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ASSESSMENT OF THE ATTITUDE AND PERCEPTION OF ACADEMICIAN TOWARDS THE USE OF ARTIFICIAL INTELLIGENCE IN RESEARCH AND ASSESSMENT IN KOGI STATE NIGERIA

BY

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Abstract

The rapid advancement of artificial intelligence (AI) has brought about significant transformations in various fields, including research and assessment. In academic settings, AI offers numerous potential benefits, such as enhancing data analysis, automating administrative tasks, and providing personalized learning experiences. Despite these advantages, the adoption of AI technologies among academic staff in Kogi State, Nigeria, has been met with mixed reactions, reflecting a range of attitudes and perceptions towards its use. This study examines the current attitudes and perceptions of academics towards the use of AI in research and assessment in Kogi state Nigeria. A survey research design was used. Primary data was used through surveys questionnaire with academic staff from various tertiary institutions in Kogi state. The descriptive statistics (percentage, mean, standard deviation) was used to analyses the data. From the population 0f 2866 academic staff, 150 were selected using simple random sampling technique and participated in the study. The findings revealed that the academic staff has poor attitude toward the use of AI in their research and assessment practices, while some academics were open to the idea of using AI in their work, majority were more hesitant due to concerns about the reliability and accuracy of AI-generated results. To address the concerns of academic staff, it is recommended that institutions provide comprehensive training programs to enhance understanding and confidence in AI technologies. Additionally, establishing clear guidelines and standards for AI use can help ensure the reliability and accuracy of AI-generated results, thereby alleviating hesitations and encouraging wider adoption.

Keywords: Attitude, Artificial intelligence, Academician and Assessment

Introduction

In Nigeria, AI adoption in academic research and assessment is still at a developing stage, with varying degrees of acceptance and skepticism among academicians. While some educators see AI as a valuable tool that enhances efficiency and accuracy in research and grading, others express concerns about academic integrity, ethical implications, and the possible reduction of human involvement in critical academic processes. These concerns make it essential to assess the attitudes and perceptions of academicians toward AI and its role in higher education, particularly in Kogi State, where research and assessment play a crucial role in academic institutions (Awofala, et al., 2025).

Artificial Intelligence (AI) has emerged as a transformative tool in various fields, including education and research. With advancements in machine learning, data analytics, and automation, AI is increasingly being integrated into academic activities such as research, assessment, and teaching methodologies. Academicians worldwide are beginning to recognize the potential benefits and challenges associated with AI applications in their professional engagements. However, the perception and attitude of educators and researchers toward AI vary based on several factors, including awareness, accessibility, ethical concerns, and institutional policies (Chasokela, 2025). One major area of interest is how AI is being utilized to enhance research methodologies. AI-powered tools can assist researchers in data collection, analysis, literature review, plagiarism detection, and even hypothesis formulation. These technologies improve research accuracy and efficiency, allowing academicians to focus on critical thinking and innovative problem-solving. However, concerns regarding data privacy, bias in AI algorithms, and over-reliance on technology remain key issues that influence academicians' willingness to adopt AI in research(Ogalo & Mtenzi, 2025).

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Similarly, AI is increasingly being used in assessment and grading systems, offering educators an efficient way to evaluate student performance. Automated grading software, plagiarism detection tools, and AI-driven feedback mechanisms help improve objectivity, consistency, and speed in assessments. Nevertheless, there are concerns about the reliability of AI grading systems, the depersonalization of assessment, and the potential marginalization of certain academic disciplines where qualitative analysis is essential. These concerns contribute to the mixed attitudes of academicians toward AI in assessment (Vetrivel, et al., 2025). Institutional policies and the level of AI literacy among academicians also play a crucial role in shaping their perceptions of AI. Universities with robust AI training programs and clear guidelines on AI usage tend to have more positive attitudes toward its adoption. Conversely, institutions with limited exposure to AI tools may exhibit resistance due to a lack of awareness, fear of job displacement, or skepticism about the reliability of AI-driven decisions. This highlights the need for targeted AI literacy programs and policy frameworks to ensure that AI is integrated effectively and ethically in academic institutions(Erdmann & Toro-Dupouy, 2025).

