

**INFLUENCE OF ARTIFICIAL INTELLIGENCE TOOLS ON THE ACADEMIC
PERFORMANCE OF UNDERGRADUATES IN UNIVERSITY OF BENIN**

BY

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**A research project work submitted in partial fulfillment for the requirement for
the award of bachelor of arts (B.A)degree in mass communication To the degree
in mass communication, faculty of arts, university of Benin, Benin city, Nigeria**

September ,2025

DECLARATION

I hereby declare that this project is based on a survey research conducted by me IDINYE HANNAH JEMMILATU with Matriculation Number, Art2100944 in the department of Mass communication, Faculty of Arts, University of Benin, under the supervision of Miss Uduak Ekpeyong. All data and Analysis are the outcome of my personal research and were. the views of others have been used and expressed, they were duly acknowledged.

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CERTIFICATION

I hereby certify that the study was carried out by IDINYE HANNAH JEMMILATU with Matriculation number Art2100944 under my supervision and it is adequate in scope for the award of a B.A degree in mass communication , from the department of Mass communication, university of Benin, Benin city.

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Date

DEDICATION

This research work is dedicated to God Almighty for his mercies and unending Grace in my life.

Students THESIS

Authors statements

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ABSTRACT

The researcher investigated on the " Influence of Artificial Intelligence tools on the academic performance of Undergraduates in university of Benin " It aimed at finding out the extent undergraduates been exposed to Artificial , The positive roles AI tool play in enhancing the academic performance of UNIBEN student and to what extent Artificial intelligence tools have negatively affected undergraduate of university of benin. The researcher adopted the Technological acceptance model (TAM). The findings of the study reveal that Artificial Intelligence affects students thinking capacity positively and negatively . Findings also reveal that students who use artificial intelligence perform very well in their academics . Findings also reveal that students will rather allow artificial intelligence to think and make things easier for them rather than think for themselves . The researcher also concluded that educational institutions should enlighten Students by giving them proper orientation on how they can use AI more productively ,so that the problem of weaponising the tool for cheating and other incessant activities will be addressed.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

How time flies, development they say is a continuous process so as technology has changed the way humans have interacted from the stone age and then to the use of the social media. In fact with the way communication has developed people no longer have to see face to face before they can interact or receive information. In as much as technology has helped made things easier and more faster one can't help but wonder if there has not been too much dependency?

One that has brought the above question to mind is the evolution of the use of artificial intelligence. Frank van Harmelen (2019) "Artificial Intelligence is the design and development of algorithms and systems that can perform tasks that typically require human intelligence, such as reasoning, problem-solving, and learning." According to the Oxford Advanced Learner's Dictionary, the definition of Artificial Intelligence (AI) The study and development of computer systems that can perform tasks that typically require human intelligence, such as visual perception, speech recognition, decision-making, and language translation In other words AI is concerned with getting computers to do task that will normally require human intelligence .

The human brain is a complex and fascinating organ that has enabled humans to thrive and dominate the planet (Koch, 2012; Damasio, 2004). Before the advent of Artificial Intelligence (AI), humans relied solely on their brains to process information, learn, and make decisions. As noted by psychologist Daniel Kahneman (2011), the human brain is capable of processing vast amounts of information, but it is also prone to cognitive biases and errors that when they say

comes that human beings are bound to make mistakes. In this generation we are now, no one wants to strive or suffer to achieve success; the easiest route is seen as the perfect way to achieve success. So therefore the era of students nowadays is the fastest means of using artificial intelligence to do most research and assignments given, so therefore Artificial intelligence has answers to all questions which leads them to having problems during exams because they can't remember the answers due to the fact that they could not use their brain to think and strategize and reason those questions before the exam.

Scholars have also recognized the human brain's remarkable ability to think creatively and innovate (Guilford, 1967; Sternberg, 1985). The brain's default mode network, which includes regions like the medial prefrontal cortex and posterior cingulate cortex, enables humans to generate new ideas, make novel connections, and think outside the box (Buckner et al., 2008).

The founding fathers of Artificial intelligence Alan Turing defines Artificial Intelligence as machine's ability to exhibit intelligent behavior equivalent to, or indistinguishable from that of a human." Discussion of artificial intelligence have created a certain amount of unease by those who fear it will quickly evolve from being to useful to humans society to taking over. Artificial intelligence is revolutionizing various aspects of our lives including finance, health, education transportation etc but one of the biggest influence of artificial intelligence can be seen in the area of education most especially students in the tertiary or higher institutions. Humans in the time past learn to do things like thinking and working by themselves although technology has made things much easier, but one has to think if there has been an over dependence on the use of it? Artificial intelligence has been helpful but it seems it has affected the way student think and also their level of imagination. Student when given assignments or project they depend on using the Internet instead of using their brains. which leads to plagiarism, as students have been so used to copy and paste, in order to conceal or hide this act, a lot of student make use of AI, ChatGPT to make their work more real or original.

The integration of Artificial Intelligence (AI) tools in educational settings has revolutionized the way students learn and interact with academic materials so therefore Artificial Intelligence has been defined as the development of computer systems that can perform tasks that typically require human intelligence, such as reasoning, problem-solving, and learning (Russell & Norvig, 2010). AI tools, including machine learning algorithms, natural language processing, and expert systems, have been applied in various educational contexts to enhance student learning outcomes . The use of AI tools in education has been motivated by the need to improve student engagement, personalize learning, and increase access to quality educational resources. For instance, AI-powered adaptive learning systems can adjust the difficulty level of course materials based on individual students' performance, providing a more tailored learning experience (Knewton, 2019). Academic performance, often measured through grades, assessments, and overall student achievement, remains a critical indicator of educational success.

The ability of Artificial intelligence to generate meaningful and creative output may limit students engagement, thinking and imagination because they find out there is a more simple and fast way to get answers to questions, voice overs, graphics, copywriting, animations , editing, photographs writing of essay, blogs etc by using AI tools with AI tools being able to carry out all these activities,we begin to wonder if the education system in Nigeria is still productive or if we still have students who still have passion for learning and willing to use their brains to think and solve problems on like in the days past before artificial intelligence came up.That why this study has selected University of Benin to understand the influence of artificial intelligence tools on the academic performance of undergraduate of university of Benin .

The usage of Artificial intelligence by student might prove to be a problem as they graduate from an institution into the society because, student without necessary skills lack effective communication, strategic thinking and creativity might find it difficult as organizations choose so employ based on skills shown. Although artificial intelligence can play both positive and negative roles in the

lives of students, this research set to find out the extent to which artificial intelligence impact the academic performance of student .

