

Usage Patterns of Artificial Intelligence amongst Communication and Media Studies Students in Plateau State, Nigeria

Mahan Josiah Mann*

Department of Mass Communication, Plateau State University, Bokkos

DOI: <https://doi.org/10.47772/IJRISS.2026.100500663>

Received: 10 May 2026; Accepted: 15 May 2026; Published: 10 June 2026

ABSTRACT

Communication and media studies, which is a content production, information delivering and audience interacting discipline, are now increasingly meeting with AI in a way that is transforming the practice of communication and media education. While AI delivers new possibilities-from automated writing and content editing to data-driven audience analysis-its adoption amongst university students in Plateau state remains uneven and underexplored. The study investigates the use of Artificial Intelligence by communication and media studies students in Plateau state, Nigeria. A survey research design was used, with a population of 1,680 Media and Communication students enrolled in University of Jos and Plateau State University. Data were obtained from 323 respondents drawn using Yamane's (1967) formula and proportionate stratified sampling technique from the institutions. A structured questionnaire and descriptive statistics and multiple regression analysis were used for data collection and analysis. Overall, the findings indicated a high level of awareness, availability, and willingness to use AI tools ($M = 3.21, 3.05, \text{ and } 3.16$). It was further observed that usage patterns were selective, with AI primarily used in academic research ($M = 3.04$) and communication activities ($M = 3.13$), with lower usage for creative media production activities. The results of the regression showed that the adoption of AI and influencing factors ($\beta = 0.512, p < 0.05$ and $\beta = 0.336, p < 0.05$ respectively) significantly predicted usage patterns, accounting for 55.1% of the variance in the model. The study findings indicate that the use of artificial intelligence among communication and media students is not uniform, but rather segmented along different degrees of intensity of its use and differentiated influencing conditions in the academic context. It suggests curriculum integration, structured training, enhancing digital infrastructure and establishing ethical principles for effective and responsible use.

Keywords: Artificial Intelligence, Usage Patterns, Communication and Media Studies, Technology Adoption.

INTRODUCTION

AI has revolutionized the way knowledge is accessed, understood and utilized in University contexts. The specialized area of computer science has become part of the everyday academic experience, influencing the way students read, write and analyze. The use of AI in education also marks a change in how students learn and engage with education, as they will now be interacting with tools that can generate, structure and refine information, as explained by Bal and Tanışık (2025). On a similar note, Bali et al. (2024) suggest that the importance of artificial intelligence goes beyond just its technical potential; it can transform learning spaces and academic expectations. This change requires a more careful scrutiny of the use of such tools in different disciplinary contexts.

Artificial Intelligence in tertiary education in Nigeria is a reflection of the general trend in digital access and academic practice. The advent of AI has brought with it a suite of platforms designed to assist University students in their research endeavors, writing assignments, and information management. In Nigeria, the teaching/learning environment in schools and universities has started to take on the characteristics of this shift as students now use AI tools in their daily learning activities. In learning, Ayelaagbe (2025) also notes that the implementation of AI-based systems like chatbots is part of the learning environment's interaction with students' academic material, especially when digital tools are used to complement traditional learning. Based on the empirical findings by Olufunmini Akinyemi et al. (2025), students are found to accept and use these tools with varying degrees of

caution, with some factors such as perceived usefulness, accessibility, and concerns over academic standards influencing whether they will be embraced or not. The developments suggest that AI has now found its way into the tertiary education system in Nigeria, in a manner that is easily recognisable.

In the context of communication and media studies, the importance of AI is closely related to the discipline itself. The field focuses on the creation, understanding and sharing of messages in a variety of media channels, including many that are currently algorithmically-driven and digitally automated. The introduction of Artificial Intelligence has started to influence the language use and communication style of university students, changing the ways that forms of language and meaning are created (Atoi, 2024). Students are involved in engaging with AI through activities like content creation, analysing media content, editing, and engaging with audiences. Bashir, Inusa, and Mahmud (2025) also argue that communication practices in institutional settings are increasingly being mediated by the digital intelligence, which affect structuring and communication information. The use of artificial intelligence goes beyond the realm of simplicity and becomes a component of new media skills for students in this line of work. This landscape poses some questions that need to be addressed related to the way in which artificial intelligence is accepted, the different ways of using it, and the variables that influence its use in a particular academic discipline such as communication and media studies.

Statement of the Problem

In recent times, the advent of artificial intelligence into Nigerian universities has shaped the mindset of students in the way they engage their academic activities, but the interaction has not been deeply probed at the level of practice. While the use of AI tools has improved, there is a lack of clarity around how students use these tools to complete actual academic and media-related tasks like creation, editing, research and information processing. Just as significant is the ambiguity that envelops such uses, such as digital competences, perceived usefulness, institutional support, and ethical issues.

Technological readiness and self-efficacy have been established as significant factors affecting students' engagement with AI by Falebita and Kok (2024), and sociocultural and institutional factors have been identified as factors driving the adoption of AI by Festus and Emmanuel (2024). Previous research in Nigeria has been primarily on the awareness, perception and overall adoption of artificial intelligence, predominantly in science, health and technology-related fields. This is reflected in the research of David-Olawade et al. (2025), Eleje et al. (2025) and Emefiele (2025), which focused on the use of social media; Nwodu (2025) and Nwodu et al. (2025) on social media perception highlights the importance of perception rather than actual social media usage. Even research on journalism practice (Guanah et al., 2020; Bello Semiu et al., 2023) is centred on professional settings and not on student behaviours. However, empirical evidence from Plateau State universities is still limited although the exposure and learning environments vary. This leaves a gap in the knowledge of how AI is being adopted and utilized in the field of Communication and Media in the region. In this backdrop, the present study investigates the adoption, utilization pattern and determinants of AI use among students of communication and media studies in Plateau State, Nigeria.

