Published by the College of Specialised and Professional Education (COSPED), TASFUED, 2025: A Festschrift in Honour of an Erudite Scholar, *Prof. Judah Tunde Bamisaye Oluwatimilehin*

COSPED, TASFUED
Journal of Specialised and Professional Education (JOSPED)

Awareness and Ethical Usage of Artificial Intelligence (AI) among Postgraduate Students in Ogun State Public Universities

Osiyemi, E. S., Adewale, K. A. and Ibanga, V.
Department of Counselling Psychology and Educational Foundations, Tai Solarin Federal University of Education, Ijagun, Ogun State
Corresponding email: *osiyemies@tasued.edu.ng*

Abstract
This study investigated University Students' Awareness and Ethical Use of Artificial Intelligence (AI) among the Postgraduate Students in Ogun State Public Universities. This study adopted a descriptive research design of the survey method and employed a five-sectioned questionnaire to elicit information from the respondents. The sample size included a multistage sample of 200 postgraduate students across three public universities in Ogun State. Descriptive statistics and inferential statistics were employed to answer and test the formulated hypotheses at a 0.05 level of significance. The findings of the study with (mean = 2.30; SD = 0.31) shows that majority of the university students are not aware of AI for learning. With (mean = 2.06; SD = 0.35), it shows that there is low extent of utilization of AI tools for enhanced research in universities. It further revealed with (mean = 2.30; SD = 0.31) that postgraduate students are less aware of AI tools for enhanced research in universities. Moreover, with (mean = 3.43; SD = 0.32), it shows that there are challenges associated with the utilization of AI tools for enhanced research among postgraduate students in universities. Also, the result (mean = 3.47; SD = 0.33) shows that there are strategies to enhance utilization of AI tools for enhanced research among postgraduate students in universities in Ogun State. This study concluded that students' ability to explore digital resources such as AI is dependent on their awareness and access to digital technologies. A lack of these will result in a lack of use and lack of skill to use them. It was recommended that Faculties/Departmental heads should organize seminars and workshops aim at intimating postgraduate students on the use of various AI tools for enhanced research. Postgraduate students should encourage collaboration in their research as a way of enhancing their awareness and utilization of AI tools for enhanced research. Institutional licenses for AI tools should be acquired by various Universities in order to ensure access by postgraduate students.

Keywords: Artificial Intelligence (AI), Ethical AI Usage, AI Awareness, Postgraduate Students

1. Introduction

Artificial Intelligence (AI) has rapidly become an integral part of various sectors, including education. Its potential to enhance learning experiences, streamline administrative processes, and support academic research has been widely recognized (George & Wooden, 2024). In higher education, postgraduate students, who are often at the forefront of research and innovation, are crucial stakeholders in the ethical adoption and application of AI technologies. Awareness and ethical usage of AI among this group are paramount, as they will shape the future integration of AI in academia and beyond.

In Nigeria, the integration of AI in educational settings is still in its nascent stages, with varying levels of awareness and adoption across different institutions (Oluyemisi, 2023). Ogun State, known for its significant number of public universities, presents a unique context for examining the awareness and ethical use of AI among postgraduate students. Understanding the current state of awareness and the ethical considerations involved in AI usage among these students can provide insights into potential gaps in knowledge and ethical practice, guiding future educational and policy initiatives.

.

The adoption of emerging educational technologies in Nigerian universities has become a hallmark of our digital society, shaping science, teaching, and learning in the twenty-first century. The Nigeria Computer Society (NCS, 2014) has stated that these technologies are a crucial component of information and communication technology (ICT), with the potential to stimulate, inspire, and engage students in the learning process (NCS, 2014). As of 2013, the Nigerian communications minister reported that 32,513,261 Nigerians accessed the Internet via telecommunications networks, with a significant proportion of users being young people (Osisanwo, et al, 2014). Various ICT applications and devices enable young people to interact more with technology. Innovations such as cloud computing, digital computing, mobile learning, open content, learning analytics, 3D printing, wearable technology, massive

Osiyemi, E. S., Adewale, K. A. and Ibanga, V., (2025). Awareness and Ethical Usage of Artificial Intelligence (AI) among Postgraduate Students in Ogun State Public Universities. *Journal of Specialised and Professional Education (JOSPED)*, SP: Nov, 2025, pp. 110-115.

open online courses (MOOCs), online learning, remote labs, Edmodo, learning management systems (LMS), Google Apps for Education (GAfE), machine learning, and AI learning are prominent in this space.