1.2 statement of the problem

The increasing usage of artificial intelligence tools in Educational settings has raised concerns about the potential impacts on the academic performance of undergraduate students at the university of Benin .Despite the potential Benefits of AI learning systems, there is a need to investigate the effectiveness of these systems in improving academic performance.This study aims to explore the relationship between the use of AI tools and academic achievement among undergraduate students at university of Benin.

The increasing adoption of AI tools in educational settings has also raised concerns about the potential challenges and limitations of these tools.for instance, there is a need to address issues of equity and access

as not all students may have equal access to AI tools, however there is need to investigate the effectiveness of these tools and address this challenge and limitations that may arise, alot of student use AI tools in doing various tasks like assignments, designs, project and animations etc.one has to wonder how much of the student effort is really put into the work,do they try to do these work by themselves? do they just use AI assistance or they relax while machine does the work.It is of this questions that the study expanciate on the influence of artificial intelligence on the academic performance of student .

1.3 The objectives of the study

1.To Evaluate the extent to which UNIBEN Undergraduates are familiar with artificial intelligence tools

2. To Explore Students' Perceptions and Attitudes Toward Artificial intelligence tools.

3. To assess the Influence of AI on Academic Performance on university of Benin undergraduate student.

1.4 Research Questions

1: To what extent have undergraduates been exposed to Artificial Intelligence tools.

2: What positive role does Artificial intelligence tools play in enhancing the academic performance of University of Benin student .

3 : To what extent has artificial intelligence tools negatively affected Undergraduates of university of Benin

1.5 significance of the study

A clearer picture or knowledge of artificial intelligence and its influence on students will be of great importance to students, researchers, universities and other bodies that come to play with artificial intelligence. The study of the influence of AI tools on the academic performance of undergraduate students at the University of Benin is significant because it aims to investigate the impact of AI technologies on student outcomes. In today's digital age, AI tools are increasingly being used in educational settings to support teaching and learning. However, there is a need to understand how these tools influence student

performance, particularly in the context of undergraduate education .This can lead to improved student outcomes, enhanced teaching and learning practices, and better preparation of students for the future workforce.

Moreover, the study is significant in the context of the University of Benin, as it can provide insights into how to improve student outcomes and enhance teaching and learning practices at the university. By exploring the influence of AI tools on undergraduate students academic performance, the study can inform evidence-based decision-making and policy development at the university. This can ultimately contribute to the university's mission to provide high-quality education and prepare students for success in their chosen careers ,and preparation of student for the challenges of the 21st century

1.6 Scope of the study

This study focuses on undergraduate students at the University of Benin , undergraduates students of university of Benin who have been exposed to Artificial intelligence usage. It examines their use of AI tools in academic activities such as research, assignments, and exam preparation, and how these tools influence their academic performance. The research is limited to UNIBEN Undergraduates.

1.7 Definition of terms

1. Artificial Intelligence (AI) AI refers to the development of computer systems that can perform tasks that typically require human intelligence, such as learning, problem-solving, and decision-making.

2. Artificial intelligence tools Software or applications powered by artificial intelligence, such as chatbots, virtual tutors, plagiarism checkers, and research databases, used for academic purposes.

3. Academic

Academic can refer to a formal or organizational aspect of education with theoretical or abstract concepts, ideas, or knowledge that may not have practical applications. Academic refers to the pursuit of knowledge and understanding for its inherent value, rather than for any external reward or recognition.

4. Performance

Performance refers to the accomplishment or execution of a task, activity, or function, often measured against a standard or expectation. It encompasses the idea of achieving a desired outcome or result, whether in a personal or professional context. In essence, performance is about demonstrating one's abilities, skills, and knowledge to accomplish a specific goal or objective.

5. Undergraduate

Undergraduate refer to students who are pursuing a bachelor's degree or other undergraduate programs at a university.

6. Influence

Influence refers to the power or ability to affect or change the thoughts, feelings, behaviors, or actions of individuals, groups, or organizations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 preamble

This chapter looks at the conceptual review of the following concept; Understanding artificial intelligence, history of artificial intelligence, artificial intelligence tools on the impact of student performance. Also there is the Empirical Review which features review of related studies by other researchers . finally the theoretical framework is also stated

2.1 conceptual review

2.1.1 Understanding Artificial Intelligence

The founding father of Artificial intelligence, a British mathematician , computer scientist Alan Turing once suggested that if a machine can have a conversation with a human and the human can't decide if they are talking to a human or a machine , that machine has demonstrated human intelligence (Jennifer Monahan, 2021). Stuart Russell and Peter Norvig (1995) Russell and Norvig, computer scientists, defined AI as "the design of intelligent agents that can think and act like humans. Patrick Winston (1977) , a computer scientist, defined AI as "the study of the computations that make it possible to perceive, reason, and act." this clearly shows that Artificial intelligence simply refers to machines that are capable of human intelligence because they can think, act and solve problems like humans .

According to Pedro Domingos (2015) a computer scientist, defined AI as "the automation of tasks that would typically require human intelligence, such as perception, reasoning, and learning." looking at the above definitions , artificial intelligence refers to machines that are able to do what humans do most times surpasses human intelligence. Artificial intelligence has really eaten deep into student most especially as they see AI as as the easiest short cut to improve their academic performance .

The invention of these recent AI are referred to generative intelligence which are used to create original content such as poems, academic writeup, songs etc. example of those commonly used AI by student are chatbox like Goggle board and ChatGPT. When users submit a particular request to a chatbox more than once, the chatbox can randomly select the second most used word to complete the statement, thereby providing different answers. But to really understand AI one need to know that AI is not a single computer programme but an entire discipline or science

Categories of Artificial Intelligence

Artificial intelligence (AI) encompasses a broad range of technologies which can be categorized based on their capabilities and applications. But there are basically two artificial intelligence namely

1. weak Artificial intelligence
2. strong Artificial intelligence

Weak AI : Weak AI refers to systems designed to perform a specific task, they lack general intelligence and decisions making so therefore they cannot go beyond what they are programmed for . A very good example is voice intelligence language translation, facial recognition etc .

strong AI : This Is a hypothetical AI that possesses the ability to understand, learn, and apply knowledge across a wide range of tasks, similar to human intelligence as the case may be it surpasses such intelligence. Strong AI would be capable of general reasoning, problem-solving, and decision-making. While Narrow AI is a reality. Ezequiel mancillia (2002) explained three other categories of artificial intelligence namely

1. Reactive machines: This type of AI have no memory therefore they cannot use past experience to inform future ones . they respond to immediate inputs and react to current existing situation.Reactive machines lack the ability to learn, reason, or make decisions based on past experiences, limiting their capabilities.for example,an engine which recommend movies will collect data from the viewers past history and use that to recommend the next film the viewer should . Another good example is Chess-playing computers that select moves based on current board positions.