Objectives of the Study

The main aim of this study is to examine the usage patterns of artificial intelligence among communication and media studies students in Plateau State, Nigeria.

Specifically, the study seeks to:

1. examine the level of adoption of artificial intelligence tools among communication and media studies students in Plateau State, Nigeria;
2. analyse the patterns and purposes of artificial intelligence usage among communication and media studies students in Plateau State, Nigeria;
3. identify the factors influencing the adoption and use of artificial intelligence among communication and media studies students in Plateau State, Nigeria.

Research Hypotheses

In line with the objectives of the study and the use of inferential analysis, the following null hypotheses are formulated:

H0₁: There is no significant relationship between artificial intelligence adoption and its usage patterns among communication and media studies students in Plateau State, Nigeria.

H0₂: There is no significant relationship between influencing factors and the usage patterns of artificial intelligence among communication and media studies students in Plateau State, Nigeria.

LITERATURE REVIEW

Conceptual Review

Artificial Intelligence in Tertiary Education

Balancing machine assistance with human thinking has been adopted in daily classroom learning. In the university setting, students are no longer limited to reading books, attending lectures, or using traditional search engines, but can actually communicate with systems that can understand their queries, provide answers, and help them through more complex academic inquiries. In the field of academic research, artificial intelligence refers to the ability of computer systems to mimic human intelligence, such as learning, reasoning, and processing language.

The significance of its role in higher education is not just about automation, but about its potential to transform the way knowledge is created and shared (Shata, Hartley, 2025). This change calls for rethinking of the definition of learning, especially when students can use intelligent systems to help them with their thinking. In the higher education sector, AI is used as an integral part of the academic process, not as a standalone technology. It facilitates research processes, writing tasks, data analysis and personalized learning trajectories. As students have been increasingly using these systems for self-directed learning, the distinction between independent learning and assisted cognition is becoming increasingly unclear, Owan et al. (2025) note. In Nigeria, Ngonso et al. (2025) observe that the application of artificial intelligence is starting to appear in learning outcomes, but the degree to which it is influencing learning outcomes is dependent on the ability of the pupils to critically interact with the tools they are provided with. That means that AI can't be a panacea for better academic performance; it can only be used to enhance learning when applied in a specific context.

Communication and Media Studies

Communication and media studies is about the construction, transmission and understanding of meaning in society. It looks at the systems that information flows through, the institutions that govern information systems, and the audience who receives and acts on information messages. The discipline doesn't just cover what is being said, but also the theatre of power, representation, culture and of technological mediation. Rina (2023) states that digital systems have increasingly influenced the nature of communication and students must gain an understanding of the content as well as the means and structures by which it is mediated. The discipline has a theoretical depth as well as a practical orientation, a structure which is reflected in the structure of the discipline.

Students learn to produce digital media, learn to communicate through public relations, advertising and broadcasting, and learn about theories of communication, media ethics, and audience behaviour. In this era of media education, a new ability to understand how technology influences communication is required, according to Ododo et al. (2024). The graduates of the discipline transition into various jobs that demand analytical and creative skills, such as journalism, corporate communication, content strategy, and media production. New roles increasingly require digital literacy in the context of communication processes, subjecting students to pressure to meet new technological contexts.

Applications of AI in Communication and Media Studies

AI has started to impact on the daily workflows of communication and media professionals. Intelligent systems can aid with tasks that were previously time-consuming, like content generation, text editing, audience analysis, and more. In the academic environment, students access these to support their writing, brainstorming, analysis of media, and composing content. These uses have opened new avenues for efficiency and sparked debates regarding authorship and originality, as noted by Uche et al. (2025). The adoption of AI is a balance of convenience and critical responsibility, then. It is not just for production tasks though. Artificial intelligence also influences the nature and composition of communication. With the advent of interactive systems that can engage users in real-time, the communication landscape is constantly evolving, as noted by Rina (2023). Such progress for students of communication and media means more than just knowing the technical aspects; it means knowing how automated systems shape meaning, audience response and the building of the message. In this context, AI is not just a tool but an integral part of the communication landscape.

Pattern, Frequency, and Adoption of Artificial Intelligence among Students

Students' engagement with AI is highly varied, with levels being shaped by different access to, exposure to and interest in the academic study of AI. Some students use these tools regularly on a daily basis as part of their school routine, others use them on an occasional basis, and some are not sure about them or their value. Orok et al. (2024) point out that the use of AI tools is connected to students' understanding and exposure to them, implying that adoption is driven not only by availability, but also by knowledge. In a similar vein, Suleiman (2024) determines that the readiness for adoption varies between institutions, and the digital infrastructure affects the adoption of the system. These differences are also apparent across the regional settings in Nigeria. The level of engagement tends to be higher at universities where technology infrastructure is stronger, and lower for universities where technology infrastructure is weaker, with some cases where it may be too difficult to maintain engagement. Onwubere & Osuji (2021) contends that technological practices held by the youths of Nigeria are not only influenced by wider social and infrastructural contexts, but also frequency and purpose of such practices. Therefore, no single adoption process can be assumed to be universal, and comprises of a mix of capability, relevance to academic work and institutional context.