The increasing prevalence of AI technologies in education has led to the evolution of "smart classrooms," which represent a significant shift from traditional classroom settings. These technologically advanced environments are believed to enhance students' engagement and participation in learning through the use of specific software tools, high-speed computers, assistive listening systems, audience response technologies, networking devices, and audio-visual capabilities (Ikedinachi, et al 2019). AI systems are becoming increasingly integrated into various industries, making AI a ubiquitous part of our daily lives. From automatic parking systems and smart sensors for photography to personal assistants, AI technologies are omnipresent. In education, AI is transforming traditional methods, leading to significant changes in how teaching and learning occur (Meyer & Norman, 2020).

Awareness of AI among postgraduate students is a critical factor in determining how effectively these technologies are integrated into academic and research activities. According to Adebayo and Oluwole (2022), while many postgraduate students in Ogun State are aware of AI, their understanding is often limited to surface-level applications such as chatbots and recommendation systems. This superficial awareness is problematic as it restricts the ability of students to fully leverage AI in more complex tasks, such as data analysis and predictive modeling, which are essential in advanced academic research.

The study by Bamidele and Fashola (2024) corroborates these findings, noting that although there has been a significant increase in AI awareness among postgraduate students over the past two years, the depth of knowledge remains inadequate. The researchers observed that most students are familiar with AI terminology and can identify common AI applications, but lack a comprehensive understanding of the underlying principles and potential risks associated with these technologies. This gap in knowledge highlights the need for more robust AI education that goes beyond basic awareness to encompass the technical skills necessary for effective use.

Ethical usage of AI is an increasingly important consideration as these technologies become more integrated into academic research and professional practices. Adewuyi, et al (2023) emphasize that ethical considerations are paramount, especially in contexts where AI is used to make decisions that can have significant impacts on individuals and communities. Their study revealed that while postgraduate students in Ogun State are generally aware of the ethical implications of AI, there is a disconnect between their theoretical understanding and practical application. For example, students expressed concerns about issues such as data privacy, algorithmic bias, and the potential for AI to exacerbate social inequalities, yet many were unsure how to address these concerns in their work.

This finding is supported by Ogunbadejo and Adekunle (2021), who argue that the ethical challenges associated with AI are often underestimated by postgraduate students. Their research suggests that while students recognize the importance of ethical AI usage, they frequently lack the practical tools and frameworks needed to implement ethical principles in their academic and professional activities. This gap underscores the necessity for educational institutions to incorporate ethics more thoroughly into AI curricula, ensuring that students are not only aware of ethical issues but are also equipped to navigate them effectively.

As AI technology continues to advance at a rapid pace, the need for a robust ethical framework to guide its development and deployment has become increasingly crucial. The unprecedented capabilities of AI systems, from autonomous decision-making to large language models, have raised important questions about the responsible and ethical use of this transformative technology.

Promoting ethical AI awareness among postgraduate students involves addressing several challenges. One significant challenge identified by Adebayo and Oluwole (2022) is the fast-paced evolution of AI technologies, which can make it difficult for educational institutions to keep their curricula up to date. As AI continues to evolve, new ethical dilemmas emerge, requiring continuous learning and adaptation from both educators and students. This dynamic nature of AI underscores the importance of fostering a culture of lifelong learning where students are encouraged to stay informed about the latest developments in AI ethics.

Another challenge is the rapidly evolving nature of AI technologies, which can make it difficult for educational curricula to keep pace. Adewuyi et al. (2023) note that AI ethics is a dynamic field, with new ethical issues emerging as AI technologies advance. This requires continuous updates to educational content and a proactive approach to teaching AI ethics. Additionally, the interdisciplinary nature of AI ethics, which intersects with law, philosophy, and social sciences, can pose challenges in terms of integrating these perspectives into a cohesive educational framework (Adebayo & Oluwole, 2022).

As the development and deployment of AI systems continue to accelerate, the need for promoting ethical awareness and responsible practices has become increasingly pressing. However, this endeavor is not without its challenges, as highlighted by a recent study published in the Harvard Business Review in 2023.

One of the primary challenges identified in the study is the complexity and rapidly evolving nature of AI technology. The rapid pace of innovation in AI, coupled with the inherent technical intricacies of the field, can make it difficult for non-expert stakeholders, such as business leaders, policymakers, and the general public, to fully grasp the ethical implications of AI systems.