2. limited memory : This refers to a type of artificial intelligence (AI) that has the capacity to store and recall a limited amount of information. This type of AI system uses the stored information to make decisions or take actions, but it does not have the ability to learn from experience or adapt to new situations.

The primary characteristic of limited memory AI is its reliance on pre-programmed knowledge and data. These systems can recall specific facts or data and use this information to make predictions or take actions.

3.Theory of mind : This is a fundamental concept in cognitive science and artificial intelligence (AI) that refers to the ability to attribute mental states, such as beliefs, desires, intentions, and emotions, to oneself and others. This cognitive ability enables individuals to understand that others have thoughts, feelings, and perspectives that may differ from their own. ToM is essential for effective communication, cooperation, and social interaction.which is a necessary skill for AI to become member of the society

2.1.2 Artificial Intelligence In Education

Artificial intelligence is gradually being accepted and adopted in various aspects of the society including the educational sector. One of the main uses of artificial intelligence in education is personalized learning which has immense benefits to both the students and educators. In the traditional form of learning, all students are taught the same content at the same pace, but with the use of AI students can learn on their own and even get a clearer picture of better understanding on what he already knew or what he could not understand. With the use of Artificial intelligence a student's strength, weakness, learning style can be analyzed by providing content and recommendations specifically for them to enhance their learning experience.

These AI systems provide one-on-one support to students, offering real-time feedback, guidance, and assessment. Intelligent tutoring systems can simulate human-like conversations, using natural language processing to understand students' queries and respond accordingly. This personalized support helps students to clarify doubts, overcome challenges, and develop a deeper understanding of complex concepts. AI can also automate administrative tasks, such as grading, freeing up teachers' time for more hands-on, human interaction with students and to assist students who are lacking behind in their academics. Moreover, AI-powered chatbots and virtual assistants can facilitate language learning, conversation practice, and language assessment to provide immediate feedback, automate tasks, and make learning more engaging. The integration of AI in education offers numerous benefits, including enhanced student engagement, improved learning outcomes, and increased accessibility. Additionally, AI tools can support students with disabilities, language barriers, or limited access to resources.

Artificial intelligence has also led to a loss of human connection. The traditional system of teaching fosters a deep interpersonal relationship between lecturers and students but today AI seems to lack that compassionate touch that human educators possess. Over-dependence on AI to improve academic performance on the part of students also includes reduced critical thinking skills, weakened problem-solving abilities, lack of creativity, plagiarism, academic dishonesty, deepened social isolation, increased anxiety and stress,

and lack of emotional intelligence. students who rely solely on AI may struggle with tasks that require original thought, innovation, and human interaction, ultimately undermining their academic and professional potential .

Another disadvantage of AI in the educational sector is its costly implementation, it is not all institutions that have the financial capacity to adopt advanced AI , leading to unequal opportunities in students sometimes as others have access and take advantage of the benefit of AI in their academics pursuit, while others who do not have that liberty are left behind .Therefore, it is essential to address these challenges and ensure that AI is used in a way that complements human teaching and promotes inclusive, equitable, and effective learning.

2.1.3 History of artificial intelligence

The history of artificial intelligence (AI) spans thousands of years, from ancient myths to modern technological the modern study of AI began in the 20th According to (Wikipedia .org) the history of artificial intelligence began with rumors of the possibility of artificial beings having intelligence, this idea inspired a lot of philosophers to start discussing the possibility of building an electric brain, even some philosophers came up with theories, explanation, thought, to describe the process of machines thinking like humans

Alan Turing who is known as the founder of artificial intelligence was the first person to come up with substantial research on AI based on a field he referred to as learning machine , this research was founded at a workshop on Dartmouth college USA in 1956.

The term " Artificial intelligence" it self was coined by John McCarthy during the Dartmouth workshop, the 1956 Dartmouth workshop was the moment that Artificial intelligence got its name and mission. But unfortunately unfortunately

the workshop wasn't much of a success to the disappointment of McCarthy as the researchers there could not come up with a solid way to go about AI .

The Birth of AI

During the time AI was birthed , some notable

dates were recorded as found in the (<https://www.tableau.com>).

1. 1950: The founder of Artificial intelligence,Alan Turing published “Computer Machinery and Intelligence” which proposed a test of machine intelligence called The Imitation Game.

2. 1952: A computer scientist named Arthur Samuel developed a program to play checkers, which is the first to ever learn the game independently.

3. 1955: John McCarthy held a workshop at Dartmouth on “artificial intelligence” which is the first use of the word, and how it came into popular usage

The boom of Artificial intelligence

1. In 1980 :The first expert system came into the commercial market, known as XCON (expert configurer). It was designed to assist in the ordering of computer systems by automatically picking components based on the customer’s needs.(<https://www.tableau.com>).

2. 1986: Ernst Dickmann and his team at Bundeswehr University of Munich created and demonstrated the first driverless car (or robot car). It could drive up to 55 mph on roads that didn’t have other obstacles or human drivers.

Artificial General Intelligence

1. In 2012 two researchers from Google (Jeff Dean and Andrew Ng) trained a neural network to recognize cats by showing it unlabeled images and no background information.

2. In 2016, Hanson Robotics created a humanoid robot named Sophia, who became known as the first “robot citizen” and was the first robot created with a realistic human appearance and the ability to see and replicate emotions, as well as to communicate.

3. In 2017 ,Facebook programmed two AI chatbots to converse and learn how to negotiate, but as they went back and forth they ended up forgoing English and developing their own language, completely autonomously.

4. In 2018 , A Chinese tech group called Alibaba’s language-processing AI beat human intellect on a Stanford reading and comprehension test.

5. In 2020 ,Open AI started beta testing GPT-3, a model that uses Deep Learning to create code, poetry, and other such language and writing tasks. While not the first of its kind, it is the first that creates content almost indistinguishable from those created by humans.

2021: Open AI developed DALL-E, which can process and understand images enough to produce accurate captions, moving AI one step closer to understanding the visual world.

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2.1.4 Artificial intelligence tools In education

According to Kripesh Adwani (2023) he Identified seventeen free artificial intelligence tools which he categorized as the best AI tools for students and they are :

1 chatGPT

2 CopyAI

3.Grammarly

4.Quillot

5. Google Bard

6. ChatPDF

7. Upword

8. Natural Readers

9. Mubert is

10. Doctrina AI

11. Tutor AI

12. Tome.app

13. AskCodi

14. Hocoos

15. Kickresume

16. Bing Image Creator

17. Replika

Susmita Asad also identified the role of artificial intelligence as follows

1. Personalized Learning

This approach allows students to learn at their own pace, focus on areas where they struggle, and skip over content they've already mastered, leading to improved engagement and academic outcomes.

