COMMUNICATION LECTURERS' KNOWLEDGE AND PERCEPTION ON THE USE OF ARTIFICIAL INTELLIGENCE IN THE ACADEMIC ACTIVITIES OF UNDERGRADUATES IN ENUGU STATE

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Abstract

This study titled "Communication Lecturers Knowledge and Perception of the use of Artificial Intelligence in the Academic Activities of Undergraduates in Enugu state" was conducted by the respondents with the aim of achieving the four specific objectives: assess the knowledge level of communication lecturers on the use of artificial intelligence in education, to find out the perception of communication lecturers on the use of artificial intelligence in education, to determine the benefits associated with using artificial intelligence in education and to identify the challenges militating the use of artificial intelligence in education. The researchers raised four research questions to guide this study which are: to what extent do communication lecturers know about artificial intelligence in Enugu state? What is the perception of communication lecturers on the use of artificial intelligence in classrooms in Enugu state? What are the benefits associated with the use of artificial intelligence in classrooms in Enugu state? What are the challenges militating the use of artificial intelligence in classrooms in Enugu state? Census survey was use and the total 87 respondents were studies. The researchers found that: communication lecturers in Enugu state know about artificial intelligence to a large extent, communication lecturers in Enugu state perceive artificial intelligence as a valuable tool for fostering creativity and enhanced learning, there are benefits associated with the use of artificial intelligence in education and also challenges militating against the use of artificial intelligence in education. Thus, it recommended that communication lecturers should expand their knowledge on artificial intelligence and not limit themselves to what they think they know, institutions with mass communication departments should provide artificial intelligence technologies as well as clear cut guidelines on its usage. Communication lecturers should use artificial intelligence in an ethical manner and communication lecturers should integrate artificial intelligence into the curriculum to teach students about its applications.

Keywords: Lecturers, Artificial Intelligence, Undergraduates, Knowledge gap

INTRODUCTION

Education is becoming increasingly digital. Today, digital technologies, such as computers, tablets and interactive whiteboards are common in classrooms. Arguments that emerging technologies have the potential to revolutionize education are common (Stefan et al, 2017).

Technology has impacted almost every aspect of life today, and education is no exception. The world is currently moving towards the employment of the fifth generation of the Internet or the so-called Internet of Things in education, and there has been increasing interest in the integration of artificial intelligence (AI) applications in teaching and learning (Abdullah, 2023).

Artificial Intelligence (AI) has been significantly changing the structure of every industry and exponentially increasing the availability of cutting-edge tools utilized in people's everyday lives. This state-of-the-art technology has also considerably influenced educational practices, and efforts are constantly being made to incorporate AI into teaching and learning (Nam & Min, 2022).

Artificial intelligence is one of the hottest buzzword in tech and with good reason. The last few years have seen several innovations and advancements that have previously been solely in the realm of science fiction slowly transform into reality. Experts regard artificial intelligence as a factor of production, which has the potential to introduce new sources of growth and change the way work is done across industries (Karin, 2023).

Application of AI in education dates back to the 1950s with the introduction of computer-assisted instruction. Over the decades, it has evolved into intelligent tutoring systems (ITS), which are now widely used for teaching and learning. Currently, a broad range of AI technologies, from ITS offering 1-on-1 tutoring to virtual teaching assistants, is being employed in education (Nwana, 1990, as cited in Cecilia & Louisa, 2023).

AI applications have the ability to receive, store, and process information as well as promote self-learning, which helps a teachers to take into account individual differences among students, thus improving the quality of learning and education. AI applications have the potential to receive, store, and process information; their role appears to be great in establishing and bringing together the scholarly concepts of a learner, as well as contributing to the achievement of therapeutic goals consistent with the needs of students. AI provides a large number of ready-made software for self-learning or teacher-assisted learning; and these software can be used in discussions and exchanges, which are reflected in the development of the educational process as a whole (Abu Zaqiyah, 2018 as cited in Abdullah, 2023).

Artificial intelligence (AI) is a general term that refers to technologies that can perform or take over tasks normally associated with intelligent human behaviour, including but not limited to learning through interaction with one's environment and the optimization of one's goal pursuit. This general idea can be and has been interpreted in various different ways. According to Alan Turing's (1950) famous way of approaching this topic, we create 'thinking machines' if we create machines that are able to imitate intelligent human behaviour (Dignum, 2019 as cited in Sven & Marcus, 2023).

