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# AI Integration in Yoruba Studies: Tools, Preferences, Usage Patterns and Demographics

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**ABSTRACT**

In higher education, Artificial Intelligence (AI) is increasingly influencing teaching, research, and academic content development. However, feelers regarding its integration into indigenous language disciplines, particularly Yoruba Studies, remains limited. This study examined AI integration among Yoruba Language lecturers by investigating their familiarity with AI tools, usage patterns, frequency of use, and demographic differences in AI awareness and utilisation. A descriptive survey design was adopted, using a sample of 150 Yoruba Language lecturers from universities and colleges of education. A structured questionnaire was used to collect data which were analysed using descriptive statistics, the Mann–Whitney U test, the Kruskal–Wallis H test, and Spearman's rank-order correlation at the 0.05 significance level. The findings revealed that ChatGPT and Grammarly were the most familiar and frequently used AI tools, whereas a relatively low utilization was recorded by specialised research applications. Most respondents reported using AI either daily or weekly, indicating that AI has become a regular tool in academic practice. The study also found no significant differences in AI awareness based on gender or institution type. However, academic rank, teaching experience, and AI awareness showed significant relationships with AI usage frequency. Although AI has gained considerable acceptance among Yoruba Language lecturers, the study recommended greater institutional support and targeted training to promote the effective use of specialised AI applications in teaching and research.

**KEYWORDS:** Artificial Intelligence, Yoruba Studies, Yoruba Language Lecturers, AI Adoption, Higher Education, Academic Research.

**ARTICLE DETAILS**

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## INTRODUCTION

The applications of Artificial Intelligence (AI) across teaching, learning, research, administration, and student support, have made it an important component of higher education. It has been reported that, AI technologies have the potential to improve instructional delivery, facilitate personalized learning, and enhance academic productivity when implemented responsibly (UNESCO, 2023), Similarly, Zawacki-Richter et al. (2019) argued that AI is gradually transforming higher education by supporting intelligent tutoring, automated assessment, academic writing, and research management. In recent times, there have been accelerated integration of AI into routine academic activities, such as literature searching, content generation, data analysis, and scholarly communication at the emergence of generative AI systems, such as ChatGPT and similar large language models (Kasneci et al., 2023; Dwivedi et al., 2023; Cotton et al., 2024). These developments posit that AI has increasingly become an academic support system that could reshape knowledge production and dissemination rather than a mere emerging technology.

As much as this broad transformation is welcome and appreciated, scholars have also signaled that AI adoption within higher education presents both opportunities and challenges. Constantly significant is the concerns relating to academic integrity, ethical use, algorithmic bias, and overreliance on automated systems while AI may improve efficiency and creativity (Tlili et al., 2023). Likewise, Holmes et al. (2019) suggested that it is important for institutions to strengthening digital competencies among academics and also develop policies that promote responsible AI use. Bozkurt et al. (2023) further observed that successful AI integration depends not only on technological availability but also on users' awareness, acceptance, and institutional readiness. Consequently, universities and colleges across many countries are increasingly exploring strategies for integrating AI into academic practice while balancing innovation with ethical and pedagogical considerations.

While artificial intelligence is progressively used for language-related tasks, there are yet various questions to be raised concerning its application to Yoruba Studies in terms of linguistic accuracy, digital resources and the representation of Yoruba varieties. Studies (Gutkin et al., 2020; Ahia et al., 2024; Bridging gaps in natural language processing for Yorùbá, 2025) on Yoruba natural language processing documented progress in machine translation, speech recognition and language modelling, and as well identify limitations associated with insufficient annotated datasets, tonal complexity and diacritic representation. The performance of large language models in Yoruba question-answering and their sensitivity to typographical noise have also been recently examined (Okewunmi et al., 2025). These advances validate the relevance of AI to Yoruba language research nevertheless questions about the reliability and suitability of available tools for discipline-specific academic work were raised. Thus, examining the extent to which Yoruba Language lecturers know, select and use these tools is important for evaluating their integration into teaching and research.