2 . Intelligent Tutoring System (ITS)

Abu Ghali et al., 2018 states that The Intelligent Tutoring System (ITS) is a dents with personalized education and fcomputer program that provides stueedback without the need for human intervention

3. Virtual classrooms: Online spaces where students and teachers interact in real-time using the internet.

4. Content recommendations: Suggestions for learning materials tailored to a student's needs or interests.

5. Administrative efficiency: Streamlining school management tasks to save time and resources.

6. Adaptive assessment is a type of test that adjusts its difficulty based on the test-taker's performance in real time.

2.1.5 The role of artificial intelligence tools in enhancing academic performance

These tools are designed to support both students and educators by automating processes, offering personalized learning experiences, and enhancing access to educational resources. As digital transformation accelerates across Nigerian universities, AI-driven platforms and applications have become increasingly relevant in supporting academic success.

One of the most significant contributions of AI tools is the ability to offer personalized learning. Students at the University of Benin can now benefit from adaptive learning platforms that analyze their strengths and weaknesses, and tailor study materials to meet their individual needs. This kind of targeted learning not only improves understanding but also helps students learn at their own pace, which is especially beneficial in large classes where one-on-one

attention from lecturers may be limited. AI-powered apps such as chatGpt, metal AI, and intelligent learning management systems provide continuous academic support and immediate feedback, which helps students remain engaged and motivated Furthermore, AI tools assist students in conducting research more efficiently. Tools such as Grammarly, Turnitin, and research summarizers help with writing, editing, and ensuring originality in academic work. Students can also use AI to access summarized notes, search scholarly databases, and receive citation assistance, reducing the time spent on administrative tasks and increasing productivity. In an environment like the University of Benin, where students are often balancing academic responsibilities with other commitments, these tools help improve time management and academic output. AI supports collaborative learning and communication between students and lecturers. Learning platforms integrated with AI features enable real-time discussions, assignment tracking, and automated grading, which fosters transparency and keeps students informed about their academic progress. With the help of virtual classrooms and digital assistants, students can participate in remote learning and interact with course content from anywhere, making education more flexible and accessible.

Artificial intelligence tools give student the ability to personalize learning, streamline research, improve communication, and foster self-directed study habits can contribute greatly to better academic outcomes. As more students and lecturers embrace these tools, the university stands to benefit from a more innovative, efficient, and inclusive educational environment.

2.2 Empirical Review

Van der Merwe (2022) investigated AI adoption in South African universities, focusing on tools like Turnitin and chatbots. The study found that 65% of students reported better assignment quality and time management, but 60% faced unreliable internet access, limiting consistent AI use. In Kenya, Mutua and Onyango (2021) examined AI-enhanced online learning platforms, noting a 40%

increase in student engagement in science courses, yet only 30% of students had reliable technology access.

Abubakar, Falade, and Ibrahim (2024) explored AI's impact on academic performance in Nigerian tertiary institutions, focusing on students' use of AI tools for assignments and research. Their study found that undergraduates using AI tools like ChatGPT and Grammarly reported a 12% improvement in assignment scores, particularly in research-intensive disciplines like Engineering and Social Sciences. However, the researchers noted that 55% of students faced challenges due to limited internet connectivity, echoing broader African findings. This suggests that while AI enhances academic performance, its effectiveness is constrained by infrastructure, a critical issue for UNIBEN undergraduates who rely on campus Wi-Fi and personal devices.

Ogunode, Idoko, and Peter (2024) investigated AI's role in educational administration and planning in Nigerian universities, including its indirect effects on student performance. Their findings indicated that AI tools used for administrative tasks, such as automated grading and predictive analytics, freed up lecturer time, enabling more focus on student support, which correlated with a 10% improvement in student satisfaction and academic outcomes. However, the study highlighted that only 40% of institutions had robust AI infrastructure, with many students lacking access to tools due to cost and training gaps. This is particularly relevant to UNIBEN, where disparities in access to technology across faculties may influence AI's academic impact.

Another Nigerian study by Okoye, Uchenna, and Okechukwu (2023) addressed digital technology gaps in Nigerian universities, including AI adoption. Their research at the University of Nigeria, Nsukka, found that students using AI tools like Google Scholar's AI features and writing assistants achieved higher research output, with 60% reporting improved literature review quality. However, 70% of respondents cited inadequate digital literacy as a barrier, particularly among humanities students.

A study by Adebayo (2022) at the University of Lagos provides further evidence of AI's influence on academic performance, the research revealed that

undergraduates using AI tools like Grammarly and ChatGPT achieved a 10% increase in assignment scores, with science-related disciplines showing higher adoption rates than humanities. The study noted low awareness among first-year students, with only 25% familiar with AI tools, suggesting a need for early training. This finding is significant for UNIBEN, where first-year students may face similar awareness gaps, impacting their ability to leverage AI for academic success.

Okechukwu (2021) at Ahmadu Bello University examined AI's role in study efficiency, finding that 55% of students using AI tools like ChatGPT completed assignments faster, leading to improved time management and academic performance. However, 65% reported challenges due to poor internet connectivity and lack of institutional training, which limited equitable access. This aligns with observations at UNIBEN, where campus internet reliability and digital literacy programs may determine AI's effectiveness.

Ganiyu, and John (2021) explored AI awareness among communication undergraduates in Anambra State, Nigeria. Their findings indicated that 82% of students lacked access to AI tools for learning, and most had low awareness of their academic applications. Abubakar et al. (2024) highlighted ethical concerns, noting that 30% of students misused AI tools for assignments, raising plagiarism risks. Okoye et al. (2023) reported that 70% of students lacked the digital literacy needed to use AI effectively, exacerbating academic inequalities. Ogunode et al. (2024) emphasized cost barriers, with premium AI tools like Grammarly Pro being unaffordable for many students. These challenges internet access, digital literacy, ethical misuse, and cost are likely prevalent at UNIBEN, where students' socio economic backgrounds and campus infrastructure shape AI adoption.

Empirical studies in Nigeria demonstrate that AI enhances academic performance by improving assignment quality, research efficiency, and time management, as seen in studies at Lagos, Nsukka, and other universities. However, barriers like unreliable internet, low digital literacy, and ethical concerns limit its impact, particularly for students in resource-constrained

settings. This study addresses this gap by investigating UNIBEN undergraduates' use of AI tools, their impact on academic outcomes, and the challenges faced, contributing to localized knowledge in educational technology.