Furthermore, the cultural and infrastructural realities in Nigeria, particularly in Kogi State, impact the adoption of AI in academia. Limited access to digital resources, unreliable electricity supply, and inadequate funding for technological advancements pose significant barriers to AI adoption. Additionally, cultural attitudes toward technology and innovation influence how academicians perceive AI—whether as an enabler of academic excellence or as a disruptive force that challenges traditional methods of research and assessment. Understanding these perceptions is crucial for designing policies and interventions that promote the responsible and effective use of AI in academia (Bakare-Fatungase & Ademakinwa, 2025). Several studies report broadly positive but cautious attitudes toward AI among university staff(Ibrahim, et al, 2024; Adeoye, et al, 2025; Shehu, 2025). A survey of academics at the University of Ilorin found generally favourable attitudes to adopting AI for research and teaching, with respondents recognising productivity gains but also signalling needs for training and institutional support (Onwuagboke et al, 2024). Similarly, Ibrahim et al (2025) shows lecturers acknowledge generative-AI's potential to speed literature reviews and data analysis but express concerns about academic integrity, overreliance, and the need for policy and capacity-building (mixed methods and cross-sectional surveys). Both pieces conclude that positive dispositions are conditional: favourable when infrastructure, guidelines, and professional development are available.

Other empirical work drills into domain-specific readiness and assessment implications. A mixed-methods study of private universities in Nigeria's South-East examined AI applications in student assessment and found early experimentation (automated grading, analytics) alongside lecturers' uncertainty about validity, fairness, and technical literacy; the authors call for validation studies and assessor training (Olaseinde, 2025). Research on AI literacy among academic librarians (descriptive survey using a TAM-informed instrument) reports moderate AI awareness but gaps in tool-specific skills and a positive readiness to support researchers if training and institutional policies exist (Kotso, et al 2025). These studies converge on practical recommendations: targeted AI literacy programs for faculty and library staff, clear academic-integrity policies, pilot implementations for assessment tools, and investment in infrastructure to move positive attitudes into productive, trustworthy use. This study aims to assess the attitude and perception of academicians in Kogi State toward the use of AI in research and assessment. By examining the factors that influence their acceptance or resistance to AI, the study will provide insights into how AI can be effectively integrated into academic institutions. The findings will also help policymakers, educators, and technology developers create strategies that address concerns while maximizing the benefits of AI in higher education.

Statement of the Problem

The rapid emergence of Artificial Intelligence (AI) in higher education has transformed the ways knowledge is created, shared, and evaluated. In many academic environments globally, AI tools are now widely used for literature searches, data analysis, plagiarism checks, content generation, and automated assessment. However, in Nigeria, particularly in Kogi State, there is limited empirical understanding of how academicians perceive and utilize these technologies. While AI holds the potential to improve research efficiency and enhance assessment processes, concerns remain regarding its reliability, ethical implications, and relevance within local academic contexts. Despite the increasing availability of AI tools, many academicians in Kogi State appear to exhibit mixed attitudes toward their adoption. Some lecturers embrace AI for tasks such as statistical analysis, manuscript editing,

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and teaching support, while others express fear, skepticism, or resistance due to concerns about job displacement, academic integrity, and loss of traditional scholarship practices. This variation in attitude may hinder effective integration of AI into teaching, learning, and research, creating inequalities in research output and assessment quality across institutions.

Furthermore, the absence of clear guidelines or ethical frameworks for AI use in research and assessment creates confusion among academicians regarding its appropriate application. Concerns about plagiarism, data privacy, over-reliance on automated systems, and the validity of AI-generated outputs raise questions about academic integrity. If these concerns remain unaddressed, the full potential of AI to enhance research quality, promote innovation, and improve assessment processes may not be realized. Therefore, assessing the attitude and perception of academicians toward AI use in Kogi State is necessary to inform policy, promote awareness, and support effective integration of AI in higher education.

Objectives of the Study

1. To assess the attitude of academicians in Kogi State towards the use of Artificial Intelligence in research and assessment.
2. To examine the perception of academicians regarding the use of Artificial Intelligence in academic research and assessment.

Research Questions

1. What is the attitude of academicians in Kogi State toward the use of Artificial Intelligence in research and assessment?
2. What are the perceptions of academicians regarding the use of Artificial Intelligence in academic research and assessment?

