THE INFLUENCE OF ARTIFICIAL INTELLIGENCE PLATFORMS ON STUDENTS ATTITUDE TOWARDS LEARNING IN TERTIARY INSTITUTIONS IN EDO STATE

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A PROJECT SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE AWARD OF THE BACHELOR OF SCIENCE (ED) DEGREE IN INTEGRATED SCIENCE.

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CERTIFICATION

We, the undersigned, certify that this research work was carried out and written by **INWE JUDITH EFE** of the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirement of the award of the Bachelor of Science (Ed) degree in Integrated Science.

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DEDICATION

I dedicate this project work to Almighty God for His grace, love, guidance, and faithfulness throughout my academic journey.

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TABLE OF CONTENTS

ABSTRACT

The study investigated the influence of artificial intelligence platforms on students' attitude towards learning in tertiary institutions in Edo State. The main purpose of the study was to examine how AI platforms affect students' cognitive, emotional, behavioural attitudes, and overall academic behaviour. Data were collected using a structured instrument titled Influence of Artificial Intelligence Platforms on Students' Attitude Towards Learning Questionnaire (IAPSALQ). A sample size of two hundred (200) students was selected from the University of Benin using a stratified random sampling technique.

The study adopted a survey research design, and data were gathered through the administration of questionnaires to the selected respondents. The collected data were analyzed using mean, standard deviation, and percentages for proper interpretation. The findings revealed that artificial intelligence platforms such as ChatGPT, Quillbot, Grok, Turnitin, Copilot, and Duolingo help students think more clearly, understand difficult concepts, generate creative academic ideas, and improve the overall quality and originality of their academic work. The use of these platforms was also found to enhance students' understanding, memory of key information, and general learning effectiveness.

Furthermore, the study revealed that artificial intelligence platforms positively influence students' emotional and behavioural attitudes towards learning. Students reported increased confidence, motivation, and support, as well as reduced frustration when using AI tools for academic tasks. The findings also showed that AI platforms encourage regular study habits, reduce procrastination, improve organization, and help students remain focused on their academic goals. The study concluded that artificial intelligence platforms play an important role in improving students' study habits, academic responsibilities, and overall learning experience in tertiary institutions.

CHAPTER ONE

INTRODUCTION

Background to the Study

The use of Artificial Intelligence in education around the world has brought new ways to improve how teaching and learning take place. Tools like smart tutoring systems and computer-based grading are now being used to make learning more personal and help students stay more involved. These technologies have been found useful in making the learning process more active and responsive to individual needs. Even though many people believe in the power of Artificial Intelligence to change education for the better, its use in higher institutions across Nigeria is still at an early stage and requires more attention and practical efforts to fully understand how it can work in such settings.

Artificial intelligence (AI) acceptance and utilization are quickly rising over the world (Borenstein & Howard, 2021). Education and Artificial Intelligence are related in many ways, as Artificial Intelligence can help address some of the major challenges in education, such as access, relevance, and quality. Artificial Intelligence can help educators to customize the learning experience to the needs, preferences, and abilities of each learner, by providing adaptive feedback, guidance, and support, and by recommending suitable learning paths, resources, and activities (Aggarwal, 2023). Artificial Intelligence can also help enrich the teaching practice, by providing tools and resources that can assist teachers and educators in designing and delivering effective and engaging lessons, and by facilitating collaboration and communication among teachers, students, and parents. For example, Artificial Intelligence (AI) enhances the learning and teaching experience, optimizing the performance of both students and educators (Sanusi,

Olaleye, Oyelere, & Dixon, 2022). By utilizing Artificial Intelligence tools like Turnitin or Grammarly, an educator can swiftly submit student work and receive valuable feedback based on the software's analysis, all within a short timeframe (Onifade, Bello, & Juliet, 2023). Artificial Intelligence can also help create new and novel ways of learning, by enabling immersive and interactive learning environments, such as simulations, games, and virtual reality, and by fostering creativity and innovation skills among learners. Education in artificial intelligence is associated with various studies such as, robotics (Joseph & Falana, 2020), applications for smart devices (Cavus, Mohammed, & Yakubu, 2021), electronic devices (Matthew, Kazaure, Onyebuchi, Daniel, Muhammed, & Okafor, 2021), e-learning (Adeoye & Adanikin, 2020; Singer-Brodowski, Brock, Etzkorn, & Otte, 2019), and virtual (VR) and augmented reality (AR) (Bower, Dewitt, & Lai, 2020; Kavanagh, Luxton-Reilly, Wuensche, & Plimmer, 2017). It also extends to intelligent conversational software agents (chatbot) (Adeniyi, Olagunju, Awotunde, Abiodun, Awokola, & Lawrence, 2022), virtual assistants (Oyekale & Zabairu, 2023), and Artificial Intelligence platforms for self-learning (Noah, Oyarinde, & Gbemisola, 2020).

Artificial Intelligence platforms are tools designed to perform tasks that typically require human intelligence (Obiahu, 2024). These systems process large amounts of data, recognize patterns, and make decisions based on predefined rules or learned behaviors. By automating repetitive or complex activities, they streamline workflows in industries like healthcare, finance, and education. For example, chatbots handle customer inquiries instantly, while recommendation engines personalize content for users. Their ability to

adapt and improve over time makes them valuable for solving problems efficiently, though their effectiveness depends on the quality of data and design. In Education, these Artificial Intelligence platforms reshape learning by offering tailored support and practical tools. Microsoft Copilot functions as a virtual mentor in programs such as Edo State's initiative, where it helps students navigate subjects like English and digital skills with instant guidance. ChatGPT aids learners in drafting essays, simplifying complex ideas, and accelerating research tasks. Duolingo adapts language lessons to individual progress, reinforcing proficiency through interactive exercises. Class54, designed locally, focuses on preparing students for university entrance exams with practice materials and mock tests. These tools bridge gaps in traditional methods, fostering self-paced learning and skill development. Artificial Intelligence platforms also streamline administrative and instructional processes in academic settings. Google Classroom automates assignment distribution and grading while delivering customized feedback to enhance student performance. Moodle integrates Artificial Intelligence to organize course content, track participation, and identify areas where learners need additional support. Together, these systems reduce administrative burdens on educators, allowing them to focus on interactive teaching.

Understanding students' attitude is pivotal in tailoring programme to align with the nation's needs. It is not simply about being positive or negative but involves deeper patterns of thought and behavior. Attitude influences how students interact with challenges, peers, and responsibilities. According to Umoru, Nwabufo, and Olawuyi,

(2024), one can equate e students' attitudes toward education with the adage, "learning attitude determines altitude." In essence, a positive attitude toward learning heightens the likelihood of students actively participating in academic activities. There are three main parts that make up a student’s attitude. The thinking part, called the cognitive part, has to do with what students believe or know. For example, a student may believe that reading helps them become smarter. The feeling part, which is the emotional part, deals with how students react inside, such as enjoying a subject or feeling nervous about a test. The action part, called the behavioral part, shows in how students behave, like attending class on time, doing homework, or helping others in group work. All three parts work together to shape how a student sees school and learning. The way students develop their attitudes is often influenced by many things around them. These can include their age, academic level, and gender. Learning on the other hand refers to the process where a person gains new knowledge, skills, or ideas through study, practice, or experience. Students' attitude towards learning can be influenced by various factors, such as interest in a subject, the way a teacher explains lessons, the environment where learning takes place, the support they receive from others, and most especially Artificial Intelligence platforms. Consequently, one's attitude, whether positive or negative, plays a pivotal role in determining the success of the learning process.

