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Shaping Smart AI-Titude Among Secondary ESL Students in Nigeria: An Exploratory Study

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Abstract. As access to Artificial Intelligence (AI) grows in Nigeria, tutorial videos explaining how AI tools can be exploited to excel in examinations have begun to emerge online. However, there is a concern that secondary school students may come to perceive it as a shortcut to bypass learning, thereby leading to negative attitudes toward responsible AI use. This study investigated the cognitive awareness, affective dispositions, and behavioural practices of secondary school students in Ondo State regarding AI, and proposed strategies for cultivating constructive "Smart AI-titudes." A descriptive survey design was employed, involving 350 students selected via simple random sampling in Ondo State. A structured questionnaire titled: Smart AI-titude Questionnaire (SAQ) (r=0.81) was used for data collection. Data collected were analyzed using descriptive statistics and Spearman's rho. Findings revealed that students demonstrated very high awareness of what AI means ($\bar{x}$ = 3.03) and its tools, such as ChatGPT, Perplexity, and Gemini ($\bar{x}$ = 2.90). Moreover, students strongly agreed that they trust AI-generated information ($\bar{x}$ = 3.21) and feel comfortable using tools like ChatGPT ($\bar{x}$ = 3.23). However, they disagreed with using AI to understand complex topics ($\bar{x}$ = 1.38), yet strongly agreed to using it for assignments with little effort ($\bar{x}$ = 3.70). The study concludes that students' recognition-level awareness does not match constructive practices. The study highlights the urgent need for policymakers and educators to integrate AI literacy into the curriculum and equips teachers to model responsible AI use.

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INTRODUCTION

The growing accessibility to Artificial Intelligence (AI) technologies has significantly changed how people live, work and learn. Contemporary individuals heavily rely on AI tools such as Meta-AI, Gemini, Perplexity, and ChatGPT, among others, for guidance when confronted with uncertainty. Hence, to some people, AI tools are distant companions that provide information, support, and even a sense of interaction. Beyond personal use, educational institutions around the world are advocating for the integration of AI tools into teaching and learning processes, highlighting their potential to provide quick feedback, personalise lessons, and support teachers in and out of the classroom (*U.S. Department of Education, 2023; Amuseghan & Emmanuel, 2025).* This trend is reflected in the proposed new national curriculum reform by the Federal Ministry of Education of Nigeria in 2025, which formally integrates AI in both junior and senior secondary curricula.

In preparation for institutionalising AI in Nigerian schools, the Federal Government of Nigeria announced plans to train 6,000 senior secondary school teachers nationwide in the application of AI to enhance pedagogy (*AHSOSA, 2025)*. While this effort is commendable (as the

training is long overdue), the scale appears limited when compared to the total teacher population. According to the *National Bureau of Statistics (2024)*, there were 590,161 teachers in Nigeria's secondary schools as of 2022. This suggests that less than 2% would benefit from the initial training phase. However, studies have revealed that some students across Nigeria are already using various AI tools for academic activities. According to *Techeconomy (2025)*, as secondary school students plan to resume for the fall session (September, 2025), new data from Google Search trends reveals a significant shift in study habits, with a massive turn towards how Artificial Intelligence (AI) can be used for academic support.

More worryingly, blogs, posts and expository videos continue to emerge online on how secondary school students can exploit AI tools such as ChatGPT to excel in examinations. Content with titles such as *"Preparing for Exams: How ChatGPT Can Help You Ace JAMB, WAEC, NECO, and More"* or *"How to Make ChatGPT Give You the Right Answers"* among others, reflects a growing perception of AI as a shortcut for academic success rather than as a resource for learning. In Ghana, for instance, reports indicate that some students used ChatGPT to cheat during the West African Examinations Council (WAEC) examinations by reproducing AI-generated responses verbatim, including prompts such as "Certainly! I can write …" (*Adom, 2023).* Given the secondary school level of education, the misrepresentations of AI as a shortcut must be corrected to prevent the development of negative attitudes among students, as such attitudes will shape how they engage with AI tools throughout their academic journey.