Although there are numerous benefits associated with the use of artificial intelligence in the classroom, there are also potential risks associated with the use of AI in education. For example, there is a risk that AI may perpetuate biases and inequalities or be used to survey and monitor students in ways that violate their privacy and autonomy (Hani, 2023). Another factor limiting the use of AI in education is that most lecturers are scared of AI. Many fear that they may be replaced by AI or make them less relevant. They may also worry about the technical aspect and learning curve associated with using AI tools.

Felix, 2020 (as cited in Cecilia & Louisa, 2023) disagrees with this, stating that AI currently lacks sentience and self-awareness, producing only mechanical responses without emotion. He emphasized that emotional support from teachers is essential for student engagement and motivation, which AI technologies have yet to automate thus, humans still outperform AI in social and emotional aspects, emphasizing the irreplaceable role of human teachers. Despite AI's capabilities, scholars only view AI as "cognitive prostheses" that can aid teaching and learning, but not yet capable of replacing the values of human thoughts or collaborative relationships between teachers and students (Cecilia & Louisa, 2023).

Statement of Problem

In Enugu state, Nigeria, there is a knowledge gap among communication lecturers regarding the use of artificial intelligence (AI) in the classroom. Many lecturers are not aware of the potential benefits and applications of AI in academic activities. This lack of knowledge and perception may contribute to their hesitation or resistance towards incorporating AI into their teaching practices. This study aims to delve into the knowledge and perception of communication lecturers on the use of AI, with the objective of identifying areas for improvement and promoting the effective integration of AI in the academic activities of undergraduates in Enugu state, Nigeria. By addressing this knowledge gap, we can enhance the quality of education and prepare students for the digital age.

Research Question

Based on the objectives of the study, the following research questions were raised:

1. To what extent do communication lecturers know about artificial intelligence (AI) in Enugu state, Nigeria?

2. What is the perception of communication lecturers on the usage of artificial intelligence (AI) in classrooms in Enugu state, Nigeria?

3. What are the benefits of using artificial intelligence in classrooms in Enugu state, Nigeria?

4. What are the challenges militating against the use of artificial intelligence in classrooms in Enugu state, Nigeria?

LITERATURE REVIEW

Meaning and Origin of Artificial Intelligence

According to Copeland (2023), he defined artificial intelligence (AI) as the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings. The term is frequently applied to the project of developing systems endowed with the intellectual processes characteristic of humans, such as the ability to reason, discover meaning, generalize, or learn from past experience. Simply put, artificial intelligence is a field that combines computer science and robust datasets, to enable problem solving.

The birth of the artificial intelligence conversation was denoted by Alan Turing's seminal work, "Computing Machinery and Intelligence" (Frankenfield, 2023) which was published in 1950. Turing often referred to as the "father of computer science", asks the following question, "Can machines think?" From there, he offers a test, now famously known as the "Turing Test", where a human interrogator would try to distinguish between a computer and human text response. While this test has undergone much scrutiny since its publish, it remains an important part of the history of artificial as intelligence (AI) well as an ongoing concept within philosophy as it utilizes ideas around linguistics. Stuart Russell and Peter Norvig then proceeded to publish, Artificial Intelligence: A Modern Approach, becoming one of the leading textbooks in the study of artificial intelligence (AI). In it, they delve into four potential goals or definitions of artificial intelligence (AI), which differentiates computer systems on the basis of rationality and thinking vs. acting (International Business Machine Corporation (online), 2023).

According to Frankenfield (2023), artificial intelligence (AI) can be divided into two different categories:

1. Weak Artificial Intelligence: Weak artificial intelligence embodies a system designed to carry out one particular job. Weak AI systems include video games such as the chess example from above and personal assistants such as Amazon's Alexa and Apple's Siri. You ask the assistant a question, and it answers it for you.

2. Strong Artificial Intelligence: Strong artificial intelligence systems are systems that carry on the tasks considered to be human-like. These tend to be more complex and complicated systems. They are programmed to handle situations in which they may be required to solve a problem without having a person intervene. These kinds of systems can be found in applications like self-driving cars or in hospital operating rooms.

Types of Artificial Intelligence

According to Mallia (2023), Artificial intelligence initiatives are also talked about in terms of their belonging to one of four categories:

1. Reactive artificial intelligence (AI): It relies on real-time data to make decisions. Reactive artificial intelligence (AI) uses algorithms to optimize outputs based on a set of inputs. Chess-playing artificial intelligence (AI), for example, are reactive systems that optimize the best strategy to win the game. Reactive artificial intelligence (AI) tends to be fairly static, unable to learn or adapt to novel situations. Thus, it will produce the same output given identical inputs.