The relationship between Artificial Intelligence platforms and students’ attitude towards learning cannot be overemphasized. Artificial Intelligence platforms shape how students view and engage with learning by altering their daily academic experiences (Ezeanya,

Ukaigwe, Ogbaga, & Kwanashie, 2024). Tools like ChatGPT and Microsoft Copilot provide instant answers and guided problem-solving, changing how students seek information. Duolingo uses gamified lessons to make language practice feel interactive, while Turnitin checks work originality, reminding learners about ethical standards. Cognitive attitude also evolves with Artificial Intelligence. ChatGPT breaks down complex topics into clear explanations, encouraging curiosity but sometimes reducing deep analysis. Microsoft Copilot aids in coding or writing tasks, helping learners practice skills step-by-step. Duolingo's adaptive exercises adjust difficulty based on performance, training the brain to absorb patterns efficiently. Turnitin's feedback on originality pushes students to think critically about sources. Emotional and behavioral attitudes adapt through repeated Artificial Intelligence interactions. Class54's real-time feedback during virtual classes helps learners stay motivated by addressing confusion promptly. Grok Artificial Intelligence platform developed by X, helps in a similar way to ChatGPT but with a more advanced option such as Grok imagine (turning pictures into videos), collation of materials from active resources when queried, etc. Platforms like Google Classroom and Moodle organize tasks, fostering consistent study routines. These tools create environments where support is immediate, tasks feel manageable, and accountability is clear. Studies have shown the effectiveness of Artificial Intelligence platforms in the educational sphere, especially towards students' academic performance (Bali, Garba, Ahmadu, Takwate, & Malgwi, 2024; Eyikorogha & Chigozie, 2024; Nwosu, 2024; Ngonso, Egielewa, & Egenti, 2025), but has failed to prove its effectiveness on

students' attitude towards learning. It is against this backdrop that the study aims to examine the influence of Artificial Intelligence platforms on students' attitude towards learning in tertiary institutions.

Statement of the Problem

Artificial Intelligence platforms are changing the way students learn across the world. Many tools, such as ChatGPT, Grok, Microsoft Copilot, Duolingo, and Class54, are now used to make learning easier and more personal. These platforms offer support by giving feedback, explaining difficult topics, and providing practice materials. This shift in the learning process has made it possible for students to take more control over their own learning. In developed countries, many schools and higher institutions have already adopted these platforms in teaching. In Nigeria, however, the use of these Artificial Intelligence platforms in tertiary institutions is still new. Although some schools and students have started exploring these tools, a large number are yet to fully understand their use and benefits.

Recent research has shown how Artificial Intelligence platforms have helped improve teaching and academic performance. These platforms are known for supporting educators in managing lessons, assignments, and feedback. Many studies have examined Artificial Intelligence in areas such as e-learning, robotics, virtual learning, and smart device usage. Other studies have focused on Artificial Intelligence tools like chatbots, Grammarly, Turnitin, and virtual assistants. They have mostly paid attention to how these platforms improve access to education and make teaching more effective. There is growing

evidence that Artificial Intelligence can help students study better, learn faster, and perform tasks more easily. However, there are still gaps in studies that examine how these Artificial Intelligence tools affect students' attitudes towards learning itself. The focus has been more on performance than on how students think, feel, and behave during learning.

The primary issue lies in the lack of evidence connecting Artificial Intelligence platforms to shifts in students' attitudes within Nigerian tertiary institutions. While Artificial Intelligence's practical benefits are documented, its influence on cognitive attitudes, emotional attitudes, and behavioral attitudes is unproven. For example, does reliance on ChatGPT hinder independent problem-solving? Can Turnitin's originality checks foster genuine critical thinking, or do they merely instill fear of plagiarism? How do gamified platforms like Duolingo affect emotional resilience during setbacks? Without answers, institutions risk adopting tools that may unintentionally weaken curiosity, self-reliance, or ethical judgment. This study addresses these gaps, aiming to clarify how Artificial Intelligence reshapes attitudes in ways that either support or undermine learning.

Research Questions

Three research questions have been raised to guide this study.

1. How does Artificial Intelligence platforms influence students' cognitive attitude towards learning in tertiary institutions?
2. How does Artificial Intelligence platforms influence students' emotional attitude towards learning in tertiary institutions?

3. To what extent do Artificial Intelligence platforms influence students' behavioral attitude towards learning in tertiary institutions?
4. What is the influence of Artificial Intelligence on Students' behavior?

Purpose of the Study

The main purpose of the study is to evaluate the influence of Artificial Intelligence platform on students' attitude towards learning in tertiary institutions. Specifically, the study aims To

1. Assess the effect of Artificial Intelligence platforms on students' cognitive attitude towards learning in tertiary institutions;
2. Explore the impact of Artificial Intelligence platforms on students' emotional attitude towards learning in tertiary institutions;
3. Analyze the role of Artificial Intelligence platforms in shaping students' behavioral attitude towards learning in tertiary institutions, and;
4. Examine the influence of Artificial Intelligence on students' behavior

Significance of the Study

The study will be of immense benefit to students, lecturers, curriculum planners, tertiary institutions, and researchers. This study will be helpful to students by giving them a better understanding of how artificial intelligence platforms shape their thinking, feelings, and actions toward learning. It will show how tools like ChatGPT, Grammarly, and Duolingo are not just learning aids but also influence how students build interest in subjects, manage learning challenges, and develop better study habits. With the findings, students

will become more aware of how to use these platforms wisely to improve their personal learning experiences and academic performance. The study will also guide them in choosing Artificial Intelligence tools that match their needs and learning styles.

Lecturers will benefit from this study because it will give them clear knowledge about how Artificial Intelligence platforms affect the attitude of students towards classroom activities, assignments, and knowledge retention. With this information, they can improve how they teach by using Artificial Intelligence tools that help students stay focused and interested. The study will also help lecturers to design better teaching methods that connect with students emotionally, support their way of thinking, and encourage good behavior towards learning. This will make teaching more interactive and enjoyable for both teachers and students.

Curriculum planners will gain useful knowledge from this study because it will show how Artificial Intelligence platforms can be included in teaching plans to make learning more meaningful. The study will help them see what areas need more attention in order to make sure students remain active and interested during the learning process. It will also help them create learning goals that are more flexible and student-centered. With this, they can design lessons that encourage students to think, reflect, and participate more deeply in classroom activities while using Artificial Intelligence tools.

Tertiary institutions will benefit by understanding the strengths and weaknesses of Artificial Intelligence use among students. The study will give school leaders fresh insight into how these platforms affect learning attitudes and classroom performance.

With the findings, institutions can decide how best to support the use of Artificial Intelligence, provide better training for both students and staff, and invest in the right technology that meets academic needs. This will help create a learning environment where students feel supported and encouraged to learn with both human and digital tools. Researchers will find this study useful as it opens more areas to explore on how Artificial Intelligence platforms are shaping learning behaviors in modern classrooms. The study will serve as a strong reference for future work related to education and technology. It will also help researchers understand where more studies are needed, especially on how students emotionally and behaviorally respond to Artificial Intelligence tools. With the knowledge gained, researchers can build new ideas and design more practical solutions that promote effective learning using artificial intelligence.

Scope and Delimitation of the Study

The study focuses on the influence of Artificial Intelligence platforms on students' attitude towards learning in tertiary institutions in Edo State. The study will be delimited to 100Level-300Level undergraduate students across the faculties, Social Sciences, Law, Administration Sciences, Art, Education, Environmental Sciences, Basic Medical Sciences, Agricultural Sciences, Medicine, Dentistry. Pharmacy, Life Sciences, Physical Sciences and Engineering, in the University of Benin, Benin City. This delimitation is necessary to ensure that the study remains focused, manageable, and representative of the university's diverse academic population. Students within these levels are chosen because they are actively engaged in academic and social activities

within the campus environment and are more accessible for data collection compared to final-year students who are often preoccupied with project work and internships. Limiting the study to the University of Benin also allows for an environment where institutional, cultural, and academic factors are consistent.

Definition of Terms

Artificial Intelligence Platforms: In this study, Artificial Intelligence platforms refers to digital tools or systems such as ChatGPT, Grok, Microsoft Copilot, Duolingo, Turnitin, and Moodle that use machine learning and smart technology to assist students in their academic activities by providing instant answers, personalized feedback, automated grading, and interactive learning experiences.

Students' Attitude: In this study, students' attitude can be seen as the combination of cognitive, emotional, and behavioral responses that students demonstrate toward their learning activities, including their beliefs about education, their emotional reactions to academic tasks, and their actual behaviors in educational settings.

Learning: In this study, learning refers to the process by which students gain new ideas, develop skills, or improve their understanding through reading, practice, or interaction with others, involving the acquisition of knowledge, competencies, and insights that change their capabilities and perspectives.