Attitude is an affective factor that plays a crucial role in shaping individuals' behaviours, influencing how they perceive, interpret, and respond to different situations, including learning with emerging technologies such as AI (*Buyrukoglu & Batmaz, 2024).* Research shows that students who have positive attitudes toward their studies tend to process learning activities more efficiently, achieve course objectives more readily, and willingly engage in related activities beyond the classroom (*Silverman & Scrabis, 2004).* However, students with negative attitudes often undermine instructional effectiveness, exhibit low participation, and feel disconnected from the teaching–learning process.

Attitudes do not emerge in isolation; a combination of personal experiences, social influences, and exposure to specific contexts shapes them. In education, for instance, students' attitudes are often shaped by their prior interactions with teachers, peers, learning resources, and the perceived relevance of a subject to their future aspirations (*Ajzen, 2020).* Positive reinforcement, supportive learning environments, and successful past experiences tend to foster favourable attitudes, while repeated frustration or negative perception may result in resistance or disengagement (*Emmanuel, 2024)*. When AI technologies are introduced to students as a supportive tool, i.e. tools that can provide timely feedback, make complex ideas simpler, and aid students' understanding of subject matter, they are more likely to develop positive attitudes toward its use. However, if students' first encounters with AI tools involve confusion or misuse (such as cheating), their attitudes may skew negatively. Against this background, it is apposite to cultivate what may be termed a "Smart AI-titud'' among secondary school students for responsible engagement with AI in education.

Within the context of this study, smart AI-titude can be understood as a constructive set of beliefs, dispositions, and behaviours that enable students to engage with Artificial Intelligence responsibly and productively. This is not the same as accepting or rejecting AI technologies; rather, it concerns balancing curiosity with caution, maintaining independence while relying on and integrating with integrity. Three interwoven elements define smart AI-titude. First, it involves cognitive awareness of what AI is, how it works, and its strengths and limitations. Second, it symbolises affective dispositions, such as trust, openness, and motivation, that influence how

students approach AI in their learning. Third, it is expressed through behavioural practices, such as using AI to enhance understanding, stimulate creativity, and verify knowledge, rather than exploiting it to bypass learning or engage in dishonest practices. In the secondary school context, cultivating this attitude is particularly vital because students are at a stage when they are forming long-term habits and ethical orientations. Without proper guidance, they may normalize misuse; however, with structured support, they can develop a balanced orientation that empowers them to harness AI for meaningful learning while avoiding harmful shortcuts.

Extant studies have examined students' awareness and utilization of AI tools for academic purposes. *Amuseghan and Emmanuel (2025)* examined the effect of a ChatGPT-Flipped Instruction approach on students' reading comprehension and found that the AI-mediated strategy significantly enhanced learners' performance. Similarly, studies such as *Oyawole, Agada, Oladipupo, & Okunlola (2025)* and *Enebechi, Amobi and Eze (2024)* have explored the extent of AI awareness and the patterns of AI tool usage among secondary school students. While these studies offer insights into students' exposure to and adoption of AI technologies, none of them investigated students' cognitive awareness, affective dispositions, and behavioural practices toward responsible AI use. More importantly, existing studies have not examined how students' perceptions translate into constructive or harmful AI-titudes, nor have they proposed strategies for promoting responsible AI behaviour in Nigerian secondary schools. In this way, this study examines the AI-titude of secondary school students in Ondo State, Nigeria, and proposes strategies to cultivate a constructive "Smart AI-titude" among them.

Based on the issues outlined above, this study focuses on the core aspects that need closer examination. The following research questions guided the study:

1. What level of cognitive awareness do secondary school students in Nigeria have regarding Artificial Intelligence? Its meaning, working mechanisms, strengths, and limitations?
2. What affective dispositions (e.g., trust, openness, motivation, or skepticism) shape secondary school students' attitudes toward the use of AI in their learning?
3. How do secondary school students express their attitudes toward AI through behavioral practices?
4. How can positive attitudes toward AI be cultivated among secondary school students?