2.3 Theoretical framework

The Technology Acceptance Model (TAM) was established by Fred D. Davis in 1989. According to TAM, these two perceptions Perceived Usefulness and Perceived Ease of Use, shape a user's attitude toward the technology, which influences their behavioral intention to use it and ultimately their actual usage. This theory provides a structured lens to investigate the influence of artificial intelligence (AI) on the academic performance of undergraduates at the University of Benin (UNIBEN). This study is anchored on the Technology Acceptance Model (TAM), a widely recognized theory that explains user acceptance and adoption of new technologies. TAM is particularly suited to this research because it directly addresses the behavioral factors influencing undergraduates' use of AI tools, which is a critical determinant of their impact on academic performance in a resource-constrained setting like UNIBEN.

posits that an individual's adoption of a new technology is determined by two primary constructs perceived usefulness and perceived ease of use. Perceived usefulness is defined as "the degree to which a person believes that using a particular system would enhance his or her job performance" (Davis, 1989, p. 320). Perceived ease of use refers to "the degree to which a person believes that using a particular system would be free of effort" (Davis, 1989, p. 320). These perceptions shape users' attitudes toward the technology, which influence their behavioral intention to use it and, ultimately, their actual usage behavior (Venkatesh & Davis, 2000).

TAM is ideally suited to this study because it directly addresses the adoption of AI tools such as Grammarly, ChatGPT, or data analysis platforms by UNIBEN

undergraduates. The model explains why students may choose to use these tools based on their belief that AI enhances academic tasks (e.g., improving essay quality, simplifying research, or preparing for exams) and is easy to use. For instance, if undergraduates perceive ChatGPT as useful for generating study summaries and find its interface intuitive, they are more likely to integrate it into their academic routines, potentially improving their grades or research output. Conversely, barriers such as complex interfaces or limited digital literacy may reduce adoption, negatively affecting academic performance. TAM guides the study's exploration of the extent of AI tool usage, students' perceptions, and the relationship between adoption and academic outcomes (Venkatesh et al., 2003).

UNIBEN undergraduates operate in a context characterized by infrastructural challenges, including unreliable internet, limited access to devices, and varying levels of technological literacy (Oyelere et al 2018). These factors can lower perceived ease of use, making it critical to assess whether AI tools are user-friendly for students with diverse backgrounds. Meanwhile, awareness of AI's benefits—such as time-saving, personalized feedback, or enhanced research capabilities—can increase perceived usefulness, encouraging adoption. For example, a student using Grammarly to refine an assignment may perceive it as useful if it improves their grades and as easy to use if the interface is straightforward. TAM helps frame research questions about how these perceptions influence AI adoption and, subsequently, academic performance metrics like coursework grades, exam scores, and research quality in UNIBEN's unique environment.

Consider a UNIBEN undergraduate using an AI tool like QuillBot for essay writing. According to TAM, the student will adopt QuillBot if they perceive it as useful (e.g., it enhances essay clarity and coherence, leading to better grades) and easy to use (e.g., the tool's interface is intuitive and requires minimal effort). If the student's adoption of QuillBot results in improved assignment scores, it demonstrates AI's positive influence on academic performance. This study uses TAM to investigate such dynamics, exploring whether and how AI tool adoption correlates with academic success among UNIBEN undergraduates.

The Uses and Gratifications Theory (UGT)

The theory was developed by Elihu Katz, Jay Blumler, and Michael Gurevitch in the 1970s, offers a compelling framework for exploring how undergraduate students at the University of Benin adopt artificial intelligence (AI) tools and how this adoption influences their academic performance. UGT posits that individuals actively select media or technologies to satisfy specific needs or gratifications, such as information-seeking, skill enhancement, efficiency, social integration, or personal identity. In this context, AI tools—such as writing assistants (e.g., Grammarly, QuillBot), intelligent tutoring systems (e.g., Khan Academy), research aids (e.g., Semantic Scholar), or virtual assistants (e.g., ChatGPT)—serve as technologies that students may use to meet academic-related needs. By focusing on the motivations driving students' use of these tools, UGT helps explain how their adoption can lead to improved academic outcomes, such as higher GPAs, better assignment quality, or enhanced study efficiency, while also highlighting challenges in the resource-constrained environment of the University of Benin.

At the University of Benin, students may turn to AI tools to fulfill specific academic needs. For instance, information-seeking needs can be met by using AI-driven search engines to access scholarly resources for research projects, enabling students to produce well-informed assignments. Skill enhancement needs may drive students to use AI tutoring systems to master complex subjects like mathematics or programming, potentially improving exam performance. Efficiency needs are addressed when students use AI tools to automate tasks like summarizing lecture notes or formatting citations, saving time in demanding academic schedules. Additionally, AI tools can support personal identity by boosting students' confidence through producing high-quality work (e.g., polished essays via Grammarly) or social integration by facilitating collaboration through AI-enhanced platforms like virtual study groups. For example, a student in a competitive program like Medicine might use an AI writing assistant to refine essays, leading to higher grades and greater academic

confidence, directly impacting their performance. However, the University of Benin's context presents unique challenges that influence how students derive gratifications from AI tools. UGT suggests that students who perceive AI tools as effectively meeting their needs are more likely to integrate them into their academic routines, leading to improved outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures adopted in carrying out the research on the influence of artificial intelligence (AI) tools on undergraduates of the University of Benin. It outlines the research design, population of the study, sample size and sampling technique, research instrument, validity and reliability of the instrument, method of data collection, and data analysis techniques. These components are fundamental to ensuring the reliability, validity, and objectivity of the study's findings.

3.2 Research Design

This study adopted a descriptive survey research design. The survey method is very useful for this research as this

design has the ability to measure people's attitudes and opinions. It allows the researcher to systematically collect and analyze data in order to describe the prevailing conditions regarding the use and influence of AI tools among undergraduates at the University of Benin.

According to the indeed editorial team (2022), "the survey method is the practice of gathering data for a study by asking people questions related to the research". since the research seeks to find out the extent of the impact of artificial intelligence on the academic performance of student, asking the students opinions on such will be beneficial to the study, therefore the survey method is considered the best for this research.

3.3 Population of the Study

The population of this study comprises all full-time undergraduate students of the University of Benin having a population of 60000 students . The source of my population can be gotten from the official website of the university of Benin .

3.4 Sample Size and Sampling Technique

To calculate the sample size, the researcher used the Taro Yamane formula (1967). The Taro Yamane formula is:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

(n) = sample size

(N) = population size

1 = theoretical constant

(e) = (expected margin error = 0.05)

$$n = 60,000$$

$$e^2 = (0.05)^2$$

Applying the Taro Yamane Formula

$$60,000$$

$$(1 + 60,000(0.05)^2)$$

60,000

$(1 + 60,000(0.0025))$

60,000

$(1 + 150)$

60,000

151

= 397

The sample size is therefore 397.