Tertiary Institutions: In this study, tertiary institutions refers to formal learning organizations such as universities, polytechnics, and colleges of education where students

receive advanced education after completing secondary school, providing higher-level academic programs and professional training opportunities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The related literature pertinent to the study, the influence of Artificial Intelligence platforms on students' attitude towards learning in tertiary institutions**,** is reviewed under the following subheadings:

- Theoretical Framework
- Evolution of Artificial Intelligence
- Concept of Artificial Intelligence
- Concept of Student Attitude towards Learning
- Artificial Intelligence Platforms and Student's Attitude
- Artificial Intelligence Platforms and Students' Cognitive Attitude
- Artificial Intelligence Platforms and Students' Emotional Attitude
- Artificial Intelligence Platforms and Students' Behavioral Attitude
- Summary of Reviewed Literature

Theoretical Framework

The theoretical framework for this study is hinged on Constructivist theorem by Bruner (1996). Constructivism Theory, as postulated by Jerome Bruner (1996), is a learning theory that emphasizes the active role of learners in constructing their understanding of the world. This theory suggests that learning is an active process where individuals build knowledge by connecting new information to their existing mental models and experiences. According to Bruner, the fundamental principles of any subject can be

taught at any age, provided the material is converted to a form (and stage) appropriate to the child (Shah & Kumar, 2020). In a constructivist learning environment, learners are encouraged to explore, question, and collaborate to construct meaning. Dennick (2016) affirmed that Constructivism Theory is based on observation and scientific analysis of how learning occurs in people. The constructivist perception of learning in formal schooling prescribes that a variety of teaching approaches that facilitate active learning techniques should be employed. This approach encourages the use of experiments and real-world problem-solving to help students construct new knowledge, reflect on such knowledge, and assess how their understanding is changing as a result of the new knowledge gained. Teachers, in this approach, play a role in understanding students' prior conceptions, designing learning activities to address those conceptions, and guiding students to build on them (Deneen, Charles, & Brown, 2016).

Teachers should prepare learners with the understanding that making sense of information holds greater significance than mere content acquisition, rendering rote memorization obsolete (Adeyemi, 2019). In the Constructivist learning environment, student motivation is intrinsic and self-driven, rather than externally imposed (Al-Jaberi & Mohammad, 2018). In essence, teachers serve as facilitators, leading students on their productive learning journeys. In this manner, the process of gaining knowledge extends beyond mere listening; active learning through hands-on experiences has been shown to be more successful in making content understandable and conducive to helping students develop and become self-motivated learners who positively govern their own activities.

They should be aware of everyday conceptions and actively participate in all elements of their learning. Teachers encourage students in developing insights within the context of constructive learning. Students have to understand that teachers are more than just knowledge communicators who flood their heads with theoretical facts. Students should not rely solely on professors for problem solving. Question-and-answer interactions play an important part in implementing the Constructivist method in the classroom, allowing students to explore new ideas and concepts.

Evolution of Artificial Intelligence

Artificial Intelligence (AI) has its roots in the mid-20th century, with the pioneering work of Alan Turing and other computer scientists. Turing proposed the concept of a "universal machine" that could simulate the logic of any computer algorithm, laying the groundwork for modern computing and Artificial Intelligence. The term "Artificial Intelligence" was coined in 1956 at the Dartmouth Conference, where the foundations of Artificial Intelligence research were established. Early Artificial Intelligence research focused on problem-solving and symbolic methods, leading to the development of Artificial Intelligence as a distinct discipline within computer science. The 1980s and 1990s saw the emergence of machine learning, a subfield of Artificial Intelligence that uses statistical techniques to enable machines to improve their performance on specific tasks with experience. This period also saw the development of neural networks, systems modeled after the human brain that can learn from observational data. The late 1990s and

early 2000s marked the advent of "big data," providing the vast amounts of information necessary for machine learning and neural networks to achieve meaningful results.

In Nigeria, the evolution of Artificial Intelligence is still in its early stages but is rapidly gaining momentum. The country has seen a surge in Artificial Intelligence startups and initiatives aimed at leveraging Artificial Intelligence to address local challenges and drive economic growth. For example, Nigerian startup Ubenwa has developed an Artificial Intelligence system that analyzes the cries of babies to detect birth asphyxia, a condition that can cause brain damage and death if not promptly treated. Another startup, Helium Health, uses Artificial Intelligence to streamline healthcare operations and improve patient care. Common Artificial Intelligence tools in Nigeria include chatbots, predictive analytics, and recommendation systems. Chatbots are used in various sectors, including banking, where they handle customer inquiries and transactions. Predictive analytics is used in areas like agriculture to predict crop yields and in healthcare to predict disease outbreaks. Recommendation systems are widely used in e-commerce to suggest products to customers based on their browsing history and preferences. Harnessing these Artificial Intelligence tools can bring significant benefits to Nigeria. For instance, Artificial Intelligence can improve efficiency and decision-making in various sectors, from healthcare to agriculture to finance. It can also create new job opportunities in the tech sector and drive innovation. Alqattan (2012) conducted a study entitled “The Readiness of Managerial Leaderships to adopt the Applications of Artificial Intelligence in Educational Organizations” where he tried to fathom the managerial leaders’ ability to

activate the requirements needed for applying Artificial Intelligence in their educational organizations. The results show that there is an effective interest towards adopting artificial intelligence in the managerial leadership of the organizations participating in the study.

However, to fully harness the potential of Artificial Intelligence, Nigeria will need to overcome challenges such as data privacy concerns, lack of Artificial Intelligence expertise, and limited access to high-quality data. It will also be crucial to ensure that the use of Artificial Intelligence aligns with ethical standards and promotes inclusivity and fairness.

Concept of Artificial Intelligence

Artificial intelligence (AI) is defined as the emulation of human intelligence processes by computers, specifically computer systems. It is an array of computational methods inspired by how people use their nervous systems and bodies to see, learn, and act (Harkut & Kasat, 2019). According to Konar and Amit (2018), a key distinction between human and artificial intelligence is that computers, regardless of capacity or computational power, use "signals" (logical programming language) and have greater memory capabilities than human intelligence. However, unlike people, computers are unable to discern the significance of the data they process. Their operational or computational intelligence is limited to processing data and does not include understanding.

The foundation of Artificial Intelligence is its computing power, which allows computers to do complicated tasks and analyze massive volumes of data at incredible rates. However, Artificial Intelligence falls short in one critical area: comprehension. While computers can analyze data and complete tasks according to predetermined rules and patterns, they lack the cognitive depth that human intelligence provides for comprehension. Humans can draw meaning, context, and relevance from information, a degree of comprehension that existing Artificial Intelligence systems lack. This restriction in the ability to perceive meaning creates difficulties in constructing Artificial Intelligence systems that can really emulate the complexities of human mental processes and cognition. The disparity between computational intelligence and real comprehension demonstrates the present stage of Artificial Intelligence research. Researchers are currently attempting to advance Artificial Intelligence to bridge this gap, with the goal of creating systems that can not only process data but also understand its significance. As Artificial Intelligence advances, the quest of a more complete kind of intelligence, similar to human comprehension, remains a primary goal. The continuous efforts in Artificial Intelligence research seek to overcome the limits seen in present systems, opening up new possibilities for applications requiring a higher degree of cognition and complex decision-making.

Concept of Student Attitude towards Learning

Student attitude towards learning refers to the way students think, feel, and behave when it comes to their education and academic activities. This concept includes three main

parts: what students believe about learning (their thoughts), how they feel about learning (their emotions), and what they actually do in learning situations (their actions). When students have a positive attitude, they see learning as important and interesting, they feel excited or curious about new information, and they actively participate in class, complete their homework, and try hard even when tasks are difficult (Kpolovie, Joe, & Okoto, 2014). When students have a negative attitude, they see learning as boring or useless, they feel anxious or frustrated about school, and they avoid studying, skip classes, or give up easily when facing challenges. For example, a student with a positive attitude toward mathematics might say "I enjoy solving math problems because it helps me think better," feel confident when approaching new equations, and spend extra time practicing difficult concepts. In contrast, a student with a negative attitude might say "Math is too hard and I will never use it in real life," feel worried or scared during math class, and refuse to attempt homework problems.