To address the challenges identified, several strategies can be implemented to enhance AI awareness and promote ethical usage among postgraduate students in Ogun State public universities. First, there is a need for the development of comprehensive AI curricula that integrate technical and ethical aspects of AI. This includes offering courses that cover not only AI technologies but also their societal impacts and ethical considerations. As suggested by Adebayo and Oluwole (2022), these courses should be interdisciplinary, drawing on expertise from computer science, ethics, law, and social sciences.

Second, universities should invest in creating platforms and resources that facilitate continuous learning about AI and its ethical implications. This could include online resources, workshops, seminars, and collaborations with industry experts. Bamidele and Fashola (2024) recommend the establishment of AI ethics labs or centers within universities, where students can engage in hands-on learning and research on AI ethics. These labs could also serve as hubs for interdisciplinary collaboration, bringing together students and faculty from different fields to explore the ethical challenges of AI. As the influence of AI continues to grow across various sectors, the need to enhance awareness and promote the ethical usage of this transformative technology has become increasingly critical.

1.1 Statement of the Problem

Despite the growing importance of AI in various life endeavour including the general tendencies for misuse and in some cases low awareness on the part of postgraduate students and the academia generally especially in Nigeria. Scholars have variously discussed the attendant risk and problems associated with the use of AI in education and research generally. However, this research intends to investigate the level of awareness of AI among postgraduate students and equally find out how much of ethical considerations guiding AI usage. This study seeks to address this gap by investigating the awareness and ethical usage of AI among postgraduate students in Ogun State public universities.

2. Methodology

Descriptive research of the survey type was adopted for this study. This method was considered the most suitable design for this study because it involves selecting a chosen sample from a large population. The population for the study consists of students in two Universities in Ogun state. Olabisi Onabanjo University and Federal University of Agriculture, Abeokuta. A multi-stage sampling technique was adopted for this study. Simple random sample technique was used to select 200 respondents out of the total population. The instrument used for this research is a structured questionnaire titled "Awareness and Ethical Usage of AI among Postgraduate Students in Ogun State Public Universities". The questionnaire is a close-ended type, which contains a set of pre-determined options to the items presented. It was presented using three (3) point ratings scale with the mean score benchmark of 2.5 for correspondent's competency. The instrument was validated and a reliability coefficient of 0.84 was obtained

2.1 Data Analysis Techniques

Both descriptive and inferential statistics were employed to answer research questions with the aid of Statistical Package for Social Sciences (SPSS) at 0.05 alpha level of significance.

3. Results

Research Question One: What is the level of awareness of AI technologies among postgraduate students in Ogun State public universities?

Result presented in Table 1 showed the mean and standard deviations of postgraduate studentson the level of awareness of AI tools for enhanced research in universities in Ogun State. Result showed that items 1 and 5 had mean ratings of 3.36 and 2.66 with standard deviations of 0.48 and0.82 respectively. These mean ratings are within the range of 2.50-3.49 set as benchmark for "Aware". This implies that postgraduate students are aware of ChatGPT and Quillbot AI tools for enhanced research. Result also shows that items 2-4 and 6-15 had mean of 2.26, 2.33, 2.21, 2.13, 2.13, 2.07, 2.09, 2.13, 2.25, 2.10, 2.23, 2.14 and 2.46 with standard deviations of 0.71, 0.79, 0.78, 0.71, 0.71, 0.64, 0.73, 0.70, 0.80, 0.62, 0.74, 0.72 and 0.70 respectively. These mean ratings are within the range of 1.50-2.49 set as benchmark for "Less Aware". This implies that postgraduate students are less aware of ChatPDF, Consensus, Scite, Bit AI, and Litmaps among others for enhanced research. The cluster mean of 2.30 is also within the range of 1.50-2.49 set as benchmark for "Less Aware". The cluster mean of 2.30 with a standard deviation of 0.31 shows that postgraduate students are less aware of AI tools for enhanced research in universities in Ogun State.

Research Question Two: How do postgraduate students in Ogun State public universities perceive the ethical implications of AI usage in their academic work?