3.5 Instrument for Data Collection

The primary instrument for data collection was a structured questionnaire titled “Artificial Intelligence Tools Usage and Influence Questionnaire (AITUIQ)”. The questionnaire is divided into five sections:

Section A: Demographic Information (e.g., age, gender, faculty, level of study)

Section B: Awareness and Exposure to AI Tools

Section C: Usage and Application of AI Tools

Section D: Perception and Attitudes Towards AI Tools

Section E: Challenges and Ethical Concerns

The questionnaire was designed to elicit information on how students use AI tools such as ChatGPT, Grammarly, Google Bard, metal AI, and others, and how these tools have influenced their academic activities.

3.6 Validity of the Instrument

According to Asemah (2017) Reliability refers to the accuracy or precision of measuring instruments. The questionnaire administered in this study was considered highly secure because it assisted in providing answers to the research questions.

3.8 Method of Data Collection

After obtaining ethical clearance and approval from the Department of mass communication and relevant faculty authorities, the questionnaires were distributed both physically and electronically using Google Forms. Students were approached during lecture breaks , while

online distribution was done via departmental WhatsApp group.

Informed consent was obtained from all participants, and anonymity was assured. Respondents were informed that participation was voluntary and that the data collected would be used solely for academic purposes.

3.9 Method of Data Analysis

The analysis , presentation and interpretation of data are based on data collected using structured questionnaires .The data collected was analyzed in simple percentages and tabular form which were used to analyze demographic data and general trends in AI tools usage among undergraduate students of university of Benin.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter focuses on data presented using the questionnaire. The analysis of data was done using the simple percentage method. A total of 397 questionnaires were administered, this 397 respondent represent 100% of sample size being studied. The details of the questionnaire are analysed below using frequencies, percentage and tables .

4.1 Data presentation and analysis

SECTION A

This section covers the demographic of respondents in the study

Table 1: Showing the Gender distribution of respondents

Gender	No. of Respondent	Percentage
Female	144	60.2%
Male	253	63.7%
Total	397	100

Table 1 , Indicate that 144 (60.2%) respondents are females , while 253

(63.7%) respondents are males, this shows that the respondents are more of male than females.

Table 2: Showing the age distribution of respondents

Age	No. of Respondent	Percentage
Below 18	18	4.5%
18-22	144	28.7%
22--25	199	50.1%
26 and above	66	16.6%
Total	397	100

From table 2, showing 199(50.1%) respondents are between the age rate of 22--25 and 18(4.5%)are below the age

of 18 , indicating that 199(50.1)% of respondents mostly participated in the research work.

Table 3: showing the faculty of study of respondents

faculty	No.of Respondents	Percentage
Art	87	21.9%
social science	75	18.9%
management science	82	20.7%
Engineering	77	19.4%
Pharmacy	48	12. 1%
Law	28	7.1%
Total	397	100%

Table 3 ,shows the various faculty that were involved in the Research work .this

is seen that 87 (21.9%) of respondents are Art students ,while 28 (7.1%) are law students.this indicates that the highest participant who were involved in the research work are Art students while the lowest participants were law students.

Table 4: Showing the level of study of respondents

Level of	No.of Respondent	Percentage
-----------------	-------------------------	-------------------

study		
100	38	9.6%
200	81	20.4%
300	125	31.5%
400	138	34.8%
500	15	3.8%
Total	397	100

Table 4, indicate that 138 (34.8%) 400 level respondents were recorded as the highest level of student, while 15(3.8%) 500 level took part in the research work

SECTION B

This section covers questions that provided data concerning the study from respondents.

Table 5: Showing if respondents are exposed to AI tools

Variable	No.of Respondents	Percentage
Yes	362	91.28%
No	35	8.8%
Total	397	100

Table 5, Shows that that majority of undergraduate students are exposed to artificial intelligence tools. This is seen as 363(91.28%) of the respondents are familiar with the concept of artificial intelligence tools while 35 (8.8%) respondents are not familiar with artificial intelligence tools.

11. Distribution showing how much influence AI tools have on respondents

Table 6: Showing how respondents became exposed to Artificial intelligence tools

Variable	No.of Respondents	Percentage
Social media	128	32.2%
Lecturers	131	33%
Friends	113	28.5%
Online courses	25	6.3%
Total	397	100

Table 6, Shows the various channels that respondents became exposed to artificial intelligence tools . This is seen

as 131(33%) students became aware of artificial intelligence tools through their lecturers while others 25(6.3) through online courses

Table 7: Showing the types of AI tools respondents are familiar with

Variable	No.of Respondents	Percentage
Metal AI	162	40.8%
chatGpt	170	42.8%
Google Bard	51	12.8%
Grammarly	14	3.5
Total	397	100

Table 7, shows the various types of artificial intelligence tools that student

are are familiar with , student uses Metal AI , chatGpt ,Google Bard , Grammarly for improving their their academic performance, the table indicates that 170(42.8%) student mostly use chatGpt while 14(3.5%) of student make use of Grammarly.

Table 8: Showing what academic tasks they use AI tools for

Variable	No of	Percentage
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	respondents	
Daily	69	17.4%
weekly	134	33.8%
occasionally	139	35
Rarely	48	12.1
Never	7	1.8
Total	397	100

Table 8, This shows that students do not use AI tools regularly but some times . This indicates that 139(35%) student use artificial intelligence tools occasionally while 7(1.8) student do not use it at all.

Table 9: showing the effectiveness of AI tools to Undergraduates

Variable	No.of Respondents	Percentage
Writing assignment and projects	112	28.2%
Grammar corrections	141	35.5%
Paraphrasing	81	20.4%
Image generation	17	4.3%
learning new skills	46	11.6%
Total	397	100

Table 9, shows what students uses artificial intelligence tools for,it either for writing assignment, grammar

corrections, paraphrasing, image generation or learning new skills. This table shows that majority of student use artificial intelligence for grammar corrections 141(35.5) , while 112(28.2%) uses it to learn new skills.

Table 10. Showing if respondents use AI tool for academic purposes or not

Variable	No.of Respondents	Percentage
-----------------	--------------------------	-------------------

Yes	357	89.9%
No	40	10.1%
Total	397	100%

Table 10, reveals that 357(89.9%) of student uses artificial intelligence for academic purpose , while 40(10.1%) of student do not use artificial intelligence tools for academic performance.

Table 11: Showing how much influence AI tools have on respondents

Variable	No. of Respondent	Percentage
Enhanced research efficiency	93	23.4%
Supported collaborative learning	82	20.7%
Provided instant feedback on assignment	196	49.4%
Never	26	6.5%
Total	397	100%

Table 11, reveals that artificial intelligence tools has been useful in enhancing research efficiency ,supported collaborative learning, provided instant feedback on

assignment, while few claimed that it has not been useful to them . The table reveals that majority of student 196(49.4%) can get instant feedback on assignment ,while 26(6.5%) do not find it useful

Table 12: Showing if AI tools have improved academic performance of respondent

Variable	No.of Respondents	Percentage
Strongly agree	76	19.1%

Agree	139	35%
Neutral	99	24.9%
Disagree	69	17.4%
Strongly disagree	14	3.5%
Total	397	100%

Table 12, It can be deduced that a greater percentage of respondents 139(35%) agree that artificial intelligence has a positive influence on their academic performance , while 14(3.5%) respondents do not agree that artificial intelligence has influence on them.