There are many things that shape how students develop their attitudes toward learning. Past experiences play a major role because students who succeed repeatedly in school tend to develop confidence and positive feelings, while students who fail often start to believe they cannot learn and develop negative attitudes (Oyerinde, 2016). Teachers have a very strong influence on student attitudes through their behavior, teaching methods, and the way they treat students (Omolara & Adebukola, 2015). Teachers who show enthusiasm for their subjects, use interesting teaching methods, give helpful feedback, and create friendly classroom environments help students develop positive attitudes,

while teachers who use punishment, teach in boring ways, or show favoritism create negative attitudes in their students. Family also matters greatly because parents who talk to their children about school, help with homework, and show they value education help their children develop better attitudes toward learning. Friends can influence attitudes too, as students often adopt the attitudes of their peer groups, whether positive or negative.

Student attitudes toward learning show up in many visible ways that directly affect how well students perform in school (Nja, Orim, Neji, Ukwetang, Uwe, & Ideba, 2022). Students with positive attitudes come to class prepared with their books and materials, raise their hands to answer questions, participate in group discussions, complete their assignments carefully and on time, ask for help when they do not understand something, and see mistakes as chances to learn rather than as failures. These students feel motivated from within, meaning they enjoy learning for its own sake rather than just to get good grades or avoid punishment. Students with negative attitudes show opposite behaviors such as coming to class late or missing school frequently, sitting quietly without participating, doing homework carelessly or not at all, refusing to ask questions even when confused, and blaming teachers, bad luck, or other people when they do poorly. These different attitudes lead to real differences in grades and test scores. Understanding student attitudes toward learning is extremely important for teachers, schools, and education policymakers because it shows that teaching is not just about giving students information but also about helping them develop positive feelings and beliefs about learning (Olatunde-Aiyedun, 2021). Teachers need to make learning relevant by

connecting lessons to students' real lives, provide tasks that challenge students appropriately without being too easy or impossibly hard, offer different ways for students to show what they have learned, and create classrooms where students feel safe to make mistakes and ask questions without fear of embarrassment. Schools should regularly check student attitudes along with checking their grades, identify students who have negative attitudes before these attitudes become permanent, and create special programs to help students develop better attitudes by addressing the real reasons behind their negative feelings rather than just punishing bad behavior. Teacher training programs should teach educators how to show genuine excitement about their subjects, give encouraging feedback that praises effort and good strategies rather than just natural talent, and use teaching methods that respect students'

Artificial Intelligence Platforms and Student's Attitude

Artificial intelligence platforms are now common tools in education (Bali, Garba, Ahmadu, Takwate, & Malgwi, 2024). These systems, like chatbots or writing assistants, offer students different ways to get information and complete tasks. They provide immediate answers, generate ideas, or help organize complex material. For many learners, this represents a new kind of learning resource alongside teachers, textbooks, and libraries.

Many students are drawn to Artificial Intelligence tools because of how quickly they can get help when they need it. Instead of waiting for a teacher's response or searching through textbooks, students can receive explanations or ideas within seconds. This is

especially useful when studying alone or outside of school hours. The quick access to learning support allows students to feel more in control of their own progress, and they often use these tools to complete assignments, check their understanding, or correct mistakes without delay. Students also enjoy using artificial intelligence because it feels non-judgmental. They can ask questions freely, even those they may feel embarrassed to ask in class. This creates a safe space for learning where students do not worry about making errors. Many learners say they understand topics better when explained by artificial intelligence tools because the responses are often clearer and more direct than classroom lectures or textbooks. Some students use the platforms to go over materials repeatedly until they fully understand them, which builds their confidence over time. Another reason students turn to artificial intelligence is that it offers a form of personalized learning. They can focus on topics that are hard for them and move past areas they already know. This saves time and keeps them engaged. When students receive practice exercises, grammar corrections, or feedback based on their specific input, it creates a learning experience that feels tailored to their needs. Ma and Keng (2018) study revealed the impact of artificial intelligence on higher education, as these effects were represented by a low dependence on human resources in education, and new skill sets will be needed. Higher education needs the challenge of preparing students for the AI revolution and providing students with the skill sets necessary to compete in the era of artificial intelligence. This recent research aims to shed light on the development of higher education and the revolution with the advancement of artificial intelligence.

Artificial intelligence can be helpful, but not all students feel completely at ease when using it (Adediran, Sakpere, & Ogunyinka, 2024). Some students worry that it might give wrong answers or misleading information. They may fear that depending on artificial intelligence will affect their ability to think critically or solve problems on their own. Instead of learning through personal effort, students may become too used to getting quick help from technology. This can make them feel less sure of their own abilities or knowledge, especially during exams or real-life situations where artificial intelligence is not available. There are also concerns about how using artificial intelligence affects fairness among students. Some students have easy access to these tools and use them often, while others may not use them at all due to lack of access, awareness, or personal choice. This can create an uneven learning environment. If teachers are not aware of how often students use artificial intelligence, grading may not reflect the true efforts of each individual. This makes some students feel that the system is unfair, especially when they complete work on their own while others rely heavily on artificial intelligence tools. Another worry for many students is related to ethics. Some feel that submitting work generated or corrected by artificial intelligence is not honest. Even if the platform only helps with sentence structure or grammar, students may question if it still counts as their original work. These concerns lead to confusion about what is acceptable and what is not. Without clear guidance from teachers or schools, students may continue to feel unsure about how to use artificial intelligence responsibly while still keeping their learning honest and personal.

Artificial intelligence is now part of many students' daily routines, but the way they use it depends on different personal and academic factors (Nwokorie & Onichakwe, 2024). Some students turn to artificial intelligence when they want to understand a topic better or improve a piece of writing. They see it as a guide that helps them grow their skills without doing the work for them. These students often have a clear idea of what they want to learn and use artificial intelligence to support their thinking process instead of replacing it. Other students may use artificial intelligence to complete assignments quickly, especially when they feel overwhelmed or unsure of the topic. They might copy full responses or rely on these tools to do the work, rather than trying to understand the material themselves. This behavior is often connected to how confident they feel, how much time they have, and whether they know how to use artificial intelligence in a way that is acceptable to their school. When students are not sure about what is allowed, they may take shortcuts without fully understanding the effects on their learning. Teachers and schools play a big role in shaping how students approach artificial intelligence. When clear expectations are shared and students are shown how to use it as a helpful tool, many learn to use it in a balanced and responsible way. But when there are no clear rules or support, students might misuse it, not because they want to cheat, but because they do not know any better.

In Edo state, according to Governor Godwin Obaseki (2023), the state has developed a tier-4 data center and other interventions in the technology sector such as EdoTech Park, Edo Paperless Government, and Edo fibre optic internet connectivity, which will enable

the adoption of AI in governance. The study conducted by Jammy, Venatus, and Ijeoma investigated the impact of artificial intelligence (AI) on journalism practice in Benin City, Edo State, Nigeria. Anchored on the mediamorphosis theory, the study employed survey and in-depth oral interviews as research methods to gather data. The population consisted of 254 registered journalists under the Nigerian Union of Journalists (NUJ), Benin City Chapter, with a determined sample size of 152 using Cozby's Precision of Estimate table. Among its findings, the study revealed that journalists in Benin City largely agree that the integration of automated journalism (utilization of AI-driven media applications) represents an advancement over current manual reporting practices. This acknowledgment underscores the perception among journalists of the potential benefits of Artificial Intelligence in enhancing traditional reporting methods.

Artificial Intelligence Platforms and Students' Cognitive Attitude

Artificial intelligence platforms such as QuillBot, Turnitin, Grammarly, and ChatGPT influence students' cognitive attitude through the way they support thinking, problem-solving, and decision-making. These platforms help students analyze information, improve writing, and develop clear ideas. When students interact with these tools, they are exposed to structured feedback and instant corrections, which help them notice their mistakes and learn from them. This process builds their ability to think critically and improves how they approach academic work.

Artificial intelligence platforms often provide step-by-step guidance that helps students understand difficult topics with less confusion. When students receive this kind of

support, they feel more secure in their ability to think through problems on their own. This builds their confidence and encourages them to take part in class activities or complete tasks they might have avoided in the past. Instead of giving up when something feels hard, students are more likely to try different ways of solving the problem because they know the platform can help explain it in a clear and simple way. As students continue to use artificial intelligence tools, they begin to notice how certain patterns of thinking lead to better outcomes. For example, when writing essays, they see how organizing their thoughts clearly can improve the quality of their work. This repeated experience helps them build stronger habits in how they approach school tasks. They also learn to evaluate their own work, spot errors, and correct them without always depending on the platform, which helps them grow in both confidence and ability. Students become more open to learning when they feel supported, not just by their teachers, but also by the tools they use. Artificial intelligence platforms offer quick examples and explanations that make students feel less overwhelmed. As they grow more familiar with how the platforms work, they begin to trust their own thinking more.