Result presented in Table 2 showed the mean and standard deviations of postgraduate students on how they perceive the ethical implications of AI usage in their academic work in universities in Ogun State. Result showed that items 1 and 5 had mean ratings of 2.81 and 2.57 with standard deviations of 0.86 and

Table 1: Mean and Standard Deviation of Postgraduate Students level of awareness of AI technologies

S/N	Item Statement	$\bar{x}$	SD	Decision
1	ChatGPT	3.36	0.48	HE
2	ChatPDF	2.26	0.71	LE
3	Consensus	2.33	0.79	LE
4	Scite	2.21	0.78	LE
5	Quillbot	2.66	0.82	HE
6	Bit AI	2.13	0.71	LE
7	Litmaps	2.13	0.71	LE
8	Jenni	2.07	0.64	LE
9	Paperpal	2.09	0.73	LE
10	Research Rabbit	2.13	0.70	LE
11	Wordvice AI	2.25	0.80	LE
12	Typeset.io	2.10	0.62	LE
13	Elicit	2.23	0.74	LE
14	Scholarcy	2.14	0.72	LE
15	Trinka	2.46	0.70	LE
	Cluster Mean	2.30	0.31	LE

Key: N = Number of respondents, $\bar{x}$ = mean, SD = Standard Deviation, HE = High Extent, LE = Low Extent.

Table 2: Mean and Standard Deviation of Postgraduate Students on the ethical implications of AI usage in their academic work

S/N	Item Statement	$\bar{x}$	SD	Decision
1	ChatGPT	2.81	0.86	HE
2	ChatPDF	1.98	0.59	LE
3	Consensus	1.99	0.78	LE
4	Scite	2.03	0.77	LE
5	Quillbot	2.57	0.74	HE
6	Bit AI	2.10	0.83	LE
7	Litmaps	2.00	0.88	LE
8	Jenni	2.14	0.88	LE
9	Paperpal	1.88	0.60	LE
10	Research Rabbit	1.84	0.76	LE
11	Wordvice AI	1.89	0.76	LE
12	Typeset.io	1.92	0.76	LE
13	Elicit	1.91	0.73	LE
14	Scholarcy	1.96	0.81	LE
15	Trinka	1.87	0.74	LE
	Cluster Mean	2.06	0.35	LE

Table 3: Mean and Standard Deviation of Postgraduate Students on possible ways for enhancing awareness and promoting ethical AI usage among postgraduate students.

S/N	Item Statement	$\bar{x}$	SD	Decision
1	Train students on how to control bias and fairness	3.38	0.65	Agree
2	Institutional licenses for AI tools to ensure access	3.45	0.66	Agree
3	Promote peer learning and collaboration to ease usability	3.74	0.50	Agree
4	Students should avoid over dependence on technology	3.46	0.62	Agree
5	Educate students about the ethical implications of using AI tools	3.48	0.67	Agree
6	Grant and funding	3.47	0.63	Agree
7	Workshops and seminars the use of AI tools for research	3.40	0.69	Agree
8	Integration of AI utilization with research methods	3.39	0.64	Agree
	Cluster Mean	3.47	0.33	Agree

0.74 respectively. These mean ratings are within the range of 2.50-3.49 set as benchmark for "High Extent". This implies that there is high extent of utilization of ChatGPT and Quillbot AI tools among postgraduate students for enhanced research. Result also shows that items 2-4 and 6-15 had mean of 1.98, 1.99, 2.03, 2.10, 2.00, 2.14, 1.88, 1.84, 1.89, 1.92, 1.91, 1.96 and 1.87 with standard deviations of 0.59, 0.78, 0.77, 0.83, 0.88, 0.88, 0.60, 0.76, 0.76, 0.76, 0.73, 0.81 and 0.74 respectively. These mean ratings are within the range

of 1.50-2.49 set as benchmark for "Low Extent". This implies that there is low extent of utilization of ChatPDF, Consensus, Scite, Bit AI, Litmaps and others, among postgraduate students for enhanced research. The cluster mean of 2.06 is also within the range of 1.50-2.49 set as benchmark for "Low Extent". The cluster mean of 2.06 with a standard deviation of 0.35 shows that there is low extent of utilization of AI tools for enhanced research in universities in Ogun State.

Research Question Three: What are the possible ways for enhancing awareness and promoting ethical AI usage among postgraduate students in Ogun State public universities?