## ARTIFICIAL INTELLIGENCE AND LANGUAGE EDUCATION

Artificial Intelligence has great impact on Language Education because of its capability to support language teaching, learning, translation, content development and assessment. Xu and Ouyang (2022), observed that because AI-powered language technologies enable learners and educators to receive immediate feedback on grammar, vocabulary, pronunciation, and writing, learning outcomes are improved. Similarly, Kohnke et al. (2023) anticipated that if language teachers can use generative AI tools appropriately, the task of developing instructional materials, designing classroom activities, and generating authentic learning resources will be accomplished more competently. As indicated by studies (Crompton and Burke 2023: Kasneci et al. 2023) AI is capable of supporting language education by enabling personalized instruction and reassuring learner engagement.

Additionally, the teaching and preservation of indigenous languages will not be left out of this advancement in technological developments. With vivid evidence of progression in the use of AI applications in the science and technology, Bird, (2020); Joshi et al., (2020); and UNESCO, (2023) have asserted that AI applications might conceivably contribute to language documentation, mass development, machine translation, speech recognition, and digital preservation of under-resourced languages. Scholars have noted that restricted digital datasets and computational resources have been the constraints which made many African languages remain unidentified within modern AI system (Nekoto et al., 2020; Adelani et al., 2022). If the promising opportunities that AI offer indigenous language education will come to reality, there must be a sustained investments in language resources, digital infrastructure, and context-specific technological development.

### Digital Era and the Yoruba Studies

Yoruba Studies denotes a significant field of scholarship that covers the teaching and study of Yoruba language, literature, oral traditions, linguistics, history, philosophy, and cultural heritage. Accordingly, indigenous language scholarship plays a significant role in preserving cultural identity and promoting sustainable linguistic development (Bamgbose, 1991). Similarly, Afolayan (1982) and Awobuluyi (1978) attested to the fact that Yoruba language education contributes considerably to cultural continuity and intellectual development within Nigeria. In addition, Yoruba scholarship seems to have gained new opportunities as digital humanities advances. According to UNESCO (2021), digital technologies may enhance access to indigenous knowledge systems while facilitating documentation and long-term preservation of endangered cultural resources. Corroborating this, Scholars such as Bird (2020), Adelani et al. (2022), and Nekoto et al. (2020) stated that computational tools, language technologies, and AI applications could strengthen research on African languages through corpus creation, translation systems, and speech technologies. Emphasising the need for adequate corpus creation in Yoruba language, Abe (2025) looked into the dichotomies between African languages and European languages and how African languages, especially the Yoruba language corpus as a case study, can be inserted into ChatGPT, as well as problems that may occur in the process of inputting the Yoruba corpus into ChatGPT. The study found that Chat GPT has challenges in differentiating words with the same segments but different tones, and it was also discovered that Chat GPT was giving wrong data for the Yoruba language. It has been an obvious fact that ChatGPT works according to the corpus that is inputted into it. Most of the corpus data in ChatGPT is in European languages, and not enough corpus in African languages, which results in the malfunction of ChatGPT when asked or required to give feedback in African languages, which are mostly tonal. It is clearly shown that the African language corpus, Yoruba language inclusive, are considered low-resource, meaning there is limited digital content available in those languages. As higher education increasingly embraces digital technologies, intellectuals in Yoruba Studies should come up with innovative approaches that combine traditional scholarship with emerging technological tools capable of supporting teaching, research, and language preservation. Moreover, in Nigerian higher education institutions, the extent to which these innovations have been integrated into Yoruba Studies should be well documented and exploited for higher engagements by lecturers and students.

### Supportive AI Tools in Academic Work

Numerous digital tools have been designed and made available to support different aspects of academic work as a result of rapid expansion of AI tools. Tasks such as brainstorming, summarising literature, drafting manuscripts, explaining complex concepts, and generating instructional content have been made easier with the use of generative AI platforms such as ChatGPT (Kasneci et al., 2023). Likewise, Dwivedi et al. (2023) observed that academics as well, use AI systems to improve productivity across teaching,

research, and administrative responsibilities. In addition, Cotton et al. (2024), and Tlili et al. (2023), found that writing support applications such as Grammarly and QuillBot are helpful in grammar checking, paraphrasing, editing, and stylistic improvement. Furthermore, researchers now have a wide range of digital support as a result of specialised AI applications. For instance, assistance is being provided with tools such as Elicit, Scite, SciSpace, Gemini, and AI-enabled plagiarism detection systems in literature reviews, evidence synthesis, citation verification, manuscript evaluation, and research integrity (Dwivedi et al., 2023: Holmes et al., 2019; Kasneci et al., 2023). However, previous studies (Bozkurt et al., 2023; Tlili et al., 2023), submit that possibly factors such as differences in accessibility, institutional support, subscription costs, and perceived usefulness made academics to often demonstrate stronger familiarity with widely accessible multi-purpose AI tools than with specialised research applications. These observations indicate that consciousness of AI does not automatically translate into extensive use across the diverse ecosystem of existing academic tools.