2.Limited Memory artificial intelligence (AI): Limited memory artificial intelligence (AI) can adapt to past experience or update itself based on new observations or data. Often, the amount of updating is limited (hence the name), and the length of memory is relatively short. Autonomous vehicles, for example, can "read the road" and adapt to novel situations, even "learning" from past experience. It relies on stored data to make decisions.

3.Theory of Mind artificial intelligence (AI): Theory-of-mind artificial intelligence (AI) are fully-adaptive and have an extensive ability to learn and retain past experiences. These types of artificial intelligence (AI) include advanced chat-bots that could pass the Turing Test, fooling a person into believing the artificial intelligence (AI) was a human being. While advanced and impressive, these artificial intelligences (AI) are not self-aware they can only consider subjective elements such as user intent when making decisions.

4. Self-Aware artificial intelligence (AI): This possesses a human-like consciousness that is capable of independently setting goals and using data to decide the best way to achieve an objective.

Benefits Associated with the use of Artificial Intelligence (AI) in Academia

According to Chan and Hu (2023), the following are the benefits assessment with the use of AI in education.

1. It helps to enhance students learning experience through its ability to respond to user prompts to generate highly original output. AI has made it so easy to get solutions to our problems all we have to do is to ask and we shall receive answers.

2. Text-to-text artificial intelligence (AI) generators can provide writing assistance to students, by enabling them to brainstorm ideas and get feedback on their writing through applications such as ChatGPT, while text-to-image artificial intelligence (AI) generators such as DALL-E and Stable Diffusion can serve as valuable tools for teaching technical and artistic concepts in arts and design.

3. Artificial Intelligence (AI) is also believed to be useful research aids for generating ideas, synthesizing information, and summarising a vast amount of text data to help researchers analyse data and compose their writing contributing to efficiency in publication.

4. Another opportunity in which artificial intelligence (AI) can bring benefits is learning assessment Tools such as the Intelligent Essay Assessor are used to grade students written work and provide feedback on their performance.

Other benefits according to Abdullah (2023) includes:

1. Smart private teaching: This is about employing AI methods and applications in simulating human private teaching and providing learning activities that are compatible with a learner's knowledge needs along with constructive and immediate feedback.

2. Adaptive learning environments: They are based on plurality and diversity of content presentation according to each student's learning methods and preferences. These environments

are designed using fuzzy logic, Bayesian networks, hidden Markov models, and genetic algorithms.

3. AI-based assessment: This is encouraged by employing AI applications in the design and correction of tests and performance tasks; and, accordingly, the next step in a learner's path is determined.

4. Smart content: This concept is of great importance as educational robots can develop digital content at a high level and AI can help digitize textbooks or create viable digital learning interfaces.

5. Virtual reality (VR) technology: AI-based VR tools and applications can be integrated into teaching, thus providing multi-sensory stimulation and greatly assisting in mastering learning and attaining previously unimaginable depths of knowledge and providing learners with an interactive and lively learning environment and allowing them to explore freely and learn independently. Many tools and applications can be used in teaching science, including PhET simulation, Labster Virtual Lab, and Third Space. In addition, Xue and Wang (2022) have determined that mobile phone applications are the most commonly used AI applications by teachers followed by online teacher training platforms; some teachers also use automatic correction systems.

Challenges Militating the use of AI in Academia

According to Jamal (2023), the following are some of the challenges of using artificial intelligence (AI) in academia.

1. Ethical and Social Implications: The integration of artificial intelligence in teacher education raises significant ethical and social implications. For example, there are concerns about the potential bias in artificial intelligence (AI) algorithms, which may perpetuate social inequalities. There are also concerns about data privacy and security, as AI systems collect large amounts of data about students and teachers. Humanities department judge their students based on their essays. Doctorates are awarded on the basis of composition of thesis. There are concerns that if the process of writing essays gets automated then what would be the consequences with respect to originality and ethical values? It is argued by several researchers that generative AI will raise ethical concerns as students might use AI in an appropriate manner to secure marks.

2. Technical Challenges: There are also technical challenges associated with the implementation of artificial intelligence (AI) in teacher education. For example, artificial intelligence systems require significant computational resources, which may not be available in all educational settings. There are also challenges associated with the design and development of artificial intelligence (AI) systems, including ensuring their accuracy, reliability, and validity.