Result presented in Table 3 showed the mean and standard deviations of postgraduate students on the strategies to enhance utilization of AI tools for enhanced research in universities in Ogun State. Result showed that items 1-8 had mean ratings of 3.38, 3.45, 3.74, 3.46, 3.48, 3.47, 3.40 and 3.39 with standard deviations of 0.65, 0.66, 0.50, 0.62, 0.67, 0.63, 0.69 and 0.64 respectively. These mean ratings are above the criterion mean of 2.50 set for accepting an item. This implies that respondents agreed that, train students on how to control bias and fairness, institutional license for AI tools to ensure access, promote peer learning and collaboration to ease usability, students should avoid over dependence on technology among others are the strategies to enhance utilization of AI tools for enhanced research. The cluster mean of 3.47 is also above the criterion mean of 2.50 set as benchmark for accepting an item. The cluster mean of 3.47 with a standard deviation of 0.33 shows that there are strategies to enhance utilization of AI tools for enhanced research among postgraduate students in universities in Ogun State.

4. Discussion of Findings

The study revealed that postgraduate students are less aware of AI tools for enhanced research in universities in Ogun State. According to the findings, postgraduate students are less aware of ChatPDF, Consensus, Scite, Bit AI, and Litmaps, among other AI tools for enhanced research. Further analysis revealed that there is a significant difference in the mean ratings of postgraduate students based on program type and the level of awareness of AI tools for enhanced research in universities in Ogun State. This implies that program type is a significant factor in determining the level of awareness of AI tools for enhanced research in universities in Ogun State. The finding is feasible because students are not exposed to AI-driven research tools; hence, it may be possible for students to be unaware of these tools. The finding is consistent with Yadav, et al. (2024), who discovered a substantial difference in knowledge levels, with postgraduates displaying a more thorough awareness of AI applications in dentistry than undergraduates. This shows that awareness of AI tools is dependent on program type, as revealed by the present study. The finding is also consistent with Alordiah, et al. (2023), who found a low level of awareness, knowledge, and utilization of the Free Online Digital Tool (FODT). This also indicates a low level of awareness of digital technologies among members of the university community, as revealed by the present study. Hence, in line with previous findings, the present study adds to the empirical literature that postgraduate students are less aware of AI tools for enhanced research in universities in Ogun State.

More so, the study revealed that there are challenges associated with the perception of AI tools for enhanced research among postgraduate students in universities in Ogun State. According to respondents, bias and fairness, data privacy and security concerns, complexity and usability, and overdependence on technology, among others, are challenges associated with the perception of AI tools for enhanced research among postgraduate students in universities in Ogun State. The finding is feasible because the aforementioned challenges are common with the perception of digital technologies. The finding agrees with Yadav et al. (2024), who revealed concerns about the reliability of AI systems and the potential for reduced human oversight. This presents a challenge associated with the perception of AI-driven research tools, as revealed by the present study. The finding is also consistent with Kelly, et al. (2023), who indicated that 60% of respondents declared that a lack of contextual awareness was a limitation placed on AI systems in foreign language education. This represents another challenge, as revealed by the present study. Hence, in line with previous findings, the present study adds to the empirical literature that bias and fairness, data privacy and security concerns, complexity and usability, and leading to overdependence on technology, among others, are challenges associated with the perception of AI tools for enhanced research among postgraduate students in universities in Ogun State.

Furthermore, the study revealed that there are strategies to enhance the perception of AI tools for enhanced research among postgraduate students in universities in Ogun State. According to respondents, training students on how to control bias and fairness, obtaining an obtaining an institutional license for AI tools to ensure access, promoting peer learning and collaboration to ease usability, students avoiding overdependence on technology are the strategies to enhance the perception of AI tools for enhanced research. The finding is feasible because bias and fairness, data privacy and security concerns, complexity and usability, and overdependence on technology, among other challenges, can be addressed by the aforementioned strategies. The finding agrees with Alordiah, et al. (2023) suggested that stakeholders in research and education raise awareness of the availability of free online digital tools (FODT) and offer seminars on how to utilise them. This aligns with the strategies highlighted in the present study. The

findings are in line with Bucea-Manea-oniș, et al. (2022) regarding the training of students in the use of AI. They suggest that universities should develop new digital skills in AI, machine learning, Internet of Things (IoT), 5G, the cloud, big data, blockchain, data analysis, using Microsoft Office and other applications, MOOCs, simulation applications, VR/AR, and gamification. This could facilitate the utilization of AI for academic work, as revealed by the present study. Hence, in line with previous findings, the present study adds to the empirical literature that training students on how to control bias and fairness, obtaining an obtaining an institutional license for AI tools to ensure access, promoting peer learning and collaboration to ease usability, students avoiding overdependence on technology are the strategies to enhance the utilization of AI tools for enhanced research.