Factors Influencing the Use of Artificial Intelligence

Factors influencing engagement with AI range from those related to willingness to engage to those related to ability to engage, and these factors are interrelated. Technological competence is a key factor, encompassing knowledge of digital tools and how to effectively navigate AI systems. As students' technological bases are deeper, they tend to participate in meaningful academic activities with artificial intelligence more readily, according to Falebita and Kok (2024). Another aspect is perception and confidence. Students who see the potential of AI as beneficial and controllable are more likely to use it, whereas those who don't think they can do it well will not engage with it. This calls for psychological readiness as the element that influences a great deal on patterns of uses, as highlighted in Umukoro et al 2025. A third factor concerns institutional conditions such as the use of training, availability of digital resources and the existence of rules of use. These structures usually facilitate engagement, otherwise it is inconsistent or shallow. Also, ethical issues have an impact on the way students view artificial intelligence. Many educators and students are concerned about academic integrity, originality, and reliability of AI-generated text, which can influence the decision to use AI tools and when to use them. These concerns are of special importance in communication and media studies in which questions of authorship and credibility are central to professional practice, Uche et al. (2025) argue. All these factors suggest that skills, perceptions, institutional support, and normative expectation are important factors affecting the adoption of artificial intelligence, beyond access.

Theoretical Review

This study is based on two theories. The first is the Technology Acceptance Model (TAM) espoused by Davis (1989). The theory was put together to offer a comprehension of how people embrace and make use of brand-new technologies in various settings. According to it, perceived usefulness, perceived ease of use and attitude towards use are three key determinants influencing the acceptance decision of a technological innovation among users (Asemah et al. 2017). These constructs serve as mental filters that affect judgments about the value of a technology for adoption and maintenance in practice. In this context, perceived usefulness is the extent to which

a technology is seen as useful in enhancing task performance, and perceived ease of use is the ease with which a technology is seen as effortless to use. Attitude towards use is the result of this interaction of perceptions and is in turn an influence on behavioural intent. In the scope of this study, TAM offers a framework to explain the differences in the use of artificial intelligence tools among students in communication and media studies. Students' technological readiness and self-efficacy are key factors that influence their readiness to use emerging digital tools in academic settings, as Falebita and Kok (2024) explained. In the same vein, Nwodu (2025) states that awareness and perceived value of artificial intelligence have a significant impact on the integration of the tools in communication education. Students are more inclined to regularly use AI applications if they find them helpful for tasks like content creation, editing, or structuring research. In contrast, if the AI systems are seen as complex or challenging, their adoption is likely to decrease even when they are available. The framework is thus to account for the disparities in adoption and use of these among the students of university in plateau state in Nigeria. The other theory is the Diffusion of Innovations Theory proposed by Rogers (2003). The theory is based on the assumption that the process of innovator adoption in a social system is a gradual process that happens due to communication processes, time, and social influence (Asemah, et al, 2023). It also assumes that people in any population don't change behavior at the same time, but rather in different stages of adopter behavior; innovators, early adopters, early majority, late majority, and laggards. These differences are in terms of exposure to the innovation, willingness to try it out, and the perceived benefits of the innovation, in each category. With regard to the use of AI in higher education, the theory can be used to better explain why student use varies between contexts and over time. According to Eleje et al. (2025), the readiness of institutions, degree of awareness, and availability of enabling infrastructure are traits that drive the pace of students' adaptation of AI technologies in academic work. Hamzat and Ansah (2025) highlight in another perspective that the level of awareness and preparedness play crucial roles in shaping undergraduate students' attitudes towards the adoption of AI tools. In the subdiscipline of communication and media studies, where digital engagement is already intrinsic to learning processes, diffusion theory offers a helpful lens to examine why some students quickly embrace AI in academic work, while others take a more reserved or a more hesitant approach to using the technology.

Empirical Studies

Abubakar, Onasanya and Ibrahim (2024) examined students' attitudes towards the use of artificial intelligence in pedagogy in tertiary institutions in Nigeria. The study was focused on the perception of students on the educational value of AI in the learning context. The results showed that overall, students perceived AI as beneficial for academic activities, especially in making learning resources more easily accessible and easier to understand. But there were issues with dependency and academic honesty. The study suggested the need for institutional frameworks that provide structured frameworks for the responsible use of AI in teaching and learning processes.

Adebiyi, Tolulope, and Boluwaji (2025) studied the use of AI based learning tools such as chatbot and intelligent tutoring system in tertiary institutions. This work was concentrated on students' acceptance and use of AI academic support systems. The results indicated that there is a correlation between perceived usefulness, ease of interaction with these tools and students' willingness to use them. The study found that awareness of AI learning tools and institutional factors influence adoption behavior, and suggested increased exposure of AI learning tools in higher education.

Alimi, Buraimoh, Aladesusi and Babalola (2021) examined the awareness and access to and utilization of artificial intelligence in learning among university students in Kwara State. The study measured students' knowledge and use of AI learning tools. Awareness was found to be moderate and usage was limited despite some level of access. This study showed that there were significant areas of exposure, and suggested that greater training is needed in digital literacy to allow for better use of AI in the academic environment.

Bello Semiu, Salaudeen and Umeaku (2023) studied the level of awareness and adoption of artificial intelligence by journalists of Lagos and Kwara states. The study explored the perception and integration of AI in the journalistic process. The study revealed that there is widespread knowledge of AI tools within the newsroom, but their actual integration into day-to-day newsroom tasks is still relatively low. The factors that were identified as influencing factors were ethical concerns and uncertainty regarding work implications. The study suggests

structured professional development programmes to facilitate responsible implementation of AI in the journalism practice.