In line with the research questions, the study also formulated testable assumptions. The following null hypotheses were examined in this study:

1. There will be no significant relationship between secondary school students' cognitive awareness and their attitudes toward Artificial Intelligence.
2. There will be no significant relationship between secondary school students' affective dispositions and their attitudes toward the use of AI in learning.

Method

A correlational survey research design was adopted for the study. The study population comprises all ESL secondary school students in SS II in public schools in Akoko South West, Ondo State, Nigeria. Through a simple random sampling technique, a total of three hundred and fifty (350) students were selected for the study in Akoko South Local Government Area, Ondo State. The instrument for the study was a self-structured questionnaire entitled: *Students' AI-titudes Questionnaire* (SAQ), which comprised eighteen (18) research items. The instrument had three sections: the first collected demographic information from the students; the second elicited data on cognitive awareness and affective dispositions toward AI; and the third focused on behavioural practices. All research items on SAQ used a 4-point rating scale. The instrument was subjected to

face and content validation through expert review by two specialists in Educational Technology and one specialist in Language Education from the Department of Arts Education, Adekunle Ajasin University, Akungba-Akoko. Their feedback informed adjustments to item clarity, relevance, and construct alignment. The instrument's reliability was determined through a pilot test involving 20 students in Ondo West LGA. Prior to the administration of the instrument, it was tested on twenty (20) students in Ondo West to determine its reliability. The result (r = 0.82) showed that the instrument was reliable. The research questions were addressed using descriptive statistics, and Spearman's rho was used to test the hypotheses.

RESULT AND DISCUSSION

Results

1. **Research Question One:** What level of cognitive awareness do secondary school students have regarding Artificial Intelligence in Ondo State, Nigeria?

Table 1. Level of Cognitive Awareness of ESL secondary school students on Artificial Intelligence

Descriptive Statistics

S/N	Research Items	N	Min	Max	Mean	Std. Deviation	Decision
1	I understand what Artificial Intelligence (AI) means.	350	2.00	4.00	3.0257	.24394	Very High
2	I know some AI tools such as ChatGPT, Perplexity, Gemini, or Meta-AI.	350	2.00	3.00	2.8971	.30421	High
3	I am aware of the benefits of using AI in education.	350	1.00	3.00	2.4029	.58686	High
4	I have one of the AI apps on my phone.	350	1.00	2.00	1.0171	.12999	Low
5	I can explain the difference between AI and other digital technologies.	350	1.00	3.00	2.2343	.46292	High
6	I believe AI will change the way students learn in the future.	350	1.00	3.00	2.2914	.52522	High
	Valid N (listwise)	350					