Artificial intelligence platforms can shape the way students think by providing fast and easy access to solutions. When students turn to these platforms too often, they may stop making efforts to understand topics deeply. Instead of reading and reflecting, they may simply accept the answers provided without questioning or analyzing them. This creates a habit where students begin to avoid the mental work needed for true learning, and they might struggle when they are asked to explain ideas without the help of artificial

intelligence. The frequent use of artificial intelligence can also reduce the time students spend developing their personal reasoning and judgment. When they keep depending on generated content or corrected responses, they miss out on the process of thinking through problems. This weakens their ability to form opinions, make decisions, or solve tasks creatively. As students continue to use artificial intelligence without balancing it with their own efforts, their problem-solving skills may start to decline. They may find it harder to complete tasks without assistance or feel frustrated when artificial intelligence is not available. This dependency can reduce their willingness to take on challenges or try new approaches. Learning becomes less about understanding and more about completing tasks quickly, which takes away the deeper purpose of education.

Artificial intelligence platforms shape students' thinking habits based on how they choose to engage with them. Some student use these tools as a way to improve their learning by checking their work, getting writing support, or confirming their understanding of certain topics. When students approach artificial intelligence with a positive and balanced mindset, they tend to remain active in the learning process. They are more willing to explore new ideas, make corrections on their own, and use the feedback to grow academically. Students who see Artificial Intelligence platforms as learning helpers often take extra steps to understand why certain corrections or suggestions were made. Instead of just accepting the changes, they stop to think about how the new wording improves clarity or grammar. This habit of reflection helps build stronger thinking skills. It also encourages students to make thoughtful decisions in their

learning, such as rewriting a sentence in their own way rather than copying what the platform produces word-for-word. This kind of attitude helps students become more organized in their learning. They begin to plan better, compare different sources of information, and explain their answers with more care. These habits make it easier for them to connect ideas and solve problems more clearly.

Students' cognitive attitude is deeply connected to how they engage with artificial intelligence platforms. When students approach these tools with the aim of learning, they often become more curious and thoughtful. For example, using artificial intelligence to explore a complex topic or to understand difficult vocabulary can help build their mental capacity. These platforms can expose students to new ideas and help them make better connections between concepts. But the real impact comes from how students choose to interact with these tools—either as a support for learning or as a shortcut to avoid mental effort. When students rely too heavily on artificial intelligence without thinking about the process, their interest in learning on their own may begin to drop. Instead of spending time to work through a problem or form their own ideas, they may simply take what the platform gives them. This habit can slowly weaken their ability to reason deeply or solve tasks without help. Some students may even lose confidence in their own thinking, believing that artificial intelligence can always do better. This behavior does not support long-term growth in understanding or decision-making. On the other hand, students who use artificial intelligence as a tool to guide their thoughts while still making personal efforts are more likely to grow mentally. They often develop a strong habit of checking,

improving, and reflecting on their work. These students view artificial intelligence as a source of support rather than a replacement for their own ideas. As a result, their reasoning skills, understanding, and confidence in facing academic challenges continue to improve.

Artificial Intelligence Platforms and Students' Emotional Attitude

Artificial intelligence platforms such as QuillBot, Turnitin, Grammarly, and ChatGPT influence students' emotional attitude in different ways. These platforms are designed to help students improve their writing, check for plagiarism, get instant feedback, and answer academic questions. When students use these tools and see improvements in their work, it can create a sense of satisfaction and boost their confidence. Knowing that help is available anytime can also reduce anxiety and make learning feel less stressful.

Artificial intelligence platforms give students quick answers, grammar help, and writing support, which helps them feel more confident and motivated. When a student types a question and receives an instant and clear explanation, they feel less confused and more prepared to continue with their studies. This builds a sense of trust in the learning process. The constant feedback helps students improve their work without always needing to wait for a teacher. They can fix errors quickly and see progress in real time, which keeps them engaged and focused. Using artificial intelligence platforms also helps students feel more independent in their schoolwork. They are able to make their own decisions and take control of how they learn. For example, a student may learn new vocabulary, check sentence structure, or rephrase a difficult paragraph without outside help. This process

teaches them to take responsibility for their improvement. Over time, the support from artificial intelligence makes many students feel more capable, and they begin to enjoy learning instead of seeing it as a hard task. Another important effect is the emotional comfort students experience. When they use artificial intelligence tools, they often feel like they are not alone in their learning. The platforms act like quiet partners, helping them stay on track. This emotional connection can make students feel calmer and more focused, especially when facing challenging assignments.

Artificial intelligence platforms can create both helpful and difficult feelings for students. When a student uses a tool like Turnitin or Grammarly and sees a long list of errors, it may create self-doubt or embarrassment. This reaction can make students think they are not good enough or smart enough, which may lower their confidence in school. Some may even avoid using these platforms again because they fear being corrected too much or not understanding what went wrong in their work. There are also students who become anxious because they are unsure if the results they get from artificial intelligence platforms are fully correct. For example, they may wonder if a grammar correction is really needed or if a rewrite keeps the meaning of their original idea. This can leave them feeling unsure about what to trust—their own judgment or the feedback from the tool. Such worry may slow down their learning and make them feel more stress when working on assignments. When students do not have proper guidance on how to use artificial intelligence tools, their emotions can become more negative than positive. Confusion grows if they do not understand how to fix the issues pointed out by the platform or if

they use the tool without knowing its purpose. Instead of giving them support, the tool may become a source of frustration.

Artificial intelligence platforms can sometimes make students feel emotionally disconnected from the learning experience. When students work with these tools, they may notice the absence of personal feedback, voice tone, or emotional understanding that a human teacher usually provides. This lack of human connection can make learning feel dull or cold. Some students may begin to see the process as more about getting things done than actually learning something meaningful. Students who value relationships and personal interaction may find it hard to stay engaged when their learning involves only machines. They might feel that artificial intelligence tools are too distant or unable to truly understand their efforts or struggles. For example, when a student receives a writing correction from a machine, it may feel too blunt or impersonal compared to a teacher's comments, which often include encouragement. This emotional gap can affect how students view their learning journey, making it feel more like a task than a personal experience. If students do not feel emotionally supported or understood by the platform, they may not build trust in it. Some might begin to doubt the feedback or feel unsure whether the advice is truly helpful for their individual needs. When students experience this kind of discomfort, it can lead to low engagement or even resistance to using the tools.

The way students respond emotionally to Artificial Intelligence platforms depends on many small details, including how often they use the tools, how much they trust them,

and the kind of results they get. When the experience is helpful and clear, students are more likely to feel calm, confident, and happy with their progress. But when the tools feel confusing or too critical, students may react with stress, worry, or even fear. How these platforms are introduced and supported by teachers and schools can shape students' emotional responses in powerful ways.

Artificial Intelligence Platforms and Students' Behavioral Attitude

Artificial intelligence platforms have changed how students approach their academic work. When students use tools like QuillBot, Turnitin, Grammarly, and ChatGPT, they often feel more prepared to complete tasks without needing as much help from others. These platforms give quick feedback and offer helpful corrections, which can boost a student's confidence. Many students begin to feel more in control of their learning and take more interest in completing assignments. On the other hand, the regular use of artificial intelligence can also affect how much effort students put into their work. Some begin to rely on these platforms to do most of the thinking or writing for them. Instead of learning to fix their own mistakes or develop their own voice, they let the technology do the work. This kind of behavior can reduce their interest in learning and cause them to lose important skills over time. When students stop challenging themselves, they may start completing tasks just to finish them rather than to understand what they are learning. The behavior of students using artificial intelligence depends on how they view the tools and how their teachers or schools guide them. With proper support, many students can learn to use these platforms wisely, combining them with their own effort and creativity.

When they see artificial intelligence as a helpful support rather than a replacement for their own work, they are more likely to build good learning habits.