Nwodu (2025) investigated the awareness and perception of Artificial Intelligence for learning among Communication undergraduates in Nigerian Universities. The research aimed to explore students' understanding and interaction with AI tools in academic tasks. Students' findings revealed that they generally knew about AI and primarily employed it for academic support functions like preparation of assignments and information retrieval. However, the use of these was not uniform and was largely related to the perceived academic relevance. The study suggested that incorporating AI literacy into communication studies curricula can help facilitate the structured use of AI.

Falebita and Kok (2024) explored factors that affect the use of AI tools by undergraduates, such as technological readiness, self-efficacy, and attitudes. This study examined how mental and cognitive processes influence the interaction between students and AI systems. They found that attitudes and self-confidence about technology use had a significant impact on adoption behaviour. The study found that psychological preparedness is a crucial factor in shaping the abilities of students to effectively use AI tools, and suggested capacity-building interventions to build digital competence.

METHODOLOGY

The type of research design used for this study is survey research, because it is appropriate for the purpose of this study to examine the pattern of behavior and the relationships of variables in a limited population. The design is such that quantitative data can be gathered which may be analysed statistically for generalisation and hypothesis testing. The study is conducted with the students of communication and media studies from the University of Jos and Plateau State University of Plateau State, Nigeria. The University of Jos Mass Communication Department has a total student population of 697, which is broken down by the following academic levels: 100 level (252), 200 level (184), 300 level (135) and 400 level (126). The Plateau State University adds another 983 Mass Communication students, which make it 1,680 respondents. The sample size was calculated based on the Yamane (1967) formula for finite populations at 95% confidence level and 323 respondents were obtained. To achieve the institutional and academic level balanced representation, a proportionate stratified sampling method was used. The data was collected on the basis of the objectives of the study through a structured questionnaire regarding the adoption and use of artificial intelligence, the factors influencing the use of artificial intelligence. The responses were recorded on 4 point Likert scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). A decision rule (cut-off mean) of 2.50 was chosen, with a score at or above 2.50 accepted, and below 2.50 rejected.

Model Specification

Multiple regression was used for inferential analysis of the hypotheses at 0.05 level of significance. The model was based on Owan et al. (2025) study on the acceptance and use of Artificial Intelligence for self-directed research learning among post graduate students in the public universities in Nigeria. The function model for this study is specified as: To examine the influence of the factors on the pattern and effect of the use of artificial intelligence.

$$UPAI = \beta_0 + \beta_1 AIA + \beta_2 IF + \varepsilon$$

Where:

AI = Adopting Artificial Intelligence

AI = factors influencing the use of AI

β_0 = Constant term

β_1, β_2 are regression coefficients.

ε = Error term

The model is set up to explain how much variation in the use of AI and influencing factors together account for differences in the use of AI across respondents. This gives analytical support for testing the proposed hypotheses at 5% level of significance.

Data Presentation and Analysis

Descriptive Statistics

Table 4.1: Demographic Characteristics of Respondents (n = 323)

Variable	Category	Frequency	Percentage (%)
Gender	Male	158	48.9
	Female	165	51.1
Age	16–20 years	96	29.7
	21–25 years	181	56.1
	26 years and above	46	14.2
Level	100 level	74	22.9
	200 level	69	21.4
	300 level	92	28.5
	400 level	88	27.2

Source: Field Survey, 2026

The gender distribution of the population is fairly even, with females (51.1%) slightly outnumbering males (48.9%). A large proportion of the respondents (56.1%) are between 21–25 years old, reflecting an age distribution typical of an undergraduate media student. Academic level ranges from 200 to 400 with 28.5% of the students at 300 level and 27.2% at 400 level, suggesting a relatively even distribution in level of study. This distribution indicates that answers have come from students' differing levels of exposure to digital tools and AI applications in the discipline.

Table 4.2: Level of Adoption of Artificial Intelligence Tools among Communication and Media Studies Students

Statement	SA	A	D	SD	$\bar{X}$	SD	Decision
I am aware of AI tools such as ChatGPT, Grammarly, and automated news writing systems used in academic and media tasks	142 (43.9%)	128 (39.6%)	33 (10.2%)	20 (6.2%)	3.21	0.84	Accepted
I have access to AI tools such as ChatGPT, Grammarly, voice-to-text applications, and transcription tools for learning	110 (34.1%)	125 (38.7%)	53 (16.4%)	35 (10.8%)	3.05	0.92	Accepted

I am willing to use AI tools for media writing, journalism tasks, and academic assignments	138 (42.7%)	121 (37.5%)	42 (13.0%)	22 (6.8%)	3.16	0.87	Accepted
--	----------------	----------------	---------------	--------------	------	------	----------

Decision Rule: Mean ≥ 2.50 = Accepted; Mean < 2.50 = Rejected

Source: Field Survey, 2026

The findings suggest that communication and media studies students in Plateau State have a positive attitude towards the use of Artificial Intelligence. The mean values of all the indicators measured were above the accepted 2.50 cut-off point. Students appear to be highly exposed to mainstream tools like ChatGPT and Grammarly, as evidenced by the awareness of AI tools (3.21). In addition, the evaluation of infrastructural availability (3.05) is reasonably positive, and the disposition to use AI (3.16) is positive. Together, the results indicate that at the cognitive and attitudinal level, the integration of the target language is well developed, but this may not be the case with respect to the depth of integration in specific tasks.