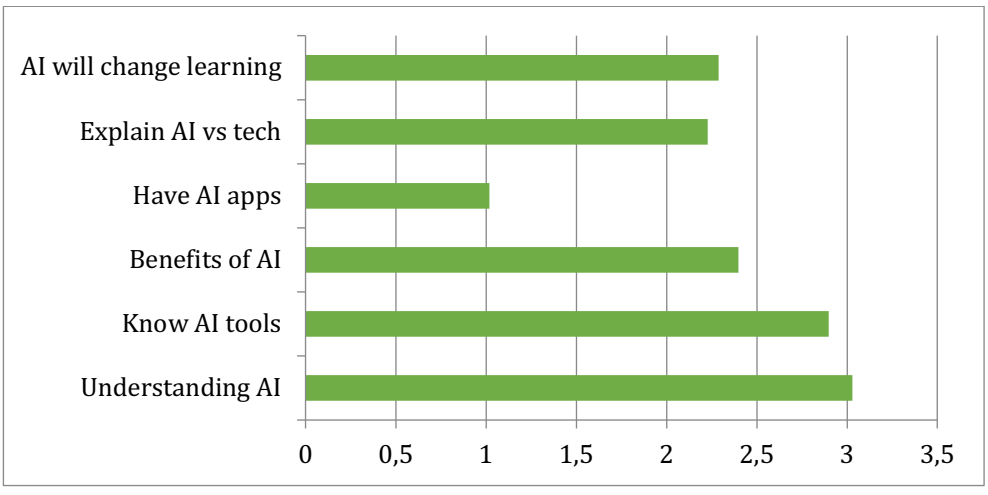

Figure 1. Students' Cognitive Awareness of AI

Table 1 and Figure 1 examined the level of cognitive awareness secondary school students have regarding Artificial Intelligence. The results indicated that students showed very high understanding of what Artificial Intelligence means ($\bar{x}$ = 3.03) and of specific AI tools such as ChatGPT, Perplexity, Gemini, and Meta-AI ($\bar{x}$ = 2.90). However, they demonstrated low awareness of the benefits of AI in education ($\bar{x}$ = 2.40), of distinguishing AI from other digital technologies ($\bar{x}$ = 2.23), and of the belief that AI will change the way students learn in the future ($\bar{x}$ = 2.29). Their awareness was very low regarding personal access, as only a few students reported having AI applications installed on their phones ($\bar{x}$ = 1.02). These results suggest that while secondary school students in Ondo State have a relatively good level of recognition of Artificial Intelligence, their deeper, applied awareness remains limited.

2. **Research Question Two:** What affective dispositions shape secondary school students' attitudes toward the use of AI in their learning?

Table 2. Affective Dispositions of ESL Students' Attitudes toward the Use of AI in their Learning

Descriptive Statistics

S/N	Research Items	N	Min	Max	Mean	Std. Deviation	Decision
7	I trust the information provided by AI tools.	350	4.00	4.00	3.2104	.24394	Strongly Agreed
8	I feel motivated to use AI tools because the information they provide is mostly correct	350	3.00	3.00	3.1142	.31421	Strongly Agreed
9	I am open to using AI as a teacher	350	2.00	2.00	2.0101	.48686	Disagreed
10	I feel comfortable playing with AI tools such as ChatGPT.	350	4.00	3.50	3.2342	.22999	Strongly agreed
11	I rely on AI for my assignments	350	2.00	3.71	2.0110	.36292	Disagreed
12	I worry that AI might reduce my ability to think independently.	350	2.00	2.00	2.0232	.62522	Disagreed
	Valid N (listwise)	350					