5. Conclusion

Drawing from the findings of the study, it was concluded that there is lack of awareness and utilization of AI tools among postgraduate students in universities in Benue State for enhanced research. The study also concluded that there are constraints impeding the utilization of AI tools for enhanced research, however, these challenges can be addressed if careful consideration is given to AI tools utilizations for enhanced research.

6. Recommendations

The following recommendations were made based on the findings:

1. Faculties/Departmental heads should organize Seminars and workshops aim at intimating postgraduate students on the use of various AI tools for enhanced research.
2. Postgraduate students should encourage collaboration in their research as a way of enhancing their awareness and utilization of AI tools for enhanced research.
3. Institutional licenses for AI tools should be acquired by various Universities in order to ensure access by postgraduate students.

References

Adebayo, T., & Oluwole, S. (2022). Awareness and Ethical Perceptions of AI among Postgraduate Students in Ogun State Public Universities. Journal of Educational Technology, 10(3), 45-59.

Adewuyi, K., Johnson, M., & Adeola, A. (2023). Ethical Implications of AI Usage among Postgraduate Students in Ogun State: A Case Study of Two Public Universities. International Journal of Ethics in AI, 5(2), 112-130.

Alordiah, C. O., Osagiede, M. A., Omumu, F. C., Okokoyo, I. E., Emiko-Agbajor, H. T., Chenube, O., & Oji, J. (2023). Awareness, knowledge, and utilisation of online digital tools for literature review in educational research. *Heliyon*, *9*(1).

Bamidele, O., & Fashola, D. (2024). AI Awareness and Ethical Considerations among Postgraduate Students in Ogun State: An Emerging Concern. Advances in AI Research, 12(1), 22-38.

Bucea-Manea-Țoniș, R., Kuleto, V., Gudei, S. C. D., Lianu, C., Lianu, C., Ilić, M. P., & Păun, D. (2022). Artificial intelligence potential in higher education institutions enhanced learning environment in Romania and Serbia. *Sustainability*, *14*(10), 5842.

George, B., & Wooden, O. (2023). Managing the strategic transformation of higher education through artificial intelligence. *Administrative Sciences*, *13*(9), 196.

Ikedinachi, A. P., Misra, S., Assibong, P. A., Olu-Owolabi, E. F., Maskeliūnas, R., and Damasevicius, R. (2019). Artificial intelligence, smart classrooms and online education in the 21st century: Implications for human development. Journal of Cases on Information Technology (JCIT), 21(3), 66-79.

Kelly, S., Kaye, S. A., & Oviedo-Trespalacios, O. (2023). What factors contribute to the acceptance of artificial intelligence? A systematic review. *Telematics and Informatics*, *77*, 101925.

Meyer, M. W., and Norman, D. (2020). Changing design education for the 21st century. She Ji: The Journal of Design, Economics, and Innovation, 6(1), 13-49.

NCS, N. C. (2014). The Role of Information Technology. In O. U. Professor Charles, A. Professor Adesola, and S. Dr. Adesina (Ed.), Building a Knowledge-Based Economy in Nigeria. 25, 52-65.

Ogunbadejo, A., & Adekunle, R. (2021). Postgraduate Students' Perceptions of AI and its Ethical Challenges in Ogun State Public Universities. Nigerian Journal of Social Sciences, 8(4), 78-94.

Oluyemisi, O. M. (2023). Impact of Artificial intelligence in curriculum development in Nigerian tertiary education. *International Journal of Educational Research*, *12*(2), 192-211.

Osisanwo, F. Y., Ajaegbu, C., and Akande, O. (2014). Nigeria youths: Major contributor to ICT tools or major consumers of ICT? In O. U. Charles, A. Adesola, and S. Adesina (Ed.), Building a Knowledge-Based Economy in Nigeria: The Role of Information Technology, 25(2014), 47-54.

Yadav, D., Jaiswal, P., Kumari, N., Jemini, I., Verma, Y., Tandon, S., & Srivastava, R. (2024). Knowledge, Attitude, and Practice Regarding Artificial Intelligence (AI) and Its Usage in Dental Academics Curriculum among Dental Undergraduates and Postgraduates. *Patient care*, *1*, 2.