**Adoption of AI, Patterns of Usage, and Preferences of Users**

Beyond knowledge of AI technologies, how academics adopt and integrate these tools into their daily professional activities have been of great concern to researchers. Technology Acceptance Model proposed by Davis (1989), affirmed that users' behavioural intentions are influenced largely by perceived usefulness and perceived ease of use. Subsequent studies found that more than this perspective, institutional support, digital competence, trust, and ethical reflections also inspire AI adoption in educational settings (Venkatesh et al., 2003; Bozkurt et al., 2023; Dwivedi et al., 2023). Recent research further shows that although many university lecturers engage AI for lesson preparation, academic writing, literature searches, data analysis, and administrative tasks, the frequency and intensity of use seem to differ significantly across field of study and institutions (Cotton et al., 2024: Kasneci et al., 2023).

Similarly, scholars have reported that the nature of academic tasks being performed determined the variations in lecturers' preferences for different AI applications. Specialised applications are often preferred for editing, referencing, plagiarism detection, or evidence synthesis while All-purpose familiar AI systems are regularly chosen for idea generation and drafting (Tlili et al., 2023; Holmes et al., 2022). However, numerous studies submit that worries relating to accuracy, privacy, copyright, hallucinated information, and responsible use of AI-generated content made some academics to remain inhibited at its use (UNESCO, 2023; Crompton & Burke, 2023). Therefore, personal issues like, users' perceptions, academic needs, and disciplinary expectations may cause differences in the patterns of AI adoption apart from technological availability.

**Demographic Factors: AI Awareness and Use**

Increase in AI adoption across higher education notwithstanding, earlier studies suggest that variations may occur in awareness and usage in terms of demographic and professional characteristics such as gender, age, teaching experience, academic rank, institutional type, and digital competence. Accordingly, Venkatesh et al. (2003) suggest that demographic variables can moderate technology adoption behaviour, although their impact may vary across circumstances. In the same way, Bozkurt et al. (2023) and Tlili et al. (2023) found that educators' willingness to integrate AI into teaching and research could be influenced by institutional environment, professional experience, and digital literacy.

However, findings from current studies remain varied, while some reported minimal or no statistically significant effects, others found significant demographic differences. These discrepancies suggest that demographic influences on AI adoption may be context-dependent and call for further study within specific disciplines such as Yoruba Studies.

## STATEMENT OF THE PROBLEM

Evidently, Artificial Intelligence (AI) has progressively become part of teaching, research, and scholarly communication in higher education. However, there is dearth of documentation on the extent to which these technologies have been integrated into indigenous language disciplines, particularly Yoruba Studies. Also, AI adoption has been examined across several academic fields, empirical evidence focusing specifically on Yoruba Language lecturers in Nigeria seems to be inadequate (UNESCO, 2023). Hence, there is a knowledge gap regarding the AI tools Yoruba Language lecturers are familiar with, the extent to which they use these tools, how frequently they employ them in academic work, and whether demographic characteristics influence their awareness and utilisation of AI. Examining these issues may offer valuable insights for curriculum development, staff capacity building, and policy formulation designed to promote qualitative integration of AI into Yoruba Studies. Thus, this study examines AI integration among Yoruba Language lecturers by probing their familiarity with AI tools, usage patterns, frequency of use, and demographic differences in awareness and use.

**Aim of the Study**

This study aims to examine the integration of Artificial Intelligence (AI) in Yoruba Studies by investigating Yoruba Language lecturers' familiarity with AI tools, their patterns of usage, frequency of utilisation, and the impact of selected demographic characteristics on AI awareness and use.