3. Cultural Challenges: AI may also face cultural challenges in teacher education. For example, there may be resistance to the use of AI in education from some teachers and educators, who may feel that it threatens their professional autonomy.AI technologies interact with globally diverse societies and cultures, with different values and interpretive practices, this results in cultural incongruences. This issue needs to be addressed.

Artificial Intelligence (AI) and Synthetic Content Creation

We're living in a world where technology is advancing at an unprecedented rate, and it's changing every aspect of our lives. One area that has seen significant changes due to technological advancements is content creation. With the rise of Artificial Intelligence (AI), content creation has become faster, more efficient, and more accurate than ever before. AI is revolutionizing the way we create content, making it possible for us to produce more content in less time without sacrificing quality (AIcontentfy team, 2023).

Emergence of generative artificial intelligence (AI) has sparked controversy largely due to its capacity for creating novel content via natural language processing (NLP) and extensive language models (LLM). The main reason behind this enthusiasm mainly stems from generative artificial intelligence (AI) potential to comprehend and generate human language, one of the most sophisticated and advanced systems ever developed, as well as its ability to discern patterns that may elude human perception. Properly trained iterations of generative artificial intelligence (AI) learn, unlearn, and relearn language constructs, which makes it a dynamic instrument capable of evolving (Bozkurt, 2023). It is a technology that can produce outputs indistinguishable from human-authored content. The utility of artificial intelligence (AI) extend to other field of study, the most notable of these field is education. Artificial Intelligence (AI) could be used to write debates, assignments, essays and research papers as well. Artificial Intelligence (AI) does not only create contents it can also alter voices. Audio creation is an essential aspect of modern content production, and it requires high-quality human-like voices to make the content more engaging and accessible. However, creating human-like voices can be time-consuming and expensive, particularly in languages with limited resources. Artificial Intelligence (AI) models can be used to generate human-like voices from text, which can reduce costs and improve efficiency (Mukhwana and Omondi, 2023).

According to Forbes (2023), the following are the roles AI plays in content creation:

1. Brainstorming And Idea Generation: AI comes up with fresh ideas that is essential to capturing audience attention. Generative AI models, such as ChatGPT, enable brainstorming sessions, offering creative suggestions and alternative perspectives. Creators can leverage these AI-generated ideas as a springboard for innovative conceptualization, leading to unique content strategies.

2. Automating Content Creation: Generative AI can empower creators to automate various aspects of content creation, saving time and resources for faster time-to-market. From generating social media posts and blog articles to crafting email campaigns, AI models can produce draft content that human creators can refine and personalize.

3. Enhancing Existing Content: Generative AI can update existing content by providing valuable insights and suggestions for improvement. By analysing data patterns and user feedback, AI models can identify areas where content can be optimized.

4. Creating Visuals: Generative AI models can generate stunning visuals, including graphics, images, art forms and videos. Creators can leverage these AI-generated visuals to enhance their storytelling, create eye-catching social media posts and produce visually engaging presentations.

5. Hyperpersonalization: Generative AI enables hyper personalization by analyzing vast data and tailoring content to individual preferences and behaviors.

The fact that AI has made content creation easy is impressive to say the least, but many judge the originality of artificial intelligence (AI) generated content. Is a content really yours if it was generated by artificial intelligence (AI)? Concerning the originality of AI generated contents, Wang (2017), believes that artificial intelligence (AI) generated works are the results of the application of algorithmic rules and highly homogenous templates. They leave no room for creativity and reflect no individual characteristics of the creator; thus, they cannot satisfy the works originality requirements.

Artificial Intelligence (AI) and Academic Integrity

The advancement of artificial intelligence (AI) has changed every aspect of our lives and education is no exception. We now have generative artificial intelligence (AI) that helps with information retrieval, content generation and knowledge exploration. In as much as it does all of these, there're also some downsides like content duplication, potential for automated plagiarism and the blurring of boundaries between human generated work and artificial intelligence (AI) generated work. According to the International Centre for Academic Integrity (2021), academic integrity is defined as a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility and courage (Eke, 2023). This is to say that when one uses artificial intelligence (AI) to generate essays and other forms of written texts and then passes it off as their original work violates the core principles of academic integrity. Artificial Intelligence (AI) was not meant to be used that way. It was built to serve as a guide and provide assistance to our various field of study. Artificial intelligence should be taken very seriously in education. Schools should have clear cut policies on how artificial intelligence should be used. Gone are the days when they feign ignorance. They should embrace artificial intelligence and study it's strength as well as it's weaknesses. When this is done, there would be clear cut understanding on how to effectively utilise artificial intelligence (AI) in Academia. There are also several artificial intelligence (AI) that helps to maintain academic integrity, they help check if written works were plagiarised, some examples includes; Turnitin, Unicheck, PlagScan, Noplag and the likes of them.