Table 4.3: Patterns and Purposes of Artificial Intelligence Usage

Statement	SA	A	D	SD	$\bar{X}$	SD	Decision
I use AI tools for academic research and information summarisation	118 (36.5%)	129 (39.9%)	46 (14.2%)	30 (9.3%)	3.04	0.91	Accepted
I use AI tools for writing scripts, news, and media content	104 (32.2%)	121 (37.5%)	58 (17.9%)	40 (12.4%)	2.48	0.98	Rejected
I use AI tools for editing audio-visual and multimedia materials	97 (30.0%)	125 (38.7%)	62 (19.2%)	39 (12.1%)	2.41	0.97	Rejected
I use AI tools to support communication and presentation tasks	120 (37.2%)	132 (40.9%)	45 (13.9%)	26 (8.0%)	3.13	0.88	Accepted

Decision Rule: Mean ≥ 2.50 = Accepted; Mean < 2.50 = Rejected

Source: Field Survey, 2026

This now gives a more differentiated usage structure of the respondents. The top two categories for the use of AI are "Academic research" (3.04) and "Communication tasks" (3.13), both of which have scores higher than 2.50. The rate of use is below the threshold level, however, in some key media production tasks including script writing (2.48) and multimedia editing (2.41). This means that students use AI more as a tool for thinking, rather than as a tool for creating. The rejection of two items supports the reading that adoption of communication and media practice is selective instead of complete.

Table 4.4: Factors Influencing Adoption and Use of Artificial Intelligence

Statement	SA	A	D	SD	$\bar{X}$	SD	Decision
Availability of internet access influences my use of artificial intelligence tools	145 (44.9%)	132 (40.9%)	30 (9.3%)	16 (4.9%)	3.26	0.82	Accepted
My level of digital literacy affects how often I use AI tools	138 (42.7%)	129 (39.9%)	37 (11.5%)	19 (5.9%)	3.19	0.86	Accepted

Institutional training and exposure influence my use of AI tools in academic work	101 (31.3%)	122 (37.8%)	63 (19.5%)	37 (11.5%)	2.42	0.95	Rejected
Concerns about plagiarism and academic integrity limit my use of AI tools	96 (29.7%)	118 (36.5%)	67 (20.7%)	42 (13.0%)	2.38	0.98	Rejected
Peer influence affects my decision to use artificial intelligence tools	121 (37.5%)	124 (38.4%)	47 (14.6%)	31 (9.6%)	3.04	0.90	Accepted

Decision Rule: Mean ≥ 2.50 = Accepted; Mean < 2.50 = Rejected

Source: Field Survey, 2026

Table 4.4 suggests a two-way influence. Internet availability (3.26) and digital literacy (3.19) continue to be the most significant factors for students' use of AI. Peer influence (3.04) is also a reinforcement for behavioural adoption in an academic setting. The institutional shaping of AI behaviour is, however, low: institutional training (2.42) and ethical concerns about plagiarism (2.38) are below the 2.50 threshold. It suggests a context in which use is more likely to be based on their own ability and the environment they are in than formal academic governance or structured institutional guidance.

Inferential Statistics

Table 4.5 Model Summary

Model		R	R Square	Adjusted R Square	Std. Error	Durbin–Watson
1		0.742	0.551	0.548	0.421	1.89

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	52.318	2	26.159	73.842	0.000
Residual	42.595	320	0.133		
Total	94.913	322			

Coefficients Table

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	0.812	0.141	—	5.758	0.000
AI Adoption (AIA)	0.468	0.062	0.512	7.548	0.000
Influencing Factors (IF)	0.291	0.058	0.336	5.017	0.000

Source: spss v.26

The regression model demonstrates a strong relationship between the independent variables and the usage pattern of AI among students ($R = 0.742$) as reflected by the multiple correlation coefficient. The coefficient of determination ($R^2 = 0.551$) indicates that together adoption level and the influencing factors account for around

55.1% of the variation of the AI usage pattern. The other 44.9% is due to other factors outside the model. The Durbin–Watson statistic $DW = 1.89$ is near the acceptable value of 2.0, suggesting that there is no serious autocorrelation problem in the residuals of the regression model. This implies that the error terms are independent, the model estimates are therefore reliable for inference. The results of the ANOVA test are obtained and show that the regression model is statistically significant ($F(2, 320) = 73.842, p < 0.05$). This shows that the adoption of artificial intelligence and the influencing factors together have a significant influence on the pattern of its usage among Plateau state communication and media studies students. From the regression coefficient results, it can be seen that the artificial intelligence adoption has a significant predictor for communication and media studies students' usage patterns ($\beta = 0.512; t = 7.548; p = 0.000$). This indicates that the more aware, accessible, and accepting of AI tools, the more strongly engaged in usage behaviours. In the same way, influencing factors also have a statistically significant influence on usage patterns, with a β value of 0.336, t value of 5.017, and p value of 0.000. This suggests that access to infrastructure, digital literacy, peer influence and institutional exposure all influence students' interaction with AI tools. The constant term (0.812) represents the expected value of the AI usage patterns if both predictors were zero. The findings suggest that the two hypotheses are rejected, establishing that there is a significant effect of influencing factors and also the AI adoption on the variation in the usage pattern of the respondents.

DISCUSSION OF FINDINGS

This study reveals that the use of Artificial Intelligence technology significantly affects the communication and media studies students' use of communication tools in Plateau State, Nigeria. The regression result for hypothesis one shows a strong positive correlation between the awareness, availability, and intention to use AI tools, and the usage patterns, suggesting that the more people are aware, available, and willing to use AI tools, the more they are likely to use them. This is in line with the findings of Falebita and Kok (2024) that technological readiness and user attitude play a key role in the process of converting exposure to use of digital tools into actual use by undergraduates.