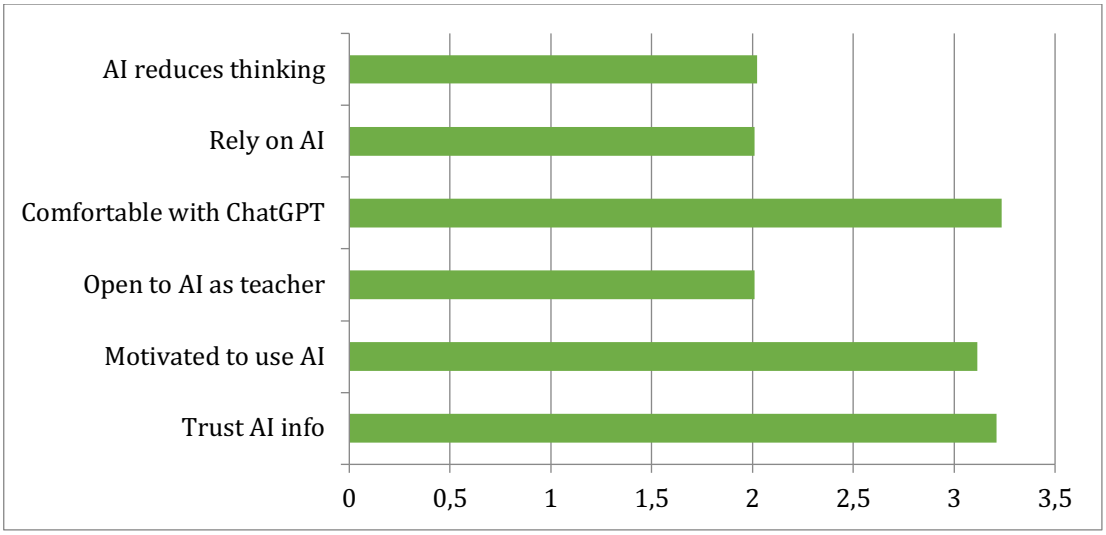

Figure 2. Affective Dispositions toward AI

Table 2 and Figure 2 present the results on the affective dispositions that shape secondary school students' attitudes toward the use of AI in their learning. The results revealed that students strongly agreed that they trust the information provided by AI tools ($\bar{x}$ = 3.21), feel motivated to use AI tools because the information is mostly correct ($\bar{x}$ = 3.11), and feel comfortable engaging with AI tools such as ChatGPT ($\bar{x}$ = 3.23). Students also agreed that they rely on AI for their assignments ($\bar{x}$ = 2.51). However, they disagreed with being open to using AI as a teacher ($\bar{x}$ = 2.01) and with the concern that AI might reduce their ability to think independently ($\bar{x}$ = 2.02). The findings suggest that secondary school students demonstrate largely positive affective dispositions toward AI.

3. **Research Question Three:** How do secondary school students express their attitudes toward AI through behavioral practices?

Table 3. How ESL Secondary School Students Express their Attitudes toward AI through their Behavioral Practices

		Descriptive Statistics					
S/N	**Research Items**	**N**	**Min**	**Max**	**Mean**	**Std. Deviation**	**Decision**
13	I would use AI tools to help me understand difficult topics.	350	1.00	3.00	1.3771	.78346	Disagreed
14	I would use AI to improve my creativity in schoolwork.	350	1.00	2.00	1.8200	.38474	Disagreed
15	I would use AI to cross-check or verify information from textbooks or teachers.	350	1.00	2.00	1.9200	.27168	Disagreed
16	I might use AI tools to complete assignments without doing much work myself.	350	1.00	4.00	3.7000	.90129	Strongly Agreed
17	I would recommend AI tools to my classmates for learning.	350	2.00	4.00	3.7657	.63964	Strongly Agreed
18	I might be tempted to use AI tools to cheat in examinations.	350	2.00	44.00	3.1829	3.11770	Agreed
	Valid N (listwise)	350					

