LIS educators, consistent with Onwugboke et al. (2024), who reported moderate-to-low awareness of several specialized AI-based research and assessment tools, but higher awareness of popular large language model (LLM) and conversational AI tools. Similarly, the finding agrees with Abdulrafia et al. (2024), who reported moderate awareness of AI tools among lecturers and students.

The findings suggests that although LIS educators have reasonable familiarity with AI technologies, their knowledge does not adequately extend to the wide range of emerging AI applications relevant to teaching and research. The educators appear more familiar with popular tools such as ChatGPT, Grammarly, and Turnitin than with specialized and emerging applications. This underscores the need for continuous professional development, targeted training, and institutional support to broaden educators' knowledge of AI technologies and their applications. Awareness is an important preliminary stage in the acceptance and adoption of emerging technologies, as educators with greater awareness are better positioned to understand their capabilities and limitations and integrate them appropriately into teaching and research (Ajayi, 2019; Owan et al., 2023, as cited in Idika et al., 2024).

The finding regarding awareness of the potentials and benefits of AI agrees with Idika et al. (2024), who reported that educators recognized AI's capacity to enhance student engagement, automate time-consuming tasks, and provide personalized feedback. Such awareness may encourage educators to explore AI applications in instructional delivery, research, academic writing, information retrieval, and other scholarly activities.

The moderate awareness of AI applications for teaching and research also corresponds with Idika et al. (2024), who reported lecturers' awareness of AI use in research methods. However, the



present finding suggests that awareness of AI tools may not yet be sufficiently comprehensive to support systematic integration into teaching and research. Familiarity with specific tools may provide a foundation for understanding broader applications, but this requires deliberate training and practical exposure.

Finally, concerns and challenges ranked second after awareness of AI benefits. This indicates that while LIS educators recognize the potential benefits of AI, they are also conscious of its ethical, academic, professional, and practical challenges. Similar concerns have been reported regarding academic integrity, misinformation, privacy, reliability, authorship, and overdependence on AI (Mutanga-Jugoo & Adefemi, 2024; Li & Wang, 2020; Idika et al., 2024). This further reinforces the need for institutional training to equip educators with the competencies required to evaluate and use AI responsibly.

Perception of LIS Educators towards AI Technology in Teaching and Research

The finding of the present study that LIS educators have a highly positive perception of AI technology for teaching and research differs from the findings of Mutanga-Jugoo and Adefemi (2024), who reported a more divided perception, with respondents expressing both positive and negative views towards AI. While some educators in their study appreciated AI for its potential to improve efficiency and facilitate feedback, others expressed concerns relating to ethics, assessment integrity, and changes in workload.

The more positive perception observed in the present study may suggest that LIS educators recognise the potential value of AI in improving teaching and research activities despite being aware of its associated challenges. In other words, awareness of the risks and limitations of AI does not necessarily translate into a negative perception of the technology. Rather, educators may perceive AI as a useful technological resource whose benefits can be maximised when appropriate safeguards, professional judgement, and ethical guidelines are in place.

The positive perception demonstrated by the respondents is encouraging because favourable perceptions can provide an important foundation for the effective integration of emerging technologies into academic practice. However, positive perception alone may not guarantee sustained or effective adoption. Institutional support, access to appropriate infrastructure,



professional training, clear policies, and guidance on the ethical use of AI remain necessary to translate favourable perceptions into meaningful teaching and research practices. Thus, institutions should build on educators' positive perceptions by providing opportunities for continuous AI literacy development and practical engagement with relevant tools.

Extent of Adoption of AI in Teaching and Research among LIS Educators

The finding that LIS educators demonstrate a moderate extent of AI use and actual adoption in teaching and research is both noteworthy and understandable. At first glance, the finding may appear inconsistent with the relatively low awareness of AI tools reported in the study. Ordinarily, extensive adoption would be expected to be associated with a comparatively high level of awareness. However, closer examination of the pattern of AI tools reportedly used by the educators provides a plausible explanation for this apparent inconsistency.

The educators appear to make greater use of widely known and easily accessible AI tools, particularly ChatGPT and language-editing applications, which are commonly associated with academic writing and related research activities. Thus, although their overall awareness of the broader range of AI technologies may be limited, they may have developed sufficient familiarity with a small number of popular tools to use them with some degree of regularity. This suggests that adoption may be concentrated around a relatively narrow range of familiar AI applications rather than being distributed across the wider spectrum of AI technologies available for teaching and research.

The finding is consistent with Adebayo and Akinola (2021), who reported growing awareness of AI technologies among Nigerian educators but observed that their actual integration into teaching and research remained constrained by infrastructural challenges, inadequate training, and insufficient policy support. The present finding therefore suggests that awareness and adoption should not be viewed as necessarily occurring at the same level or progressing at the same rate. An educator may have limited awareness of the broader AI landscape while still making regular use of a few familiar tools that address immediate teaching or research needs. Conversely, the finding differs from the reports of Holmes and Bialik (2019) and Li and Wang (2020), which indicated increasing and more robust adoption of AI technologies in teaching and research. The



difference may partly reflect variations in educational, technological, economic, and institutional contexts. The relatively stronger adoption reported in studies from developed contexts may be associated with greater access to technological infrastructure, institutional funding, professional development opportunities, and established policies supporting educational technology. In contrast, higher education institutions in developing contexts such as Nigeria continue to contend with infrastructural limitations, inadequate funding, limited access to training, inconsistent institutional support, and emerging policy frameworks for AI use. These contextual factors may constrain the transition from awareness and positive perception to broader and more systematic adoption of AI in teaching and research.

Conclusion

The increasing application of Artificial Intelligence (AI) in higher education has made awareness, perception, and adoption of AI technologies important considerations for educators, particularly in Library and Information Science (LIS) education. This study examined awareness, perception, and adoption of AI technology among educators in the Library and Information Science programme of Michael Okpara University of Agriculture, Umudike (MOUAAU). The findings revealed that the educators had a moderate level of awareness of AI technologies and their applications for teaching and research, with greater familiarity with popular tools such as ChatGPT, Grammarly, and Turnitin. They also demonstrated a high positive perception of AI, recognising its potential benefits despite concerns about associated challenges. Furthermore, the extent of AI use and adoption was moderate, suggesting that adoption was largely concentrated on familiar and accessible tools. The study concludes that MOUAAU LIS educators are favourably disposed towards AI, but broader and more effective adoption requires continuous training, adequate infrastructure, institutional support, and clear guidelines for responsible AI use.



Recommendations

Based on the findings of the study, the following recommendations are made:

1. The University should organise regular AI training and awareness programmes to broaden educators' knowledge of available AI tools and their applications in teaching and research.
2. The University should provide opportunities for educators to practically explore and integrate appropriate AI technologies into their teaching and research activities.
3. The University should develop clear guidelines on the ethical, responsible, and appropriate use of AI in teaching and research.
4. The University should provide adequate infrastructure, internet access, and institutional support to facilitate wider adoption of AI technologies by educators.
5. The Department should expose LIS educators to emerging and specialised AI applications through continuous professional development programmes.



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