**Objectives of the Study**

The study precisely seeks to:

1. identify the Artificial Intelligence tools that Yoruba Language lecturers are familiar with and currently use for academic activities;
2. determine the frequency with which Yoruba Language lecturers use Artificial Intelligence tools for academic content generation and research purposes; and
3. examine whether significant differences exist in Artificial Intelligence awareness and usage among Yoruba Language lecturers based on selected demographic characteristics.

**Research Questions**

1. What types of Artificial Intelligence tools are Yoruba Language lecturers familiar with and/or currently using in their academic work?
2. How frequently do Yoruba Language lecturers use Artificial Intelligence tools for academic content generation and research purposes?
3. Are there significant differences in the awareness and use of Artificial Intelligence tools among Yoruba Language lecturers based on demographic characteristics such as gender, years of teaching experience, academic rank, and institutional type?

## METHODOLOGY

This study adopted a descriptive survey research design. The target population comprised Yoruba Language lecturers in universities and colleges of education in South-West Nigeria. Using an appropriate sampling technique, a total of 150 lecturers participated in the study. Data were collected through a self-structured questionnaire designed by the researcher to elicit information on respondents' demographic characteristics, familiarity with AI tools, current patterns of AI utilisation, frequency of use, and perceived awareness of AI applications in academic work. The questionnaire was subjected to appropriate validation procedures by experts in relevant fields, while its reliability was established using a suitable reliability estimation technique prior to data collection. Descriptive statistics, including frequencies, percentages, mean scores, and standard deviations, were used to answer the research questions relating to AI familiarity, usage, and frequency of use. In addition, non-parametric inferential statistics were employed because the variables analysed were ordinal in nature and did not necessarily satisfy assumptions of normality. Specifically, the Mann–Whitney U test was used to examine differences based on gender, the Kruskal–Wallis H test was employed to compare institution types, and Spearman's rank-order correlation was used to determine relationships among academic rank, teaching experience, AI awareness, and AI usage frequency. All hypotheses were tested at the 0.05 level of significance.

## FINDINGS

**Research question 1:**

**Table 1: Familiarity with AI Tools (Multiple Responses)**

| Tool | N | % of Responses | % of Cases |
|---|---|---|---|
| **ChatGPT** | 127 | 26.2 | 84.7 |
| **Grammarly** | 76 | 15.7 | 50.7 |
| **Turnitin AI Detection** | 66 | 13.6 | 44.0 |
| **Gemini AI** | 60 | 12.4 | 40.0 |
| **Quillbot** | 53 | 11.0 | 35.3 |
| **Bing AI** | 36 | 7.4 | 24.0 |
| **Sci Space** | 21 | 4.3 | 14.0 |
| **Deepseek** | 21 | 4.3 | 14.0 |
| **Elicit** | 18 | 3.7 | 12.0 |
| **Scite.ai** | 6 | 1.2 | 4.0 |
| Total | **484** | **100.0** | **322.7** |

The data reveal a steep hierarchy of familiarity among AI tools. ChatGPT stands as the topmost, recognized by 84.7% of respondents. This suggests that ChatGPT has become synonymous with AI for most lecturers, earliest known, free accessibility, and broad pertinency across academic tasks such as drafting, summarising, and brainstorming.

Grammarly follows at 50.7%, reflecting the assistance it renders in writing and editing in academic work. Its lower but still considerable familiarity indicates that language polishing remains a key function for AI.

A middle tier comprises Turnitin AI Detection (44.0%), Gemini AI (40.0%), and Quillbot (35.3%). Turnitin's presence is noteworthy because it represents institutional requirement (plagiarism detection) rather than individual choice, suggesting that lecturers encounter AI through institutional tools as well. Gemini AI and Quillbot, still reach a sizeable minority though less known.

The long tail includes Bing AI (24.0%), Sci Space (14.0%), Deepseek (14.0%), Elicit (12.0%), and Scite.ai (4.0%). These are specialised, newer tools; their low familiarity shows that lecturers' awareness is concentrated on a few general-purpose platforms rather than distributed across the broader AI ecosystem.

The total percentage of cases (322.7%) means the average lecturer is aware of more than three different AI tools, pointing to a baseline of multi-tool familiarity even if usage is concentrated.