The findings are also in line with the empirical position of Hamzat and Ansah (2025) who found that the awareness and readiness levels of Nigerian undergraduates had a significant prediction of their engagement with emerging technologies. Similarly, in the field of disciplinarity, Nwodu (2025) reported that students in the discipline of Communication who are more familiar with AI systems are more likely to use the technology in their academic and creative activities. These overlapping results suggest that adopting their symbolic awareness is a precursor behaviours that actively influence students' approach to AI in thesis and media contexts. According to the second hypothesis, the influencing factors have a statistically significant influence on the use of artificial intelligence among communication and media studies students. The findings suggest that infrastructural access and peer influence positively influence the usage behaviour, while institutional training and ethical aspects have less statistical significance in the model.

The pattern indicates that the use of AI in education is mostly driven by individual capabilities and the students' contexts rather than by explicit and formal reinforcement from institutions. This is in line with the results of Umukoro, Akinbode and Okeowo Obalolu (2025) which showed that psychological and contextual factors play an important role on student's adoption decisions in Nigerian universities. It is also congruent with Eleje et al. (2025) findings that the institutional systems in many Nigerian tertiary institutions are not even in offering structured support for AI integration. Furthermore, Festus and Emmanuel (2024) found that digital communication environments can influence students' behaviour more significantly than formal curricular settings, especially when there are infrastructural challenges. It is suggested that whilst usage patterns form in the intersection of individual ability and access to the environment, this is not solely through a regulatory system within the formal academic context. In essence, the results contribute to the current literature on the use of artificial intelligence by placing it in a specific context, the field of communication and media studies, where the functional requirements of students are different than in other technical or health-related areas.

This study shows that the use of AI tools among media students is selective, task-dependent, and influenced by cognitive and contextual factors, rather than emphasising on general usage or STEM-related usage as done in previous studies. It aligns with the perspective of Bal and Tanışık (2025) who pointed out that the use of AI in

communication studies is rarely as straightforward as one might expect, with practical, ethical and experiential factors shaping the process of engagement. This also supports the views of Owan et al. (2025) that the use of AI tools for academic or educational purposes is greatly influenced by the type of learning environment that students have in which they use these tools. So the contribution of this study is the clarification that the usage patterns in communication and media studies are not homogeneous but are structured by different degree of intensity of usage and different influencing conditions in the academic environment.

CONCLUSION

In today's academic setting, the usefulness of technology is not just being around it, but in the manner in which it influences academic practices and professional development. From the findings of this study, the use of AI has been identified as being part and parcel of the academic life of Plateau State communication and media studies students but to varying extents and mostly as a means to the academic ends rather than a tool for change. The results showed that the rate of adoption has significant impact on the way in which students use these tools and that the access to, competence with, and interaction with peers are factors that are key to determining a student's use of these tools.

Meanwhile, the institutional guidance is not generally used and the extent of usage suggests that artificial intelligence is not fully integrated into the media students' basic training. Based on the research findings, it can be concluded that although the use of artificial intelligence is already visible, it is not fully realized in communication and media education and can still be developed in the field of communication and media education.

RECOMMENDATIONS

Based on the findings of this study, it is recommended that:

1. Artificial Intelligence should be integrated into the communication and media studies curriculum by the National Universities Commission (NUC) to equip students with both technical knowledge and application skills.
2. Structured training workshops and ongoing digital assistance systems should be offered by the institutions so that the students get hands-on experience with the use of artificial intelligence tools not just for academic purposes.
3. There is a need to enhance the digital infrastructure by expanding access to high-quality internet connectivity, enabling students to regularly and effectively use artificial intelligence technologies.
4. To educate students on using AI responsibly, particularly in the context of content creation, journalism practice, and academic integrity, it is crucial for academic institutions to have clear ethical guidelines and usage frameworks.

REFERENCES

1. Abubakar, U., Onasanya, S., & Ibrahim, H. (2024). Student perspectives and impact of AI integration in pedagogical practices in Nigerian tertiary institutions. *Advances in Mobile Learning Educational Research*. <https://doi.org/10.25082/amler.2024.02.008>
2. Adebisi, S. A., Tolulope, I. A., & Boluwaji, S. O. (2025). Chatbots, AI Tutors and Smart Learning: Assessing the adoption of AI-powered learning tools in tertiary institutions. *African Multidisciplinary Journal of Development*. <https://doi.org/10.59568/amjd-2025-13-2-07>
3. Ajani, Y., Olaniyi, A. M., Ayegun, I. B., Malik, F. O., Jagaba, I. A., Ahmed, A. O., Busari, S. A., Echezona, R. I., Saidu, Z. A., & Dangana, R. (2025). Artificial intelligence competency among academics in Nigeria: A roadmap for ethical usage in the fifth industrial revolution (5IR). *Alexandria: The Journal of National and International Library and Information Issues*. <https://doi.org/10.1177/09557490251393037>