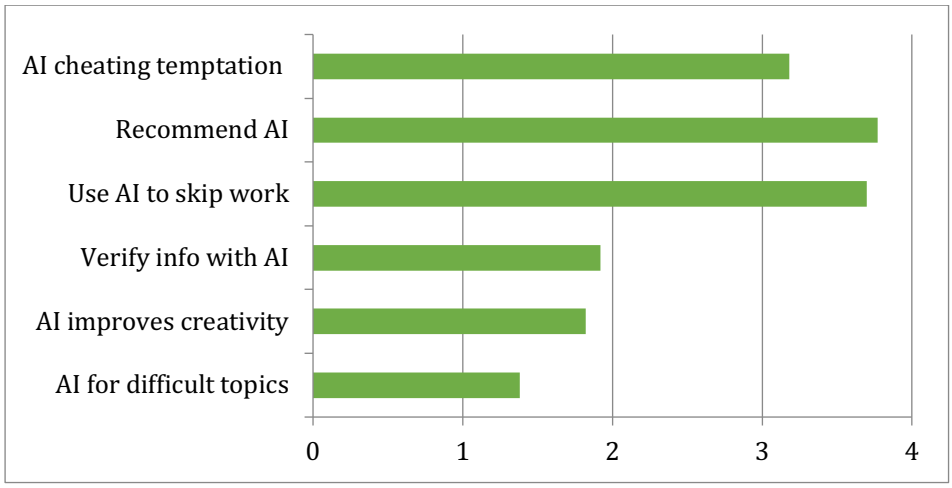

Figure 3. Behavioural Practices toward AI

Table 3 and Figure 3 display information on how secondary school students express their attitudes toward AI through behavioral practices. The results revealed that students disagreed with using AI tools to help them understand complex topics ($\bar{x}$ = 1.38), to improve their creativity in schoolwork ($\bar{x}$ = 1.82), and to cross-check or verify information from textbooks or teachers ($\bar{x}$ = 1.92). However, students strongly agreed that they might use AI tools to complete assignments without doing much work themselves ($\bar{x}$ = 3.70) and that they would recommend AI tools to classmates for learning ($\bar{x}$ = 3.77). They also agreed that they might be tempted to use AI tools to cheat in examinations ($\bar{x}$ = 3.18). The findings show that students use AI infrequently for constructive academic purposes; instead, they demonstrate strong behavioural inclinations toward exploitative practices, such as using AI to bypass effort in assignments, recommending it to peers, and even considering it for examination malpractice.

4. **Research Question Four:** How can Smart AI-titudes be cultivated among secondary school students?

The concern here is not simply whether students know about Artificial Intelligence (AI), but whether they are guided to develop positive dispositions towards AI for constructive learning. To cultivate *Smart AI-titudes* toward AI, a conscious strategy is needed that incorporates curriculum, pedagogy, policy, and digital literacy.

First and foremost, AI must be integrated into the curriculum. This moves beyond surface awareness to a well-thought-out arrangement in which AI is not only introduced as a topic to be defined and approached theoretically, but also embedded into everyday learning tasks, such as using AI to check grammar, summarise difficult passages, or as a tool to understand complex ideas. A change in this direction will help students to adopt AI tools as a study partner rather than a shortcut. Secondly, cultivating smart AI-titudes will not be possible without teacher capacity building. Proposal from the Federal Government of Nigeria to train secondary school teachers in AI (*AHSOSA, 2025)* highlights the importance of equipping educators with technical competence to handle AI. It is expedient that Teachers model responsible use of AI in classrooms by differentiating AI-generated content from textbooks and by using AI to brainstorm without copying answers verbatim. When teachers embody Smart AI-titudes themselves, students are more likely to emulate similar practices. Thirdly, digital literacy must be explicitly taught. Much of the misuse of AI by students stems from sheer ignorance. Teaching students the meaning of academic integrity through practical demonstrations of AI's biases and errors can help them see that relying on AI tools is risky. Fourth, peer-to-peer learning and mentoring should be encouraged. Given that young people are strongly influenced by their peers, creating AI clubs or ambassador programmes can provide platforms for legitimate collaborative exploration of AI tools. For instance, students might be tasked with designing AI educational videos or creating revision materials using AI, and then critically comparing the outputs to improve accuracy. Such experiential practices will not only cultivate positive attitudes but also reposition AI as a shared learning aid rather than a private shortcut. From the foregoing, it could be concluded that smart AI-titudes cannot be cultivated by just creating awareness alone, but by creating environments that normalize constructive uses of AI while dissuading exploitative tendencies.

Research Hypotheses

1. **Research** Hypothesis **1:** There will be no significant relationship between secondary school students' cognitive awareness and their attitudes toward Artificial Intelligence.

Table 4. Relationship between Secondary School Students' Cognitive Awareness and their Attitudes toward Artificial Intelligence

Correlations

			Cognitive awareness	Attitudes
Spearman's rho	Cognitive awareness	Correlation Coefficient	1.000	.073
		Sig. (2-tailed)	.	.170
		N	350	350
	Attitudes	Correlation Coefficient	.073	1.000
		Sig. (2-tailed)	.170	.
		N	350	350

Table 4 reveals the relationship between secondary school students' cognitive awareness and their attitudes toward Artificial Intelligence. The results showed a very weak positive correlation between cognitive awareness and attitudes toward AI (ρ = .073, p = .170). Since the p-value is greater than the 0.05 level of significance, the relationship is not statistically significant. Therefore, the null hypothesis, which stated that there would be no significant relationship between secondary school students' cognitive awareness and their attitudes toward AI, is retained. This suggests that students' understanding of AI does not significantly determine how they feel or behave toward its use in learning.