Ethical Concerns Associated with the use of AI in Education

According to Fourtane (2022), The ethics of artificial Intelligence in higher education, thus, is a complex yet paramount matter that needs attention and prompt discussion due to some key ethical concerns including:

1. Bias and discrimination: In today's stage of artificial intelligence (AI), artificial intelligence (AI) systems are trained by humans. This means an artificial intelligence (AI) system can be biased if and only if it was trained on biased data which, for instance, it can lead to unfair and discriminatory treatment of students. Consider an artificial intelligence (AI) system which is used for grading essays and may be biased against certain groups of students. This can only happen if the artificial intelligence system is trained on a biased dataset.

2. Privacy and security: The use of artificial intelligence (AI) can raise concern about privacy and security as students personal data may be collected and used by artificial intelligence (AI)

systems. It is paramount for colleges, universities, and other institutions to implement clear policies and safeguards in order to protect students privacy and prevent unauthorized access to their data.

3. Access and inclusion: artificial intelligence (AI) powered educational technology has the potential to improve access and inclusion for students with disabilities or other learning needs. However, there is a risk that artificial intelligence (AI) based systems may not be accessible to all students, and may even exacerbate existing inequalities.

4. Transparency and accountability: Artificial intelligence powered systems can be opaque and difficult to understand, making it challenging to hold them accountable for their decisions and actions.This may present a particular concern in higher education, where artificial intelligence (AI) systems may be used to make important decisions about students grades and academic progress. Thus, it is paramount that the artificial intelligence (AI) system is frequently checked by a human in charge to verify that everything is working as it should or if the system needs some retraining or adjustments.

5. Replacing human teachers: Artificial intelligence (AI) is a valuable tool for supporting education. However, it should not be used to replace human teachers altogether. The human element is critical for fostering critical thinking and creativity. It is important that students have access to both human and artificial intelligence (AI) based educational resources.

According to her, it is important to consider the benefits that adopting artificial intelligence (AI) systems bring to the institutions, teaching, and learning. And it is equally important to recognize the drawbacks of using artificial intelligence (AI) in education, and to take the necessary steps to mitigate any negative impact. Humans, not Artificial Intelligence systems, need to be ethical for the artificial intelligence (AI) systems to work properly. After all, creating and deploying artificial intelligence (AI) systems is a human responsibility.

Empirical Review

Artificial Intelligence (AI) has been transforming various industries, and education is no exception. Artificial intelligence (AI) has the potential to revolutionize the way we learn and teach, making it more personalized, engaging, and efficient (Alneyadi et al., 2023 as cited in Harry, 2023). A number of artificial intelligence (AI) text/content generators for diverse contents are available including but not limited to: Chatgpt, Rytr, Jasper, CopyAI, Writesonic, Kafkai, Copysmith, Peppertype, Articoolo, Article Forge and Copymatic (Eke, 2023). Amid the growing development and implementation of artificial intelligence (AI) in education, concerns have emerged regarding the potential for artificial intelligence (AI) to replace teachers altogether. Some argue that artificial intelligence (AI) is better equipped than human educators to deliver standardized content and assessments, and can work tirelessly without fatigue or bias. However, others contend that artificial intelligence (AI) lacks the empathy and emotional intelligence necessary for effective teaching and learning (Chan and Tsi, 2023). The use of artificial intelligence (AI) in education has enabled personalized learning, revolutionizing the way students learn (Rana et al., 2022 as cited in Harry, 2023). Personalized learning is a teaching