Artificial intelligence platforms have become a part of many students' daily study habits. These tools help them shape their writing, correct grammar, and organize their thoughts more clearly. Students often use artificial intelligence to plan essays, rewrite unclear sentences, and ensure their work is not copied from other sources. This practice helps them work with more structure and focus, which can make their school tasks feel less stressful and more manageable. The ability to complete assignments quickly and with more confidence changes how students feel about their schoolwork. Many begin to approach their tasks with a better mindset because artificial intelligence gives them support when they need it most. Instead of feeling overwhelmed, they can break down tasks into steps, knowing that help is available. This often leads to fewer delays in completing assignments and can improve their interest in topics they once found difficult.

Artificial intelligence also plays a part in how students manage their time. Since it reduces the time needed to edit or correct work, students can use the extra time to read more or review what they have learned. As a result, they begin to balance their workload better and develop stronger study routines.

Some students, when exposed to constant access to artificial intelligence platforms, may begin to reduce their personal effort. Instead of spending time understanding a topic, reading thoroughly, or organizing their thoughts, they often turn to artificial intelligence tools to complete the work quickly. This makes them less likely to develop strong

thinking or writing skills over time. Their focus shifts from learning the process to only finishing the task, which can affect how deeply they understand what they are studying. When artificial intelligence is used without control, students may start depending on it even for simple tasks they could do themselves. This type of behavior can make students less confident in their own abilities. They may start to feel they cannot perform well without the help of artificial intelligence. As this continues, their creative thinking, problem-solving ability, and self-discipline may gradually weaken. Instead of becoming better learners, they may grow passive and less involved in classroom activities or personal study time. Teachers and schools play an important role in shaping how students use artificial intelligence. Without proper direction, students may use these platforms just to complete work faster or to avoid challenges. But with clear instructions and support, students can learn when it is right to use artificial intelligence and when to rely on their own efforts.

Teachers and school rules also affect how students behave when using Artificial Intelligence platforms. When schools teach students how to use these tools wisely, most students learn to balance their use of Artificial Intelligence with their own efforts. But if there are no clear guidelines, students may misuse the platforms, such as copying answers or using Artificial Intelligence for tasks meant to be done personally. This behavior can lead to poor academic habits and even issues of dishonesty in schoolwork. Students' behavioral attitude toward Artificial Intelligence platforms is shaped by their personal goals, peer influence, and the kind of support they get from teachers. Some students use

Artificial Intelligence responsibly to grow their skills, while others may fall into habits that reduce their creativity or effort. With proper awareness and guidance, students can learn to use Artificial Intelligence as a support tool without losing the value of their own thinking and learning processes.

Summary of Reviewed Literature

The reviewed literature on the influence of Artificial Intelligence platforms on students' attitude towards learning in tertiary institutions shows that these platforms are now widely used to support learning. Tools such as QuillBot, Turnitin, Grammarly, and ChatGPT help students organize ideas, write clearly, and understand academic tasks with greater ease. Research shows that these tools can improve cognitive thinking, encourage positive emotional reactions such as reduced stress and increased confidence, and change behavioral patterns in learning. The Constructivist theory by Bruner also supports this shift, as it encourages learners to build knowledge actively through experience and reflection. Artificial intelligence platforms allow this kind of active engagement when used correctly, providing learners with tools to solve problems and construct meaning through guided assistance.

Although many studies have focused on the benefits and general applications of artificial intelligence in education, there are few that directly explore how these platforms affect students' attitudes in a detailed and organized way. Most of the previous research, like those by Ma and Keng (2018) and Slimi (2023), focused more on institutional or technical impacts. Some studies, such as those by Alqattan (2012) and Al-Saud (2016),

examined managerial readiness and subject-based applications. Others, like Seo and colleagues, looked at communication between learners and instructors in online learning. However, there is limited research that brings together how artificial intelligence platforms affect students' cognitive, emotional, and behavioral attitudes towards learning in a real classroom setting, especially in the context of tertiary institutions.

This study aims to fill that space by examining how artificial intelligence platforms affect students' thoughts, feelings, and actions related to learning. It focuses on understanding how students actually respond to these platforms in their day-to-day academic activities. By using the Constructivist framework, the study hopes to show how students build or reshape their learning behavior when they have access to artificial intelligence tools.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the procedures that will be used for this study are presented under the following subheadings:

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

Descriptive survey design will be adopted for this study because it seeks to examine the statistical relationships between variables without manipulating them. This design is suitable for this study because it will enable the researcher to involve a group of students from which data will be obtained, only from a few students considered to be representative of the entire group needed.

Population of the Study

The population of the study comprises of fourteen (14) faculties and total of thirty nine thousand, two hundred and forty-three (39,243) undergraduate students in the University of Benin.

Table 1: Population Distribution of Students

S/N	Faculty	Number of students
1	Physical science	3552
2	Social science	3036
3	Environmental science	596
4	Law	989
5	Life sciences	5088
6	Management science	3131
7	Agricultural science	2056
8	Basic medical science	1948
9	Medicine	795
10	Art	5710
11	Dentistry	168
12	Engineering	3811
13	Education	7369
14	Pharmacy	994
	Total	**39243**

Sample and Sampling Techniques

The sample of this study is composed of two hundred (200) students from the University of Benin. To get the sample, The Fourteen Faculties of the University were stratified into three that are Humanities with the following Faculties: Social Sciences, Law, Administration Sciences, Art and Education: Life Sciences with the following Faculties: Environmental Sciences, Basic Medical Sciences, Agricultural Sciences,

Medicine, Dentistry. Pharmacy and Life Sciences then Technical with the following Faculties: Physical Sciences and Engineering.

For Humanities, the Faculty of Education was chosen with a population of Seven Thousand Three Hundred and Sixty-Nine (7,369). From the Life Sciences group, the Faculty of Agriculture was chosen with a population of two thousand and fifty-six (2,056), while the the Faculty of Engineering with a population of three thousand eight hundred eleven (3,811) will account for the Faculty of Technical. After that, 1.5% of the students from the selected Faculties numbering around two hundred (200) formed the sample for the study as shown in table 2 below.

Table 2: Sampled Distribution of Students

Groups	Faculty selected population	Total population	1.5% of
Humanities	Faculty of education	7,369	110
Technical	Engineering	3,811	57
Life science	Agriculture	2,056	33
		Total	**200**

Research Instrument

The research instrument adopted for this study will be a questionnaire constructed by the researcher. The questionnaire is titled "Influence of AI Platforms on Students Attitude towards Learning Questionnaire (IAPSALQ)" in tertiary institutions in Edo State. The questionnaire is made up of two sections; The Section A relates to the demographic data of the respondent and the Section B contains the variables drawn from the research questions. The instrument is a modified likert type scale with 4 point rating scale with response options Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2

points and Strongly Disagree (SD) = 1 point.. A benchmark of 2.5 was set as the decision rule. When the mean was greater than 2.5 the statement was noted as agreed while those with mean less than 2.5 was noted as disagreed.

Validity of the Instrument

In order to ascertain the validity of the instrument, the questionnaire will be given to the supervisor and two other lecturers in the Department of Curriculum and Instructional Technology (CIT) to read in order to make necessary corrections to ensure content as well as validity. Corrections made on the draft will be incorporated in the final draft.

Reliability of the Instrument

To establish the reliability of the instrument, the Cronbach Alpha will be used to measure the level of the items. The instrument will be administered to 20 students who are not part of the study population. A co-efficient value obtained will show how reliable the instrument is.

Method of Data Collection

The questionnaire will be administered personally by the researcher to the respondents. The respondents will be assured of confidentiality and will be urged to answer the questions honestly to the best of their knowledge. Instructions will be given to the respondent on how to fill out the questionnaire. The questionnaire will be collected on the spot for easy retrieval.

Method of Data Analysis

The data collected will be subjected to descriptive statistics. Data for the research questions will be analyzed using descriptive statistics, specifically mean and standard deviation.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter contains the findings of the Study. The responses to the various items were also organized and presented. The socio-demographic data and the research questions were tested using simple percentages and tables.