2. **Research** Hypothesis **2:** There will be no significant relationship between secondary school students' affective dispositions and their attitudes toward the use of AI in learning.

Table 5. Relationship between Secondary School Students' Affective Dispositions and their Attitudes toward the Use of AI in Learning

Correlations

			Cognitive_awareness	Attitudes
Spearman's rho	Cognitive_ Disposition	Correlation Coefficient	1.000	.479**
		Sig. (2-tailed)	.	.000
		N	350	350
	Attitudes	Correlation Coefficient	.479**	1.000
		Sig. (2-tailed)	.000	.
		N	350	350

Table 5 shows the relationship between secondary school students' affective disposition and their attitudes toward Artificial Intelligence. The results revealed a moderate positive correlation between affective disposition and attitudes toward AI (ρ = .479, p < .01). Since the p-value is less than the 0.01 level of significance, the relationship is statistically significant. Therefore, the null hypothesis, which stated that there would be no significant relationship between students' affective disposition and their attitudes toward AI, is rejected. This suggests that students with more positive affective dispositions toward AI tend to exhibit more favorable attitudes toward its use in learning.

Discussion

The findings of this study revealed that secondary school students in Ondo State have a relatively good level of awareness of Artificial Intelligence, as many understand what AI is and can identify some of its standard tools. However, their awareness becomes limited when it comes to

understanding the educational benefits of AI, distinguishing it from other digital technologies, or anticipating how it may transform future learning. Notably, the study found that only a few students have personal access to AI applications on their devices, suggesting that their awareness is more theoretical than practical. While students may recognize AI and its potential, this knowledge does not automatically translate into positive attitudes or active engagement with the technology. This gap between recognition-level awareness and practical application may be attributed to insufficient exposure, limited access to AI-enabled devices, and a lack of structured integration of AI into the secondary school curriculum. The results align with the findings of *Oyawole, Agada, Oladipupo, & Okunlola (2025),* who reported that Biology students were largely unaware of AI tools for teaching and learning and had not meaningfully engaged with them. Similarly, *Enebechi, Amobi, & Eze (2024)* observed that while AI tools such as educational apps, virtual reality (VR), and augmented reality (AR) exist, students significantly underutilize them in learning contexts. At the same time, other studies point to emerging engagement trends among students. For instance, *Yahuza, Kabir & Abdullahi (2025)* noted that students across different academic levels are beginning to adopt AI tools, particularly in research writing, recognising their potential to enhance productivity. However, the relatively low levels of training and concerns about the reliability of AI tools reflect a broader challenge, echoing *Anih & Ukeh's (2024)* findings that many students lack structured orientation or guidance on effective AI use. This indicates that mere awareness of AI or frequent exposure does not guarantee meaningful or critical use of these tools. In line with this, *Oribhabor (2024)* and *Sani & Suleiman (2023)* cautioned that students' high use of AI technologies should not be mistaken for effective engagement, as many learners use such tools without a deep understanding of their functions or limitations. This often leads to misuse, over-reliance, or shallow integration into academic work. *Akintokun & Bolarinwa (2025)*, therefore, concluded that AI integration in science education remains modest, reflecting the uneven levels of awareness, access, and utilization reported in this study.