Table 13: Showing if respondents agree that AI tools has been effective

Variable	No.of Respondents	Percentage
Strongly agree	113	28.5%
Agree	154	38.8%
Neutral	75	18.9%
Strongly disagree	8	2%
Total	397	100%

Table 13, it shows that 154(38.8%) respondents agree that AI tools have been effective in enhancing their learning, while 8(2%) strongly disagree

Table 14: Showing if using of Artificial intelligence tools make students lazy

Variable	No.of Respondents	Percentage
Strongly disagree	81	20.4%
Disagree	141	35.5%
Neutral	94	23.7%
Agree	59	14.9%
Strongly agree	22	5.5
Total	397	100%

Table 14, reveals that majority of respondents disagree that artificial intelligence tools does not make students lazy while 22(5.5%) strongly agree that

using Artificial intelligence tools makes students lazy .

Table 15: challenges respondents face when using AI tools

Variable	No .of Respondent	Percentage
Internet and data cost	181	45.6%
lack of technical knowledge	123	31%
Misinformation or inaccurate output	67	16.9%
Overdependance	26	6.5%
Total	397	100%

Table 15 , reveals that majority of respondents agreed that using of artificial intelligence tools is expensive , that means Internet and data cost will

hinder them from having free access or to use it always , some respondents agree that lack of technical knowledge prevent them from using it , some are also on the opinion that using AI tools leads to misinformation or inaccurate output, while some feel that using AI tools leads to overdependance which has affected students reasoning skills.This is shown as majority of the respondents 181(45.6%) have challenges of buying costly data to use the Internet while 26(6.5%) respondents are on the opinion that it increases over reliance as student don't want to use their reasoning skills to think.

Table 16: Showing if respondents agree that artificial Intelligence tools should have ethical implications

Variable	No.of Respondents	Percentage
Yes	343	86.4%
No	54	13.6%
Total	397	100%

Table 16, shows that majority of respondents 343(86.4%) prefer that there should be ethical implications of using AI tools , while 54(13.6%) are against it.

Table 17: showing if it is okay by respondents for AI to have guidelines and policies

Variable	No.of Respondents	Percentage
Yes	301	75.8%
No	96	24.2%
Total	397	100%

Table 17, reveals that majority of respondents 301(75.8%)prefer that artificial intelligence should have guidelines that protect it while 96(24.2%)

respondents do not want guidelines to be introduced .

4.2 Discussion of findings

RQ1: To what extent have undergraduates been exposed to Artificial Intelligence tools

In answering this research question, data presented in 5,6,7,8 were used. Data presented in table 5 Shows that

362 (91.28%) of respondents indicated that they were very familiar with AI, while 35 (8.8%) were not familiar with AI. Data presented in table 6 indicates that majority of students became aware of AI through their lecturers 131 (33%), while 25 (6.3%) became aware of AI through online courses. Table 7 indicates that most respondents make use of chatGpt 170 (42.8%) to carry out academic activities while 14 (3.5%) make use of grammarly. Table 8 indicates that most respondents use AI tools occasionally 139 (33.8%) that is they use it sometimes when they find a subject difficult while

7(1.8%)do not use AI tools at all for academic purpose.

Findings of this study reveal that students have really been exposed to artificial intelligence tools as they claim to be very familiar with AI . Also they have they became more exposed to it through lectures from their lecturers, and also the kind of AI tools they are very familiar with which is chatGpt which they use in research and getting answers to difficult subjects.

RQ2. What positive role does artificial intelligence tools play in enhancing the

the academic performance of university of Benin student

In answering this research questions data presented in 9, 10,11,12,and 13 were used .Data presented in table 9 shows that 141 (35.5%) of respondents mostly use AI tools for grammar corrections while working on a project while others 46 (11.6%) respondents prefer to use it to learn new skills. Table 10 shows that 357 (89.9%) of respondents uses artificial intelligence for academic purposes while 40(10.1%) do not use it for academic purposes. Table 11 indicates that 196 (49.4%) of student use AI tools to get instant

feedback on assignment while 26 (6.5%) do no use artificial intelligence tools for anything .Table 12 also indicate that 139 (35%) of respondents agree that artificial intelligence tools have influence on their academic performance while 14 (3.5%) strongly disagree that it influences their performance . Table 13 reveals that 154 (38.8%) of respondents agree that AI tools have been very effective on the academic of students while 8(2%) strongly agree . Table 14 shows that 141(35.5%) of respondents disagree that AI doesn't make students lazy that is to show that AI assist them very well while 22(5.5%) respondents

are on the opinion that using Artificial intelligence makes them lazy and unable to make them use their brain to create and do critical thinking .

The findings of this study reveal that AI is highly eroding student mental abilities while some prefer to turn to AI applications when they need instant feedback on assignment or project , grammar corrections, paraphrasing. Respondents find it useful to learn and access new skills like generating image instead of trying to solve it by themselves and they also prefer answers gotten from AI applications than that of a human because it more fast and

reliable. This proves that respondents will rather rely on AI than think for themselves. This finding actually agrees with the theory of technological determinism which states that technology affects the way society thinks and acts.

RQ3 : To what extent has artificial intelligence tools negatively affected Undergraduates of university of Benin

In answering this question data presented in 15, 16 and 17 were used. Data presented in table 15, shows that 123 (31%) respondents faced so much

challenges due to lack of technical knowledge of how to use the artificial intelligence tools effectively made unable to enjoy the usage, while 26 (6.5%) are on the opinion that artificial intelligence made them over depend on it which have affect their ability to reason to the extent they can think on their own without depending on artificial intelligence . Table 16 reveals that 343 (86.4%) respondents agree that ethical implications should be highly considered when using AI tools in order to eradicate misuse by student while 54 (13.6%)do not agree that AI tools should be guilded by principle. Table 17 indicates that 301

(75.8%) respondents are on the opinion that undergraduates needs guidelines on the use of artificial intelligence tools which will help to reduce the overuse of it while 96 (24.2%) of respondents disagree that undergraduates should not have guidelines so that student can have access to using it without restrictions.

The findings of this study reveal that the critical thinking among undergraduates are being exchanged by AI as respondents use AI to carry out research instead of doing it by themselves and this have made them over dependent on AI tools ,Also most respondents prefer that artificial

intelligence tools should be enlightened to students and principles and guidelines should be included in the use of AI in order for students to know the limit of when and how to use artificial intelligence tools .