method that tailors learning experiences to each student's individual needs, strengths, weaknesses, and interests (Samad et al., 2022as cited in Harry 2023). Another advantage of artificial intelligence (AI) in education is that it provides smart private teaching. Smart private teaching is about employing artificial intelligence (AI) methods and applications in simulating human private teaching and providing learning activities that are compatible with a learners knowledge needs along with constructive and immediate feedback (Luckin et al., 2016 as cited in Abdulla, 2023). Furthermore, tracking the learning progress of a group of students can be challenging for teachers. However, artificial intelligence (AI) can assist in this area by ensuring more effective monitoring of students learning progress, as various ITSs include functions to track and record each students learning journey, enabling teachers to gain a better understanding of their students and intervene when needed (Celik, Dindar, Muukkonen & Järvelä, 2022 as cited in Chan and Tsi, 2023). Although there are many advantages to using artificial intelligence (AI), there are also some challenges and they include; Potential Bias, artificial intelligence (AI) systems can be biased, particularly if they are trained on biased data. This can result in unfair treatment of certain students and perpetuate existing inequalities. Institutions must ensure that their artificial intelligence (AI) systems are unbiased and do not perpetuate existing inequalities (Harry 2023). Another challenge is that of privacy and security. The use of artificial intelligence (AI) can raise concern about privacy and security as students' personal data may be collected and used by artificial intelligence (AI) systems (Fourtane, 2023). Artificial Intelligence (AI) also lacks human emotions that is needed when interacting with other humans. Despite AI's capabilities, scholars only view AI as "cognitive prostheses" that can aid teaching and learning, but not yet capable of replacing the values of human thoughts or collaborative relationships between teachers and students (Cecilia &Louisa, 2023). In conclusion, the value of AI at its current state of development lies in augmenting teachers rather than replacing them completely instead of considering generative artificial intelligence (AI) technologies as tools to replace teachers, teachers can incorporate these technologies to enhance teaching and learning. However, to incorporate these tools effectively, teachers should have a comprehensive understanding of the dimensions where generative artificial intelligence (AI) technologies can work well with teachers and students, the conditions that need to be avoided to prevent generative artificial intelligence (AI) technologies from working against teachers (Chan and Tsi, 2023).

Theoretical Framework

Technology Acceptance Model (TAM)

This model was propounded by Fred Davis in the year 1986. This model was developed to explain behaviour surrounding the use of technology and the factors associated with its acceptance. According to this model, the use of technology can be illustrated by the behavioural intentions that form the result of conscious decision-making. Behavioural intentions are determined by two types of factors: expected benefits and ease of use. By dealing with these two factors, developers of technological applications can have improved control of lecturers attitudes towards the applications, which will be reflected in their behavioural intentions and actual use of these applications. A study by Saade et al. (2007 as cited in Abdullah, 2023) indicated that TAM is a solid theoretical foundation that can extend to the context of the study of digital education and its applications. According to TAM, the benefits of the use of AI are expressed by the degree to which lecturers believe that AI applications improve their performance while expected ease of

use is related to the degree to which lecturers believe that the use of these applications will not entail any additional effort. Usage attitudes are seen as a factor that directs future behaviour or causes certain intentions that ultimately lead to a specific behaviour. Usage attitudes represent an evaluative effect of lectures positive or negative feeling to behaving in a particular way.

Summary Review of Related Literature

The review of related literature started with, the meaning and origin of Artificial intelligence, types of artificial intelligence, benefits associated with the use of Artificial intelligence in academia, challenges militating the use of Artificial intelligence in Academia, Artificial intelligence and synthetic content creation, Artificial intelligence and academic integrity, ethical concerns associated with the use of artificial intelligence in education and the perception of teachers on the use of artificial intelligence in education. In the theoretical framework, the researchers adopted technology acceptance model, followed by empirical review and summary of review of related literature.

RESEARCH DESIGN

This study used census survey research design. Census survey is the process of collecting data about the total number of the population. Here, all members of the populations studied in order to ensure equal representation.

Area of Study

Enugu State is a state in the South-East geopolitical zone of Nigeria, bordered to the north by the states of Benue and Kogi, Ebonyi State to the east and southeast, Abia State to the south, and Anambra State to the west. The state takes its name from its capital and largest city, Enugu. Enugu State, also called the Coal-City State or Wawa State, was created vide a military decree on the 27th of August, 1991. The creation of the state by the then military Head of State, General Ibrahim Babangida, was as a result of years of agitation, as well as complaints of injustice and marginalization by the Wawa leaders and people.