**Table 2: AI Tools Currently Used for Academic Purposes (Multiple Responses)**

| Tool | N | % of Responses | % of Cases |
|---|---|---|---|
| **ChatGPT** | 113 | 30.5 | 75.8 |
| **Grammarly** | 69 | 18.6 | 46.3 |
| **Turnitin AI Detection** | 49 | 13.2 | 32.9 |
| **Gemini AI** | 38 | 10.2 | 25.5 |
| **Quillbot** | 38 | 10.2 | 25.5 |
| **Bing AI** | 25 | 6.7 | 16.8 |
| **Deepseek** | 20 | 5.4 | 13.4 |
| **Sci Space** | 10 | 2.7 | 6.7 |
| **Elicit** | 6 | 1.6 | 4.0 |
| **Scite.ai** | 2 | 0.5 | 1.3 |
| **Others** | 1 | 0.3 | 0.7 |
| **Total** | **371** | **100.0** | **249.0** |

**Current Usage of AI Tools (Table 2)**

Usage patterns closely mirror familiarity but with some notable changes. ChatGPT is again the most used tool (75.8%), but its usage percentage is a little lower than its familiarity (84.7%), signifying that while almost everyone knows it, a small fraction does not actively use it.

Grammarly's usage (46.3%) nearly matches its familiarity (50.7%), suggesting that those who know it lean towards using it consistently. Turnitin AI Detection (32.9%) also shows strong change from familiarity (44.0%), possibly because it is often compulsory or integrated into institutional systems.

Gemini AI and Quillbot each record 25.5% usage, lower than their familiarity percentages (40.0% and 35.3%, respectively). This drop suggests that while many lecturers are aware of these tools, fewer find them useful regularly.

Specialised research tools (Sci Space, Deepseek, Elicit, Scite.ai) have very low adoption, ranging from 1.3% to 6.7%. This gap between familiarity and usage is especially wide for these tools, implying that lecturers though aware of them, either do not perceive their added value or encounter barriers (e.g., subscription costs, complexity) that prevent acceptance.

The total percentage of cases (249.0%) point to the fact that typical users engage about 2.5 different AI tools. This diversified toolkit suggests that lecturers are not counting on a single solution but are combining tools for different tasks (e.g., ChatGPT for ideation, Grammarly for editing, Turnitin for integrity).

**Research Question 2:**

**Table 3: Frequency of AI Tool Use**

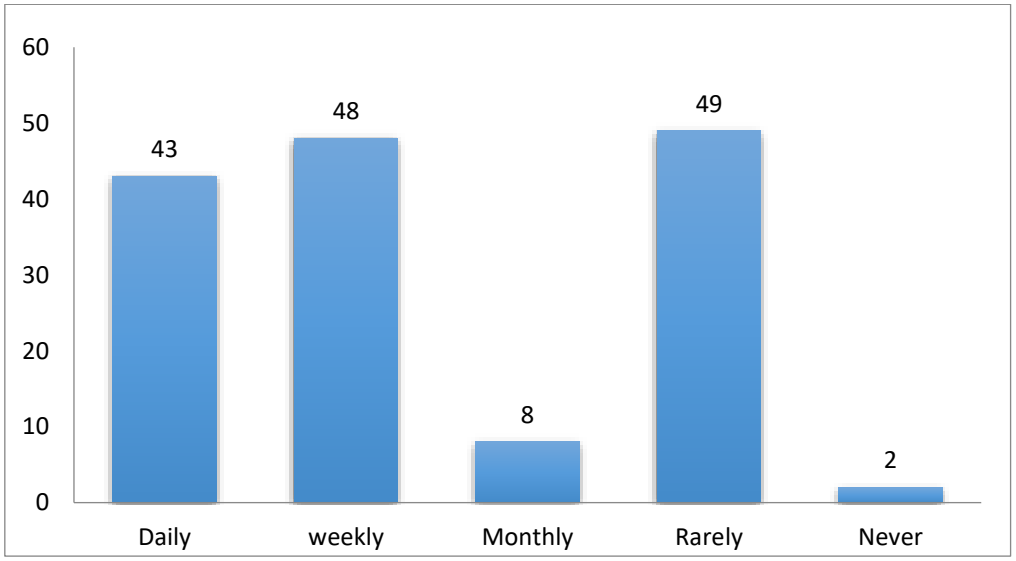
| Frequency | Frequency (n) | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| **Daily** | 43 | 28.7 | 28.7 | 28.7 |
| **Weekly** | 48 | 32.0 | 32.0 | 60.7 |
| **Monthly** | 8 | 5.3 | 5.3 | 66.0 |
| **Rarely** | 49 | 32.7 | 32.7 | 98.7 |
| **Never** | 2 | 1.3 | 1.3 | 100.0 |
| **Total** | **150** | **100.0** | **100.0** | |