Similarly, the findings revealed that secondary school students in Ondo State hold positive feelings toward the use of Artificial Intelligence in learning. They trust in the information provided by AI tools, feel motivated to use them because the responses are often correct, and report feeling comfortable interacting with applications such as ChatGPT. Many students also acknowledged that they sometimes rely on AI to support their assignments. However, they showed little openness to the idea of using AI as a teacher and did not firmly believe that AI would reduce their ability to think independently. This indicates that while students are open, motivated, and trusting toward AI, they still maintain clear boundaries on its role in education. These results align with those of *Sok, Heng, & Pum (2025),* who reported that Cambodian high school students expressed favourable attitudes toward using AI in education, particularly as an aid in completing schoolwork. However, unlike their Cambodian counterparts, the students in Ondo State did not raise strong concerns about data privacy, security, or dependence, even though such issues were highlighted in the Cambodian context. Similarly, *Schauer, Simbeck, & Pinkwart (2025)* observed that design students viewed AI as an effective tool for boosting productivity, echoing the trust and motivation reflected in this study. On the other hand, *Shooroq, Kan'an, El-Sayed, Alahmari, Abdelmabood, Kholif, Jdaitawi, Alfrehat, Miri, Almutairy, & Alshehri (2025)* reported only moderate levels of positive attitudes among learners, which suggests that affective dispositions toward AI may differ depending on students' exposure and the level of institutional integration of AI into teaching and learning. On the whole, these findings indicate that students in Ondo State are positively disposed toward AI and are willing to engage with it as a supportive tool for learning.

CONCLUSION

This study examined smart AI-titudes among secondary school students in Ondo State, Nigeria. The findings revealed that while students demonstrated high recognition-level awareness of AI at the surface level, their deeper and applied awareness was limited. This shows that their awareness remains more theoretical than practical. Students also expressed positive affective dispositions toward AI. They trusted the information it provides, felt motivated to use it, and were comfortable engaging with tools such as ChatGPT. However, they resisted the notion that AI would replace teachers and did not strongly believe that AI would undermine their independent thinking. Regarding behavioural practices, the results showed a concerning trend. While students were reluctant to use AI for constructive purposes such as improving creativity, verifying information, or understanding difficult topics, they expressed a strong willingness to exploit AI tools for shortcuts, including completing assignments with minimal effort, recommending them to peers, and even considering their use in examinations. The hypothesis testing showed no significant relationships between students' cognitive awareness or affective dispositions and their overall attitudes toward AI, indicating that awareness and feelings alone do not directly translate into meaningful behavioural practices. From the foregoing, the study concludes that cultivating smart AI-titudes among secondary school students requires more than creating awareness of AI tools. It calls for intentional strategies that integrate AI meaningfully into the curriculum, build teachers' capacity to model responsible use, explicitly teach digital literacy, and encourage peer-supported exploration.

Based on the findings of this study, the following recommendations were made:

1. Artificial Intelligence (AI) literacy should be formally integrated into the secondary school ESL curriculum. This should not only focus on helping students recognize AI concepts and tools, but also emphasize their practical applications in learning, creativity, and problem-solving. Teachers should also be equipped through sustained capacity-building initiatives to confidently integrate AI into classroom instruction and model its responsible use. Such training should highlight the importance of balancing AI support with the development of students' creativity, critical thinking, and problem-solving skills.
2. Equally important is the promotion of what may be described as "Smart AI-titudes," which can be fostered through school-based workshops, clubs, and projects that engage students in positive and innovative uses of AI. Alongside this, clear policies regarding AI are needed to regulate its use, particularly in assignments and examinations, to discourage misuse and foster responsible engagement. Students should also be encouraged to collaborate and learn from one another by sharing constructive ways to apply AI tools to their studies, thereby shifting their attitudes from exploitative to more creative and meaningful applications.
3. Furthermore, equitable access to AI technologies should be prioritized. Many students currently lack personal access to AI tools, which restricts their ability to practice what they know. Improving infrastructure and access in under-resourced schools will therefore be crucial in ensuring that theoretical awareness translates into real practice. Finally, further research is recommended to continuously monitor how students' awareness, dispositions, and behaviors evolve as AI becomes more embedded in Nigeria's education system.

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