Population of the Study

The population of study is all the communication lecturers in tertiary institutions in Enugu state. There are six (6) University in Enugu state, one of which is federal while two is owned by the state they are: University of Nigeria, Nsukka (UNN) which is made up of 44 communication lecturers, Enugu State University of Science and Technology (ESUT) comprises of 12 lecturers in the communication department, Caritas University has 6 lecturers, Godfrey Okoye University is made up of 9 communication lecturers, Renaissance University has 8 lecturers and Coal City University is made up of 6 communication lecturers. The total population of study is 87.

Sampling Techniques

This work made use of census survey hence, there is no sample size. This is because the total number of the population was studied.

Instrument for Data Collection

Data for this study was collected by the use of the online questionnaire. The questionnaire was divided into two sections, section A and section B. Section A discussed the bio data of the respondents while section B answered the research questions.

Discussion of Result

Discussion Based on Research Question One: Communication lecturers in Enugu state know about artificial intelligence to a large extent. This is because 25 respondents representing 42% of the total respondents strongly agreed that they were familiar with artificial intelligence while 36 respondents representing 60% of the total respondents strongly agreed that they were open to learning and exploring new artificial intelligence technologies. This is in accordance with Harry (2023) where he posits that artificial intelligence in gradually making it's way to every industry and the education sector is not left out, so it makes sense as to why a large number of communication lecturers in Enugu state are familiar and open to learning more about artificial intelligence.

Discussion Based on Research Question Two: Communication lecturers in Enugu state perceive artificial intelligence as a valuable tool for fostering creativity and enhanced learning as 30 respondents representing 50% of the total respondents strongly agreed. Although it is perceived as a valuable tool, most communication lecturers in Enugu state do not incorporate it in their teaching as 19 respondents representing 32% of the total population disagreed to using artificial intelligence in the classroom. Abdullah (2023) states that artificial intelligence is a valuable tool as it enhances smart private teachings and immediate feedback.

Discussion Based on Research Question Three: Communication lecturers in Enugu state agree that there are some benefits associated with the use of artificial intelligence in the classroom to a large extent as 22 respondents representing 37% of the total respondents strongly agreed that artificial intelligence can enhance students engagement and participation in the classroom. 33 respondents representing 55% of the total respondents also strongly agreed that artificial intelligence can contribute to fostering critical thinking and problem solving skills amongst students. The benefits associated with the use of artificial intelligence are numerous and they include: enabling personalized learning and revolutionizing the way students learn (Harry, 2023), smart private teachings and immediate feedback (Abdullah, 2023) and tracking learning progress of students (Chan and Tsi, 2023).

Discussion of Findings Based on Research Question Four: Communication lecturers agree to a large extent that there are some challenges militating the use of artificial intelligence in Enugu state 35 respondents representing 58% of the total respondents strongly agreed that lack of technical expertise and training is one of the challenges militating the use of artificial intelligence in education in Enugu state. 20 respondents representing 33% also agreed that there are some ethical and privacy concerns associated with the use artificial intelligence while 15 respondents representing 25% strongly agreed that artificial intelligence will make students lazy and encourage plagiarism. 25 respondents representing 42% of the total population strongly agreed that lack of adequate funds is one of the challenges militating the use of artificial intelligence in

education in Enugu state. Fourtane (2023), sees privacy and security as one of the many changes hindering the use of artificial intelligence in classrooms.

Summary of Findings

The data collected showed the following findings:

1. Communication lecturers in Enugu state know about artificial intelligence and are willing to learn more about artificial intelligence to a large extent.

2. Communication lecturers in Enugu state perceive artificial intelligence as a valuable tool for fostering creativity.

3. There are identifiable benefits associated with the use of artificial intelligence in education.

4. There are identifiable challenges militating the use of artificial intelligence in education.

Conclusion

In conclusion, the findings of this research paper underscore the need for continuous education and support for communication lecturers in understanding and integrating AI in their teaching practices. By equipping lecturers with the necessary knowledge and skills, and by fostering a positive perception of AI, we can harness the full potential of this technology to enhance education and prepare students for the future.

Recommendations

1. Communication lecturers should try as much as possible to enhance their knowledge on the many uses of artificial intelligence and not limit themselves with only what they think they know.

2. Institutions with communication departments should provide artificial intelligence technologies as well as clear cut guidelines on how they should be used.

3. The ethical and privacy concerns associated with the use of artificial intelligence emanates from the way they are used. Communication lecturers should try as much as possible to use artificial intelligence in an ethical way and also respect the privacy of theur students data.

4. Communication lecturers should also integrate artificial intelligence into the curriculum so as to teach students about it's applications.

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