Methodology

This study adopted an ex-post facto research design to assess the attitude and perception of academicians toward the use of Artificial Intelligence (AI) in research and assessment in Kogi State, Nigeria. The ex post facto design is appropriate because it allows the researcher to examine existing conditions and relationships without manipulating variables. Since AI adoption in academia is an ongoing phenomenon, this design enables the study to explore the factors influencing academicians' perceptions and attitudes based on their experiences and exposure to AI technologies. The target population for this study comprises 2 866 academicians from universities, polytechnics, and colleges of education in Kogi State, Nigeria. The sample is selected using a stratified random sampling technique to ensure representation across different institutions and academic disciplines. A total of 150 respondents was selected through simple random sampling techniques, comprising lecturers, researchers, and academic administrators who are actively involved in research and assessment. This sample size is deemed adequate for generalizing the findings within the study area. A structured questionnaire was used as the primary instrument for data collection. The questionnaire was designed to measure academicians' attitudes and perceptions toward AI adoption in research and assessment. It was consisted of two sections: Section A Demographic Information – Includes age, gender, academic rank, institution type, and field of specialization. Section B Uses a Likert scale (Strongly Agree to Strongly Disagree) to assess Awareness, Usage Attitude and Perception of AI. Three experts in test and measurement from university of Jos vetted the questionnaire to validate it. The Cronbach Alpha method was used to established the reliability of the instrument, a coefficient of 0.781 was obtained indicating that the instrument was reliable.

The questionnaire was administered both physically and electronically to accommodate respondents with different preferences. Physical copies were distributed in selected institutions, while an online version was shared via email and academic platforms. To ensure a high response rate, follow-up reminders was sent, and responses were collected over a period of four weeks. Participation was voluntary, and confidentiality was maintained throughout the process. The collected data was analyzed using descriptive statistics. Descriptive statistics such as frequency, percentages, mean, and standard deviation was used to summarize demographic information and general trends in AI attitude and perception. The results will be presented in tables for clarity and ease of interpretation. Statistical

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analysis was conducted using SPSS 27 (Statistical Package for the Social Sciences) to ensure accuracy and reliability in data interpretation.

Results

Research Question One: What is the attitude of academicians in Kogi State toward the use of Artificial Intelligence in research and assessment?

Table 1: Attitude of Academician Towards the use of Artificial Intelligence in Research and Assessment in Kogi state Nigeria

Item Statement	N	Minimum	Maximum	Mean	Std. Deviation
I am open to integrating AI into my research and teaching.	150	1	5	2.52	1.448
AI can complement rather than replace human expertise in academia.	150	1	5	2.24	1.306
I believe AI will positively impact the future of education.	150	1	5	2.14	1.241
I am concerned about the potential job displacement due to AI in education.	150	1	5	2.34	1.461
I support further AI training and development for academic purposes.	150	1	5	2.04	1.468
Valid N (listwise)	150				

Source: Authors Computation SPSS 27

Table 1 presents the attitude of academicians in Kogi State, Nigeria, towards the use of artificial intelligence (AI) in research and assessment. The mean scores for all statements range between 2.04 and 2.52 on a 5-point scale, indicating a generally low to moderate level of agreement. The highest mean score (2.52) suggests that respondents are somewhat open to integrating AI into research and teaching, though with some reservations. The statement that AI can complement rather than replace human expertise has a mean of 2.24, reflecting mild agreement. Similarly, concerns about AI's impact on job displacement in education (mean = 2.34) indicate that some respondents worry about its implications. The lowest mean score (2.04) on supporting further AI training and development suggests limited enthusiasm for AI-related professional development. The standard deviation values, ranging from 1.241 to 1.468, indicate varying levels of agreement among respondents, highlighting diverse opinions on AI's role in academia.

Research Question Two: What are the perceptions of academicians regarding the use of Artificial Intelligence in academic research and assessment?

Table 2: Perception of Academician on the use of Artificial Intelligence in Research and Assessment in Kogi state Nigeria

Item Statement	N	Minimum	Maximum	Mean	Std. Deviation
AI enhances research accuracy and efficiency.	150	1	5	3.36	1.336
The use of AI in assessment reduces bias in grading.	150	1	5	2.38	1.186
AI tools can improve academic integrity by detecting plagiarism.	150	1	5	3.31	1.477
AI poses ethical concerns in academia, such as data privacy and bias.	150	1	5	2.26	1.127
AI should be adopted with clear guidelines to ensure responsible use.	150	1	5	2.15	1.167
Valid N (listwise)	150				