4. Alimi, A. E., Buraimoh, O. F., Aladesusi, G., & Babalola, E. (2021). University Students' Awareness of, Access to, and use of Artificial Intelligence for Learning in Kwara State. *Indonesian Journal of Teaching in Science*. <https://doi.org/10.17509/ijotis.v1i2.38014>
5. Asemah, E. S., Nkwam-Uwaoma, A. O. & Sabo, S. S. (2023). *Research and tactics in public relations and advertising*. Jos: University Press.
6. Asemah, E. S., Nwammuo, A. N. & Nkwam-Uwaoma, A. O. A. (2017). *Theories and models of communication*. Jos: University Press.
7. Atoi, N. E. (2024). Language and communication implication of artificial intelligence on selected Nigerian university undergraduates. *UJAH: Unizik Journal of Arts and Humanities*. <https://doi.org/10.4314/ujah.v25i1.5>
8. Ayelaagbe, S. (2025). Adoption of chatbots in Nigerian higher education: perceptions and academic utilization at Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria. *African Multidisciplinary Journal of Development*. <https://doi.org/10.59568/kjhs-2025-5-1-16>
9. Bal, S., & Tanışık, S. (2025). Education and artificial intelligence in communication studies: A technical-practical-ethical discussion in students' experience of use. *ARTS: Artuklu Sanat ve Beşeri Bilimler Dergisi*. <https://doi.org/10.46372/arts.1585826>
10. Bali, B., Garba, E., Ahmadu, A., Takwate, K. T., & Malgwi, Y. (2024). Analysis of emerging trends in artificial intelligence for education in Nigeria. *Discover Artificial Intelligence*, 4. <https://doi.org/10.1007/s44163-024-00163-y>
11. Bashir, A. S., Inusa, B. A., & Mahmud, A. I. (2025). Influence of artificial intelligence on leadership communication and emotional intelligence in public colleges of education in Plateau State, Nigeria. *Journal Of Digital Learning and Distance Education*. <https://doi.org/10.56778/jdlde.v4i5.579>
12. Bello Semiu, Salaudeen, A., & Umeaku, P. (2023). A survey of awareness and adoption of artificial intelligence journalism among Lagos and Kwara States journalists. *The Indonesian Journal of Communication Studies*. <https://doi.org/10.31315/ijcs.v16i2.10282>
13. Chidinma, A. E., & Yinka, K. R. (2025). Undergraduate students' perception of artificial intelligence for enhancing educational practices: Opportunities, challenges, and ethical considerations. *Global Journal of Social Sciences Studies*. <https://doi.org/10.55284/gjss.v11i1.1411>
14. David-Olawade, A., Wada, O., Adeniji, Y., Aderupoko, I. V., & Olawade, D. (2025). Artificial intelligence readiness among healthcare students in Nigeria: A cross-sectional study assessing knowledge gaps, exposure, and adoption willingness. *International Journal of Medical Informatics*, 204, 106085. <https://doi.org/10.1016/j.ijmedinf.2025.106085>
15. Eleje, L., Ezeugo, N., Esomonu, N., Metu, I., Anierobi, E., Mbelede, N., Nwosu, K., Ezeonwumelu, V., Ufearo, F., & Eleje, G. (2025). Artificial intelligence adoption in higher education in Nigeria. *Discover Artificial Intelligence*, 5. <https://doi.org/10.1007/s44163-025-00452-0>
16. Emefiele, D. C. (2025). Adoption of artificial intelligence for 21st century skills acquisition in business education programme in Nigeria. *Knowledgeable Research A Multidisciplinary Journal*. <https://doi.org/10.57067/2k4hkhk03>
17. Falebita, O., & Kok, P. J. (2024). Artificial Intelligence Tools Usage: A Structural Equation Modeling of Undergraduates' Technological Readiness, Self-Efficacy and Attitudes. *Journal for STEM Education Research*, 8, 257–282. <https://doi.org/10.1007/s41979-024-00132-1>
18. Festus, O., & Emmanuel, O. B. (2024). Sociocultural and Digital Communication Challenges in AI Adoption for Classroom Communication: Insights from Nigerian Colleges of Education. *Language, Technology, and Social Media*. <https://doi.org/10.70211/ltsm.v3i1.115>
19. Guanah, J., Agbanu, V., & Obi, I. (2020). ARTIFICIAL INTELLIGENCE AND JOURNALISM PRACTICE IN NIGERIA: PERCEPTION OF JOURNALISTS IN BENIN CITY, EDO STATE. *International Review of Humanities Studies*. <https://doi.org/10.7454/irhs.v0i0.268>
20. Hamzat, A. A., & Ansah, S. D. (2025). Artificial intelligence awareness and readiness among undergraduate students in Kwara State universities Nigeria. *Journal of Educational Management and Instruction (JEMIN)*. <https://doi.org/10.22515/jemin.v5i2.11988>
21. Hillary, A. N., Adeline, I. I., & Chiegbuodo, N. E. (2025). The Role of Artificial Intelligence (AI) on Enhancing Public Communication in Nigerian Universities: Focus at Federal Universities in South East Nigeria. *NEWPORT INTERNATIONAL JOURNAL OF CURRENT ISSUES IN ARTS AND MANAGEMENT*. <https://doi.org/10.59298/nijciam/2025/6.2.13220>