The frequency distribution reveals a clear bimodal pattern, with two substantial groups of users: those who use AI daily or weekly (60.7%) and those who use it rarely (32.7%). Only 1.3% never use AI, confirming that non-adoption is insignificant.

The mean frequency of 2.46 (where 1 = Daily, 5 = Never) and median of 2.00 place the average user between weekly and monthly use, but the median leaning toward weekly. The standard deviation of 1.251 indicates considerable variability, reflecting the existence.

**High-frequency users (daily/weekly, 60.7%):**
Daily users (28.7%) likely fit in AI into routine academic activities such as forming lecture notes, producing research ideas, or editing. Weekly users (32.0%) may use AI occasionally for literature searches, lesson preparation, or assessment design. Together, the users constitute a vibrant population, demonstrating that AI usage has become a regular part of academic practice.
**Low-frequency users (rarely, 32.7%):**
This substantial minority does not rely on AI as a core tool but uses AI only, possibly for specific tasks that AI handles well (e.g., quick translations or paraphrasing). Constraints such as technical issues, worries about accuracy, or a lack of perceived significance to Yoruba language studies may be reasons for the infrequent use.

**Non-users (never, 1.3%):**
The small proportion of non-users shows that AI tools have infiltrated the academic practices of Yoruba lecturers, though the depth of integration differs.
The bimodal distribution reflects different roles that AI plays in academic work. It suggests that adoption is not a simple continuum. For some lecturers, it is a daily assistant while for some others, it is to be consulted when the need arises. This finding has implications for training and support design: providing advanced skills for high-frequency users; while demonstrations of practical utility and targeted barrier reduction will be helpful for low-frequency users.
Fig. 1




**Research Question 3:**
**Institution Type and AI Awareness**
**Table 4: Ranks by Institution Type**

| Institution Type | N | Mean Rank |
|---|---|---|
| **University** | 90 | 73.41 |
| **College of Education** | 60 | 78.64 |
| **Total** | **150** | |

**Table 5: Test Statistics**

| Kruskal-Wallis H | df | Asymp. Sig. |
|---|---|---|
| **0.574** | 1 | 0.449 |

The mean rank for college of education lecturers (78.64) was slightly higher than for university lecturers (73.41), but the difference was not statistically significant (p = 0.449). Thus, institution type does not affect self-reported AI awareness.

**GENDER AND AI AWARENESS**
A Mann-Whitney U test compared awareness ranks between male and female lecturers.
**Table 6: Ranks by Gender**

| Gender | N | Mean Rank | Sum of Ranks |
|---|---|---|---|
| **Male** | 82 | 78.48 | 6435.00 |

| | | | |
|---|---|---|---|
| **Female** | 68 | 71.91 | 4890.00 |
| **Total** | **150** | | |

**Table 7: Test Statistics**

| Mann-Whitney U | Wilcoxon W | Z | Asymp. Sig. (2-tailed) |
|---|---|---|---|
| **2544.000** | 4890.000 | -0.965 | 0.334 |

Although male lecturers had a slightly higher mean rank (78.48) than females (71.91), the difference was not significant ($p = 0.334$). Gender is not a significant predictor of AI awareness.

**Relationships among Academic Rank, Teaching Experience, Awareness, and Usage**
Spearman's rank-order correlation was used to examine these relationships.