Source: Authors Computation SPSS 27

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Table 2 presents the perception of academicians in Kogi State, Nigeria, regarding the use of artificial intelligence (AI) in research and assessment. The highest mean score (3.36) indicates that respondents generally agree that AI enhances research accuracy and efficiency, while a similarly high mean (3.31) suggests that they recognize AI's role in improving academic integrity by detecting plagiarism. However, perceptions on other aspects of AI use are more cautious. The belief that AI reduces bias in grading has a lower mean score (2.38), indicating mild skepticism, while concerns about ethical issues such as data privacy and bias have a mean of 2.26, suggesting that respondents acknowledge these issues but do not strongly emphasize them. The lowest mean score (2.15) on adopting AI with clear guidelines highlights limited support for structured AI implementation. The standard deviation values, ranging from 1.127 to 1.477, indicate varying levels of agreement, showing that while some academicians see AI as beneficial, others remain uncertain or cautious about its broader implications in academia.

Discussion of the Findings

The findings on academicians' attitude toward the use of Artificial Intelligence in research and assessment in Kogi State reveal a generally low to moderate level of acceptance, with mean scores ranging between 2.04 and 2.52, indicating cautious openness rather than strong enthusiasm. The highest mean value (2.52) shows that respondents are somewhat willing to integrate AI into teaching and research, aligning with the observations of Adeoye et al. (2025), that Nigerian lecturers acknowledge AI's usefulness but remain hesitant due to limited institutional support and skills gaps. Similarly, Shehu (2025) agreed with this finding that that although lecturers in Zamfara State recognize AI's potential, their attitude remains lukewarm because of concerns around job displacement, technical difficulties, and lack of policy direction—patterns also evident in this study as respondents express mild concerns about AI-related job insecurity (mean = 2.34). The relatively low enthusiasm for AI-related training (mean = 2.04) Ibrahim et al. (2024), agreed with this finding that Nigerian academics often appreciate AI conceptually but lack the motivation or confidence to pursue advanced AI literacy without structured capacity-building initiatives. Likewise, Onwuagboke et al. (2024) agreed with this finding that while lecturers value AI's potential to enhance productivity, widespread adoption is hindered by limited training opportunities and unclear institutional frameworks.

The findings on academicians' perceptions of AI usefulness and ethical implications show a nuanced understanding: while respondents acknowledge the benefits of AI in improving research accuracy (mean = 3.36) and detecting plagiarism (mean = 3.31), they express skepticism regarding its ability to reduce grading bias (mean = 2.38) and show limited support for its adoption without clear guidelines (mean = 2.15). These results agreed with Olaseinde (2025), whose study found that although lecturers in private Nigerian universities appreciate AI's value for research analytics, they remain unsure about its fairness, reliability, and implications for academic integrity. Moreover, Kotso et al. (2025) also agreed with this finding that moderate awareness among academic librarians but highlight significant gaps in understanding ethical issues such as privacy, algorithmic bias, and data protection—concerns subtly present in the Kogi findings where ethical implications receive only mild acknowledgment (mean = 2.26). The perception patterns in this study are consistent with Ibrahim et al. (2025), who observed that lecturers recognize AI's potential to enhance research efficiency but emphasize the need for strong policy direction to mitigate risks of overreliance, plagiarism, and data misuse. In the same vein, Adeoye et al. (2025) assert that AI adoption must be accompanied by training and institutional guidelines to address ethical, pedagogical, and operational concerns.

Conclusion

In conclusion, the findings suggest that while academicians in Kogi State, the varying levels of agreement indicate that AI adoption in academia is still in its early stages, requiring targeted awareness, training, and policy frameworks to bridge the gap between potential and practical application. Addressing these concerns through education and institutional support will be crucial in fostering a more positive and informed approach to AI integration in higher education.

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Recommendations

Based on the findings, the following recommendations are made:

1. Universities and other higher education institutions should create incentives for academicians to explore AI tools in their research and teaching. Providing access to AI-powered software and research grants for AI-related studies can facilitate adoption.
2. The Ministry of Education should emphasize the complementary role of AI rather than its replacement of human expertise. AI should be integrated as a support tool that enhances academic work rather than replacing traditional teaching and research roles.
3. Stakeholders, civil societies Universities, polytechnics, and colleges of education should collaborate with AI experts, technology companies, and policymakers to develop AI-driven solutions tailored to the needs of higher education. This will ensure that AI adoption aligns with institutional goals and academic standards.

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