Presentation of Results

Demographic data

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percent
Male	83	58.5
Female	117	41.5
Total	200	100.0

Source: Researcher's fieldwork, 2026

Table 2: Distribution of Respondents by Age

Age	Frequency	Percent
26 and above	26	13.0
21-25	88	44.0
16-20	86	43.0
Total	200	100.0

Source: Researcher's fieldwork, 2026

Table 3: Distribution of Respondents by Academic Level

Academic Level	Frequency	Percent
400L	43	21.5
300L	63	31.5
200L	56	28.0
100L	38	19.0
Total	200	100.0

Source: Researcher's fieldwork, 2026

Research Question One: How does artificial intelligence platforms influence students' cognitive attitude towards learning in tertiary institutions

Table 4: Mean and S.D on the influence of Artificial intelligence platforms on student's cognitive attitude towards learning

S/N	ITEMS	Mean	Standard Deviation	Decision
1.	I use Grok to generate creative academic ideas that improve my learning approach	3.31	.462	Agree
2.	Quilbot helps me understand difficult and complex study materials better	3.69	.462	Agree
3.	Turnitin's plagiarism detection encourages me to submit original academic work	3.08	.272	Agree
4.	ChatGPT assists me in understanding challenging conceepts through step-by-step explanations	3.62	.488	Agree
5.	Turnitin's originality checker helps improve the standard of my academic work	3.62	.488	Agree
6.	Microsoft Copilot's summarizing tool helps me to remember key academic information	3.31	.462	Agree

Benchmark: 2.50

Research question one, Table 4 sought to examine the influence of artificial intelligence platforms on students' cognitive attitude towards learning. The results show that students generally agreed that AI platforms positively influence their thinking and understanding during learning, as all the mean values were above the benchmark of 2.50. Students agreed that Grok helps them generate creative academic ideas that improve their learning approach (M = 3.31, S.D = .462). Quillbot was also found to help students understand difficult and complex study materials better (M = 3.69, S.D = .462). The findings further revealed that Turnitin's plagiarism detection encourages students to submit original academic work (M = 3.08, S.D = .272). In addition, students agreed that ChatGPT assists them in understanding challenging concepts through step-by-step explanations (M = 3.62, S.D = .488). Similarly, Turnitin's originality checker was seen to help improve the standard of students' academic work (M = 3.62, S.D = .488). Finally, Microsoft Copilot's summarizing tool was found to help students remember key academic information (M = 3.31, S.D = .462). Overall, the results indicate that artificial intelligence platforms have a positive influence on students' cognitive attitude towards learning.

Research Question Two: How does artificial intelligence influence students' emotional attitude towards learning in tertiary institutions

Table 5: Mean and S.D on the influence of Artificial intelligence platforms on student's emotional attitude towards learning

S/N	ITEMS	Mean	Standard Deviation	Decision
1.	Quillbot increases my confidence when working on academic assignments	3.92	.272	Agree
2.	Duolingo makes learning new languages enjoyable and exciting.	3.69	.462	Agree
3.	ChatGPT reduces my frustration by providing quick explanations when I struggle with a topic.	3.62	.488	Agree
4.	Copilot's writing assistance feature makes me feel supported during academic tasks.	3.10	.301	Agree
5.	Turnitin's plagiarism feedback reassures me that my work is original.	3.08	.272	Agree

Research question two, Table 5 sought to examine the influence of artificial intelligence platforms on students' emotional attitude towards learning. The results show that students generally agreed that the use of AI platforms positively affects their emotions toward learning. The findings indicate that Quillbot helps to increase students' confidence when working on academic assignments (M =, S.D =), while Duolingo makes learning new languages enjoyable and exciting (M =, S.D =). Students also agreed that ChatGPT reduces frustration by giving quick explanations when they have difficulty with a topic (M =, S.D =). In addition, Copilot's writing assistance makes students feel supported during academic tasks (M =, S.D =), and Turnitin's plagiarism feedback reassures students that their work is original (M =, S.D =). The responses shows that artificial

intelligence platforms have a positive influence on students' emotional attitude toward learning.

Research Question Three: To what extent do artificial intelligence platforms influence students' behavioural attitude towards learning in tertiary institutions

Table 6: Mean and S.D on the influence of Artificial intelligence platforms on student's behavioral attitude towards learning

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	Duolingo motivates me to practice learning activities every day.	200	3.92	.272	Agree
2.	ChatGPT's quick responses help me avoid procrastination during my studies.	200	3.53	2.150	Agree
3.	Copilot helps me stay organized with my school work.	200	3.62	.488	Agree
4.	Real-time guidance from AI platforms helps me remain focused on my learning goals.	200	3.92	.272	Agree
5.	Turnitin's plagiarism checks encourage me to submit honest academic work.	200	3.10	.301	Agree

Research question three, Table 6 sought to examine the influence of artificial intelligence platforms on students' behavioural attitude towards learning. The results show that students generally agreed that AI platforms positively influence their learning behaviour. Duolingo motivates students to practice learning activities daily (M = 3.92, S.D = .272), while ChatGPT helps them avoid procrastination through quick responses (M = 3.53, S.D

= 2.150). Copilot assists students in staying organized with their school work (M = 3.62, S.D = .488), and real-time guidance from AI platforms helps students remain focused on their learning goals (M = 3.92, S.D = .272). In addition, Turnitin encourages honest academic work through its plagiarism checks (M = 3.10, S.D = .301). The mean scores shows agreement across all items, showing that artificial intelligence platforms have a positive influence on students' behavioural attitude towards learning.

Research Question Four: What is the influence of artificial intelligence on students' behavior.

Table 7: Mean and S.D on the influence of Artificial intelligence platforms on Students' Behaviour

S/N	ITEMS	Mean	Standard Deviation	Decision
1.	I study more consistently because ChatGPT supports my learning daily.	3.92	.272	Agree
2.	I manage my academic responsibilities better using Turnitin's features that promote originality.	3.60	.490	Agree
3.	Duolingo motivates regular study habits through its engaging features.	3.98	.140	Agree
4.	Grok helps me improve my analytical and problem-solving skills.	3.08	.272	Agree
5.	Quillbot helps me organize my academic writing clearly and logically.	3.39	.488	Agree

Research question four, Table 7 sought to examine the influence of artificial intelligence platforms on students' behaviour. The findings show that students study more consistently because ChatGPT supports their daily learning (M = 3.92, S.D = .272). Students also agreed that Turnitin helps them manage their academic responsibilities better by promoting originality (M = 3.60, S.D = .490). Duolingo was found to motivate regular study habits through its engaging features (M = 3.98, S.D = .140). In addition, Grok helps students improve their analytical and problem-solving skills (M = 3.08, S.D = .272), while Quillbot assists students in organizing their academic writing clearly and logically (M = 3.39, S.D = .488). Overall, the results indicate that artificial intelligence platforms positively influence students' academic behaviour.

Discussions of Findings

Findings of the study have been quite revealing. Findings from the first research question reveals that Artificial Intelligence platforms positively influence students' cognitive attitude towards learning. The results show that students believe Artificial Intelligence tools help them think better, understand difficult concepts, generate creative academic ideas, and improve the quality of their school work. Platforms such as ChatGPT, Quillbot, Grok, Turnitin, and Copilot were seen as useful in improving understanding, originality, memory of key information, and overall learning effectiveness. This indicates that Artificial Intelligence platforms support students' mental engagement and understanding during learning. This aligns with study by Ngonso, Egielewa, Egenti, Uduehi, Sunny-Duke, Ukhurebor, and Osemengbe, (2025) on the influence of Artificial

Intelligence on educational performance of Nigerian students in tertiary institutions in Nigeria. The study employed a sample size of five hundred and nine (509) and used an online questionnaire in obtaining responses from the selected participants. The study revealed that Artificial is useful to students in the sense that it enhances their knowledge of their courses, improves their learning and speaking skills, and helps them to have quick understanding of their course by way of simplifying technical aspects of their courses.

On the second research question, the findings reveals that Artificial Intelligence platforms have a positive influence on students' emotional attitude towards learning. Students reported feeling more confident, motivated, supported, and less frustrated when using AI tools for academic tasks. Language learning became more enjoyable, academic writing felt less stressful, and plagiarism feedback gave students reassurance about the originality of their work. These findings suggest that Artificial Intelligence platforms help create positive feelings toward learning and reduce emotional challenges faced by students. Aligning with study by Adeosun, (2025) on student's attitude towards the use of Artificial Intelligence (AI) in learning in the Faculty of Education, University of Benin, Benin City, Nigeria. The study employed multistage sampling technique to select a sample of 220 students and Data was collected using a structured instrument titled "Questionnaire on Attitude of Students towards the Use of Artificial Intelligence (QAUAI)," which yielded a reliability coefficient of r=0.717 using Cronbach's alpha. The study revealed that students generally exhibited a highly positive attitude toward the

application of AI in education as their willingness to embrace AI in learning remained strong.