**Table 8: Spearman's Correlations**

| | Academic Rank | Teaching Experience | AI Awareness | AI Usage Frequency |
|---|---|---|---|---|
| **Academic Rank** | 1.000 | 0.848** | -0.387** | 0.125 |
| **Teaching Experience** | 0.848** | 1.000 | -0.427** | 0.263** |
| **AI Awareness** | -0.387** | -0.427** | 1.000 | -0.431** |
| **AI Usage Frequency** | 0.125 | 0.263** | -0.431** | 1.000 |

** Correlation is significant at the 0.01 level (2-tailed).

**Interpretation:**

- Academic rank and teaching experience are strongly positively correlated ($\rho = 0.848$, $p < 0.001$), as expected.
- Higher academic rank ($\rho = -0.387$) and more teaching experience ($\rho = -0.427$) are associated with **lower** self-rated AI awareness.
- Teaching experience has a weak but significant positive correlation with AI usage frequency ($\rho = 0.263$, $p = 0.001$), meaning more experienced lecturers use AI slightly more often.
- The most striking finding: AI awareness and AI usage frequency are **negatively correlated** ($\rho = -0.431$, $p < 0.001$). Higher awareness is associated with less frequent use, suggesting that factors beyond mere familiarity (such as perceived challenges or disciplinary relevance) influence actual adoption.

## DISCUSSION OF FINDINGS

The findings revealed that **ChatGPT** was the most familiar and most frequently used AI tool among Yoruba Language lecturers, followed by Grammarly, whereas specialised research tools such as Elicit, SciSpace, DeepSeek, and Scite.ai recorded comparatively low utilisation. This pattern shows that specialised tools go on less attractive because of factors such as low awareness, seeming complexity, or access barriers while lecturers embrace accessible, versatile AI applications for regular academic tasks. This finding is consistent with Kasneci et al. (2023), who highlighted the widespread adoption of generative AI in academia, and Tlili et al. (2023), who found that educators generally show greater familiarity with all-purpose AI than specialised research tools.

The study further found that most Yoruba Language lecturers used AI tools daily or weekly, although about one-third reported only occasional use. This finding suggests that though the level of incorporation differs among users, AI has become a regular academic resource for many lecturers. Such distinction may be as a result of variances in institutional support, digital competence, or perceived usefulness. This finding agrees with Dwivedi et al. (2023), who reported irregular AI adoption among academics, and UNESCO (2023), which emphasised that institutional readiness and users' digital capabilities influenced positive AI integration.

The study also showed that academic rank, teaching experience, and AI awareness displayed significant relationships with AI usage frequency whereas gender and institution type did not significantly influence AI awareness. Remarkably, higher academic rank and teaching experience were related with lower AI awareness, while AI awareness was negatively related to usage rate, suggesting that awareness alone may not determine real usage. This finding aligns with Venkatesh et al. (2003), who claimed that embracing technology is influenced by many behavioural factors, and Bozkurt et al. (2023), who emphasised that the role of institutional features and individual characteristics are key issues in AI adoption.

## CONCLUSION

This study examined the integration of Artificial Intelligence among Yoruba Language lecturers. Their familiarity with AI tools, usage patterns, frequency of utilisation, and demographic differences in AI awareness and use were studied. The findings revealed that AI has gained significant acceptance within Yoruba Studies, with general-purpose applications, particularly ChatGPT and

Grammarly, evolving as the most extensively recognised and utilised tools. The results also point to the fact that the adoption of specialised research-oriented AI applications remains relatively insignificant even when AI has become part of tools in academic practice for many lecturers. In addition, the findings suggest that demographic variables such as gender and institutional type have less significance influence on AI awareness, whereas teaching experience, academic rank, and other behavioural factors seem to have more complex relationships with AI utilisation. Generally, the study contributes to the increasing literature on AI integration in higher education especially the relatively underexplored context of Yoruba Studies, by providing empirical evidence on the level of awareness and AI utilization among the lecturers. It also highlights the need to promote the effective and discipline-specific application of AI technologies in indigenous language education beyond the level of awareness.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations are anticipated:

1. Universities and colleges of education should organise regular training to strengthen Yoruba Language lecturers' effective and responsible use of general-purpose and specialised AI tools for teaching and research.
2. Higher education institutions should give approval and access to AI applications, adequate digital infrastructure, and clear guidelines for the ethical use of AI in academic activities.
3. Professional associations and curriculum developers should integrate AI proficiencies into Yoruba Studies programmes to boost digital scholarship, language preservation, and research productivity.
4. Future studies should explore factors such as digital literacy, institutional policies, and attitudes towards AI using broader samples of lecturers across different regions of Nigeria.

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