22. Ngonso, B., Egielewa, P., Egenti, G., Uduehi, I., Sunny-Duke, F., Ukhurebor, K., Onwusinkwue, S., Odezuligbo, I., Abiodun, A., Talabi, A. A., Jokthan, G., Opataye, J., Nwankwo, U. C., Eneche, B. M., & Osemengbe, U. (2025). Influence of artificial intelligence on educational performance of Nigerian students in tertiary institutions in Nigeria. *Journal of Infrastructure, Policy and Development*. <https://doi.org/10.24294/jipd9949>
23. Nwile, C., Amaewhule, E. C., & Ezeugo, C. R. (2025). Utilization of Artificial Intelligence Tools for Improving Educational Outcomes of Students in Public Universities in Rivers State, Nigeria. *African Journal of Humanities and Contemporary Education Research*. <https://doi.org/10.62154/ajhcer.2025.019.01021>
24. Nwodu, E., Obiora, A. & Agbachukwu. P. (2025). Communication Students' Perception of AI in Planning, Creating and Disseminating Advertisement. *African Journal of Social Sciences and Humanities Research*. <https://doi.org/10.52589/ajsshr-w41ps6hn>
25. Nwodu. E., (2025). Awareness and Perception of the Use of Artificial Intelligence for Learning Among Select Communication Undergraduates in Nigeria. *African Journal of Social Sciences and Humanities Research*. <https://doi.org/10.52589/ajsshr-qke2a0eg>
26. Obiora A., Nwammuo. S., & Nwanmuo., N. (2025). Perception of Communication Scholars on Adoption and Usage of ChatGPT for Media Studies. *British Journal of Mass Communication and Media Research*. <https://doi.org/10.52589/bjmcmr-sbh8bfe4>
27. Ododo, E. P., Effiong Asuquo, O., Ofonime Uduakobong, O., & Etim, E. (2024). UNMASKING AI: HOW MEDIA SHAPES STUDENTS' PERCEPTIONS AND ATTITUDES TOWARDS TECHNOLOGY. *The American Journal of Interdisciplinary Innovations and Research*. <https://doi.org/10.37547/tajir/volume06issue09-04>
28. Okolie, U., & Egbon, T. N. (2025). ARTIFICIAL INTELLIGENCE AND TEACHING/LEARNING PROCESS IN EDUCATION INSTITUTIONS IN NIGERIA: A STUDY OF UNDERGRADUATE STUDENTS OF DELTA STATE UNIVERSITY, ABRAKA. *Journal Plus Education*. <https://doi.org/10.24250/jpe/1/2025/uc/tne/>
29. Olawade, D., David-Olawade, A. C., Rotifa, O., & Wada, O. (2025). Artificial intelligence in Nigerian nursing education: Are future nurses prepared for the digital revolution in healthcare? *Nurse Education in Practice*, 87, 104511. <https://doi.org/10.1016/j.nepr.2025.104511>
30. Olufunminiyi Akinyemi, A., Sunday Ojuri, O., & Anthonia Adekemi, O. (2025). Assessing Undergraduates' Perceptions of Use of AI Generative Tools for Academic Activities in Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria. *Middle East Research Journal of Humanities and Social Sciences*. <https://doi.org/10.36348/merjhss.2025.v05i05.003>
31. Oluwadiya, K., Adeoti, A., Agodirin, S., Nottidge, T., Usman, M. I., Gali, M., Onyemaechi, N., Ramat, A., Adedire, A., & Zakari, L. Y. (2023). Exploring artificial intelligence in the Nigerian medical educational space: An online cross-sectional study of perceptions, risks and benefits among students and lecturers from ten universities. *Nigerian Postgraduate Medical Journal*, 30, 285–292. https://doi.org/10.4103/npmj.npmj_186_23
32. Onwubere, C. H., & Osuji, H. (2021). Usage of Geospatial Data and Artificial Intelligence Technologies and Evolution of Social Practices among Nigerian Youths. <https://doi.org/10.4000/ctd.5525>
33. Orok, E., Okaramée, C., Egboro, B., Egbochukwu, E., Bello, K., Etukudo, S., Ogologo, M.-S., Onyeka, P., Etukokwu, O., Kolawole, M., Orire, A., Ekada, I., & Akawa, O. A. (2024). Pharmacy students' perception and knowledge of chat-based artificial intelligence tools at a Nigerian University. *BMC Medical Education*, 24. <https://doi.org/10.1186/s12909-024-06255-8>
34. Owan, V., Chukwu, C. O., Agama, V., Owan, T. J., Ogar, J., & Etorti, I. (2025). Acceptance and use of artificial intelligence for self-directed research learning among postgraduate students in Nigerian public universities. *Discover Education*, 4. <https://doi.org/10.1007/s44217-025-00770-6>
35. Rina, N. (2023). Artificial Intelligence Use as Communication Media in Learning Activity for Senior High School. *Jurnal Ilmiah LISKI (Lingkar Studi Komunikasi)*. <https://doi.org/10.25124/liski.v9i2.6675>
36. Shata, A., & Hartley, K. (2025). Artificial intelligence and communication technologies in academia: faculty perceptions and the adoption of generative AI. *International Journal of Educational Technology in Higher Education*, 22. <https://doi.org/10.1186/s41239-025-00511-7>



37. Suleiman, Y. (2024). Students' Readiness for the Adoption of Artificial Intelligence for Support Services: Qualitative Evidence from Al-Hikmah University, Nigeria. *Journal of Education in Black Sea Region*. <https://doi.org/10.31578/jebs.v9i2.318>
38. Uche. O., Obiora., A., & Nwabudike. C. (2025). Ethical Considerations and Applications of AI-Generated Content in Communication and Media Studies in Nigeria. *British Journal of Contemporary Education*. <https://doi.org/10.52589/bjce-uweip6rz>
39. Umukoro, S. O., Akinbode, G., & Okeowo Obalolu, D. (2025). Psychological Antecedents of Adoption and Use of Artificial Intelligence Among University of Lagos Students. *LASU Journal of Employment Relations & Human Resource Management*. <https://doi.org/10.36108/ljerhrm/5202.50.0110>