The findings for the third research question reveals that Artificial Intelligence platforms positively affect students' behavioural attitude towards learning. The results show that students are encouraged to practice learning activities regularly, avoid procrastination, stay organized, and remain focused on their academic goals. Artificial Intelligence platforms were also found to promote honesty in academic work through plagiarism checks. The findings indicate that AI tools help students develop better learning behaviours and responsible study habits.

Findings on research question four shows that Artificial Intelligence platforms positively influence students' overall academic behaviour. The results indicate that students study more consistently, manage their academic responsibilities better, and develop regular study habits with the support of Artificial Intelligence tools. In addition, students reported improvements in analytical thinking, problem-solving skills, and academic writing organization. These findings clearly show that artificial intelligence platforms play an important role in improving students' study patterns and academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this research was designed to examine the influence of Artificial Intelligence platforms on students attitude towards learning in tertiary institutions in Edo State. Two hundred (200) students from the University of Benin were explored. The researcher made effort in identifying and understanding the effect of Artificial Intelligence platforms on students' cognitive attitude towards learning; the impact of Artificial Intelligence platforms on students' emotional attitude towards learning; the role of Artificial Intelligence platforms in shaping students' behavioral attitude towards learning, and, the influence of Artificial Intelligence on students' behavior, all of which have been discussed in details under the review of literature. The collection of data was carried out through the administration of questionnaire to Two hundred (200) students from the University of Benin. The data were interpreted and discussed using mean, standard deviation, and percentages. The sampling technique used for the research is the stratified random sampling technique.

The findings of the study revealed that:

1. The study found that AI tools help students think more clearly, understand difficult concepts, generate creative academic ideas, and improve the overall quality of their academic work. Platforms such as ChatGPT, Quillbot, Grok, Turnitin, and Copilot

were seen to enhance understanding, originality, memory of key information, and learning effectiveness.

2. The findings revealed that students feel more confident, motivated, supported, and less frustrated when using Artificial Intelligence tools for academic tasks.
3. The study showed that the use of Artificial Intelligence tools encourages students to practice learning activities regularly, avoid procrastination, stay organized, and remain focused on their academic goals.
4. The findings indicated that students study more consistently, manage their academic responsibilities more effectively, and develop better study routines with the support of Artificial Intelligence tools.

Conclusion

In conclusion, the study reveals that Artificial Intelligence platforms have a strong and positive influence on students' learning across cognitive, emotional, behavioural, and overall academic dimensions. The findings show that Artificial Intelligence tools help students think more clearly, understand difficult concepts, generate creative ideas, and improve the quality and originality of their academic work, thereby enhancing their cognitive engagement with learning. Emotionally, the use of Artificial Intelligence platforms increases students' confidence, motivation, and sense of support, while reducing frustration and stress during academic tasks, making learning more enjoyable and less challenging. Behaviourally, artificial intelligence encourages regular study practices, reduces procrastination, improves organization, promotes focus on learning

goals, and supports honesty in academic work. The study confirms that artificial intelligence platforms play an important role in improving students' study habits, academic responsibilities, analytical skills, and performance, and this aligns with previous studies that highlight the growing value of artificial intelligence in enhancing students' learning experiences and educational outcomes.

Recommendations

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

1. Educational institutions should formally integrate artificial intelligence platforms such as ChatGPT, Quillbot, Turnitin, Copilot, Grok, and Duolingo into classroom teaching and independent learning activities. This will help students improve their thinking skills, understanding of complex topics, creativity, and overall academic performance.
2. Schools and universities should organize regular training and orientation programmes for both students and lecturers on the effective and responsible use of artificial intelligence tools.
3. Educators and academic institutions should encourage the use of AI platforms as support tools to reduce learning stress, build students' confidence, and increase motivation.
4. Educational policymakers should develop clear guidelines and policies that regulate the use of artificial intelligence platforms in academic activities.

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APPENDIX
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY
INFLUENCE OF ARTIFICIAL INTELLIGENCE PLATFORMS ON STUDENTS' ATTITUDE TOWARDS LEARNINGS QUESTIONNAIRE (IAPSALQ) IN TERTIARY INSTITUTIONS

Dear Respondent,

This questionnaire is designed for academic purposes. It is structured to find out your perception towards the influence of Artificial Intelligence platforms on students' attitude towards learning

Please respond sincerely to the questions by ticking (✓) where applicable. Your responses will be treated with a high level of confidentiality. Thank you

SECTION A: DEMOGRAPHIC DATA

Instructions: Please tick (✓) the option that best represents your opinion.

1. Gender: Male ( ) Female ( )
2. Age: 16–20 ( ) 21–25 ( ) 26 and above ( )
3. Academic Level: 100L ( ) 200L ( ) 300L ( ) 400L ( )

SECTION B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA); Agree (A); Disagree (DA); Strongly Disagree (SD).

S/N	**Artificial Intelligence Platforms on Students' Cognitive Attitude Towards Learning**	**SA**	**A**	**D**	**SD**
1.	I use Grok to generate creative academic ideas that improve my learning approach.				
2.	Quillbot helps me understand difficult and complex study materials better.				
3.	Turnitin's plagiarism detection encourages me to submit original academic work.				
4.	ChatGPT assists me in understanding challenging concepts through step-by-step explanations.				
5.	Turnitin's originality checker helps improve the standard of my academic work.				
6.	Microsoft Copilot's summarizing tool helps me remember key academic information.				

	Artificial Intelligence Platforms on Students' Emotional Attitude Towards Learning	**SA**	**A**	**D**	**SD**
7.	Quillbot increases my confidence when working on academic assignments.				
8.	Duolingo makes learning new languages enjoyable and exciting.				
9.	ChatGPT reduces my frustration by providing quick explanations when I struggle with a topic.				
10.	Copilot's writing assistance feature makes me feel supported during academic tasks.				
11.	Turnitin's plagiarism feedback reassures me that my work is original.				
	Artificial Intelligence Platforms On Students' Behavioural Attitude Towards Learning	**SA**	**A**	**D**	**SD**
12.	Duolingo motivates me to practice learning activities every day.				
13.	ChatGPT's quick responses help me avoid procrastination during my studies.				
14.	Copilot helps me stay organized with my school work.				
15.	Real-time guidance from AI platforms helps me remain focused on my learning goals.				
16.	Turnitin's plagiarism checks encourage me to submit honest academic work.				
	Artificial Intelligence Platforms on Students' Behaviour	**SA**	**A**	**D**	**SD**
17.	I study more consistently because ChatGPT supports my learning daily.				
18.	I manage my academic responsibilities better using Turnitin's features that promote originality.				
19.	Duolingo motivates regular study habits through its engaging features.				
20.	Grok helps me improve my analytical and problem-solving skills.				
21.	Quillbot helps me organize my academic writing clearly and logically.				

RAW ANALYSIS OUTPUT

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	117	58.5	58.5	58.5
	Male	83	41.5	41.5	100.0
	Total	200	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26 and above	26	13.0	13.0	13.0
	21-25	88	44.0	44.0	57.0
	16-20	86	43.0	43.0	100.0
	Total	200	100.0	100.0	

Bar Chart

Descriptive Statistics

	N	Mean	Std. Deviation
ITEM1	200	3.31	.462
ITEM2	200	3.69	.462
ITEM3	200	3.08	.272
ITEM4	200	3.62	.488
ITEM5	200	3.62	.488
ITEM6	200	3.31	.462
ITEM7	200	3.92	.272
ITEM8	200	3.69	.462
ITEM9	200	3.62	.488
ITEM10	200	3.10	.301
ITEM11	200	3.08	.272
ITEM12	200	3.92	.272
ITEM13	200	3.53	2.150
ITEM14	200	3.62	.488
ITEM15	200	3.92	.272

ITEM16	200	3.10	.301
ITEM17	200	3.92	.272
ITEM18	200	3.60	.490
ITEM19	200	3.98	.140
ITEM20	200	3.08	.272
ITEM21	200	3.39	.488
Valid N (listwise)	200		