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

The study is aimed at evaluating the influence of artificial intelligence tools on the academic performance of undergraduates it reveals that AI tools, such as Metal AI, Grammarly, ChatGPT, and Google Bard AI are widely integrated into students academic routines, particularly for tasks like project writing, research, grammar corrections, paragraphing and problem-solving. Students perceive these tools as highly effective, Additionally, while unequal access to technology, such as reliable internet and data cost, Students report that AI tools enhance research efficiency, improve the quality of written

work, contribute to better grades, and support effective time management , suggesting that students who regularly engage with these tools achieve improved academic outcomes. The reason some respondents perceived the influence as positive than negative is because AI has helped to enhance the students' intelligence quotient and there by improving their academic performance .. From the responses gathered from the respondents through the questionnaire, the following were the findings of the study.

1. The respondents are exposed to artificial intelligence tools tools

2. Respondents think that it is okay to turn to artificial intelligence tools when they cannot do or think on ways to do things by themselves.

3. Artificial intelligence is highly affecting the ability to be creative so therefore it has made respondents to be overdependent on it.

4. The problem of high cost of Internet and data poses a problem to effective use

5. Respondents are highly influenced by artificial intelligence

5.2 CONCLUSION

However, the study also highlights significant challenges that temper the benefits of AI tools. From research findings it reveals concerns about over-reliance, which could undermine critical thinking, creativity, and originality skills which affects academic performance . The research also made way to how AI are used for grammar corrections, provided instant feedback on assignment, enhanced research efficiency, paraphrasing words, writing of project inorder to have positive academic outcomes. . This study after thorough research came to the conclusion that the influence of artificial

intelligence tools on university of Benin undergraduates has both positive and negative effects on their academic performance .

5.2 RECOMMENDATIONS

the University of Benin should implement AI literacy programs to educate students and faculty on the ethical and effective use of these tools. These programs should be integrated into the General Studies curriculum or offered as workshops, which will cover the functionalities of tools like Metal AI and ChatGPT, strategies for balancing AI

assistance with independent learning, and guidelines for avoiding plagiarism. The university management should establish clear institutional policies on the ethical use of AI tools in academic work. These policies should define acceptable practices, such as using AI for drafting or editing, while prohibiting the submission of AI-generated content as original work. To enforce these policies, the university should adopt plagiarism detection software tailored for AI outputs, ensuring fairness and accountability. Nigerian university commission should enact policies which would address

lecturers' concerns about over-reliance and ensure that AI tools enhance, rather than replace, students' intellectual efforts. To promote equitable access to AI tools, the University of Benin should invest in improving its technological infrastructure, including high-speed Wi-Fi and computer labs equipped with licensed AI software. This is particularly critical for a student population of 60,000, many of whom may lack personal devices or reliable internet access. The university could partner with AI tool developers, such as OpenAI or Grammarly, to provide discounted or free access to premium tools, potentially

integrating them into the university's learning management system.

Government support, through funding or subsidies, could further enhance these efforts, ensuring that all students benefit from AI tools regardless of their financial status. Academic staff should design assessments that encourage critical thinking and creativity, such as case studies, reflective essays, or practical projects, to minimize over-reliance on AI tools. These assessment types require students to demonstrate original thought, reducing the temptation to use AI as a shortcut

Students should be guided to use AI tools as supplementary aid ,for example, using Grammarly to refine drafts or ChatGPT to generate research ideas while ensuring that final outputs reflect personal analysis. the university should enlighten Students by giving them proper orientation on how they can use AI more productively ,so that the problem of weaponising the tool for cheating and other incessant act and getting already made answers for assignments, instead of being creative and brain storming .Finally researchers should know that as artificial intelligence is expanding they should not rely

completely on the technology to get things done or allow the the technology to do everything for them ,These efforts would position the university as a leader in AI-driven education, enhancing academic performance and preparing its 60,000 students for a technology-driven future.

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QUESTIONNAIRE

Influence of Artificial Intelligence Tools on the Academic Performance of Undergraduates at the University of Benin

Dear Respondent,

I am a final year student at the University of Benin, and I am conducting research for my

project titled "**Influence of Artificial Intelligence Tools on the Academic Performance of Undergraduates in University of Benin.**"

I kindly appeal to you to take a few minutes to complete this questionnaire. Your honest and thoughtful responses are incredibly important to the success of my research, as they will help me uncover valuable insights into how AI tools affect academic performance.

The questionnaire will take approximately 10–15 minutes to complete, and all responses will be kept strictly confidential and anonymous, used solely for academic purposes.

I sincerely appreciate your time and effort in helping me complete this project.

Yours sincerely,
Idinye Hannah Jemmilatu
University of Benin .

SECTION A: Demographic Information

Please tick (✓) the appropriate response.

1. Gender

Male

Female

2. Age

- Below 18
- 18 – 21
- 22 – 25
- 26 and above

3. What is your faculty of study

- Arts
- Social Sciences
- Management Sciences
- Engineering
- Pharmacy
- Law

4. Level of Study

100 Level

200 Level

300 Level

400 Level

500 level

SECTION B: Awareness and Exposure to AI Tools

5. Have you heard of Artificial Intelligence (AI) tools before?

Yes

No

6. If yes, how did you first learn about AI tools?

Social media

Lecturers

Friends

Online courses

7. Which of the following AI tools are you familiar with?

Metal AI

chatGpt

Google Bard

grammarly

8. How often do you use AI tools?

Daily

Weekly

Occasionally

Rarely

Never

SECTION C: Usage and Application of AI Tools

9. What do you mostly use AI tools for

- Writing assignments/projects
- Grammar correction
- Paraphrasing
- Image generation
- Learning new skills

10. Do you use AI tools for academic purposes?

- Yes
- No

11. In what ways have artificial intelligence influenced your learning experience?

- Enhanced research efficiency
- Supported collaborative learning
- provided instant feedback on assignment
- Never

D perception and attitude towards AI tools

12. To what extent do you agree that Artificial intelligence tools have improved your academic performance?

13. Do you agree that artificial intelligence tools makes learning more effective?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

14. Does the use of AI tools makes students lazy.

- Strongly agree

- Agree
- Neutral
- Disagree
- Strongly disagree

SECTION E: Challenges and Ethical Concerns

15. What challenges do you face when using AI tools?

- Internet/data cost
- Lack of technical knowledge
- Misinformation or inaccurate outputs
- Overdependence

16. Are you aware of the ethical implications of using AI tools

Yes

No

17. Do you think there should be guidelines or policies on the use of AI tools for students?

Yes

No