ARTIFICIAL INTELLIGENCE IN LEGAL EDUCATION: PERCEPTIONS OF EASE OF USE AND USEFULNESS OF CHATGPT AMONG UNDERGRADUATE LAW STUDENTS OF AHMADU BELLO UNIVERSITY, ZARIA

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Abstract

The use of Artificial Intelligence Chatbot, Chat Generative Pre-trained Transformer (ChatGPT) has gained popularity among students. This study used a descriptive survey design as the research was interested in both the idea and attitudes of respondents to explore the perceptions of ease of use and usefulness of the ChatGPT among undergraduate Law students of Ahmadu Bello University, Zaria, in their academic activities. The global integration of AI into various sectors, including education and law profession has shown it's potential to transform the professional practices, and also raises concerns about job displacement and the overall impact on human interactions. The study employs the Technology Acceptance Model (TAM) to evaluate the students' perceptions, focusing on the variables of perceived usefulness and perceived ease of use. A total of 1,799 Law students constitute the population of the study, while simple random sampling technique was adopted to obtain sample size. Data was collected through both printout and online Google form questionnaire to obtain data from the respondents. Also research questions were answered using descriptive statistics (Mean and Standard Deviation-SD) using a decision mean value of 2.50. The results showed that the majority of the students (74.45%) are aware of ChatGPT, even though, its level of usage varies significantly among them. However, the perceived ease of use of ChatGPT among the students was a generally positive. Furthermore, the students perceived ChatGTP usefulness as moderately in their academic tasks. This suggest its potential for broader application into both legal education and other academic fields.

***Keywords**:* Perceived ease of use, perceived usefulness, artificial intelligence (AI), ChatGPT,

1. INTRODUCTION

The artificial intelligence (AI) has experienced advancement in the recent years, with a potential of influencing several aspects of human social interactions, ranging from its integration into the field of education, legal system, finance and its capacity to transform those fields. It also gives rise to fears regarding the possibility of job displacement.[1] In March 29, 2023 a Pakistan judge,

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Mohammad Amir Munir, presiding over Phalia court in Punjab province, conduct an experiment to test the capability of AI in judicial system by using GPT-4 for a court decision, making it the first time a legal decision has been made in the country with the help of a chatbot.[2] The GPT was used as tool to ask legal questions about a case and whether a juvenile accused of a criminal offence could be entitled to post-arrest bail. He concludes that if judges were to develop relationship with the chatbot applications like ChatGPT or Google Bard (Gemini), and set precise questions to it based on available trained data, facts and circumstances of a case, it could help by reducing the burden on the human judicial mind through summarizing bulk drafts, providing relevant and dependable response. Similarly, in October, 2023 the Brazilian 36-member Porto Alegre city council successfully voted to pass a bill written by ChatGPT.[3] Even though in the same year there are some recorded instances of lawyers citing fake cases generated using chatbots.[4] A bill titled "An Act drafted with the help of ChatGPT to regulate generative artificial intelligence models like ChatGPT," introduced by Senator Barry R. Finegold and co-sponsored by Senator Adam Gomez, seeks to ensure the responsible use of large-scale generative AI by mandating ethical standards, data protection, transparency, and registration requirements for companies operating such models [5]. This act highlights the growing recognition of AI's role in society and the legal system, demonstrating its potential to assist in drafting laws while ensuring public safety. Its relevance to the legal system lies in its dual role as both a regulated tool and a resource, showcasing AI's utility in policy-making, compliance enforcement, and enhancing efficiency in legal processes.

AI has emerged as a significant development in the field of education, with its potential to generate

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[1] Sadiq Buhari Bello et al., "A Historical Analysis and Pedagogical Implications of Artificial Intelligence and Chatbots," in *Proceedings of the International Conference on Computing and Advances in Information Technology (ICCAIT 2023)* (Zaria, 2023), 21–23.

[2] Sana Jamal, "Pakistani Judge Uses ChatGPT to Make Court Decision," *ASIA/Pakistan Gulf News*, last modified 2023, accessed July 22, 2024, GPT/Pakistani judge uses ChatGPT to make court decision _ Pakistan – Gulf News.htm.

[3] María Luisa Paúl, "A Brazilian City Passed a Law about Water Meters. ChatGPT Wrote It," *The Washington Post*, last modified 2023, accessed July 22, 2024, GPT/Porto Alegre city council passes the first AI-drafted law in Brazil - The Washington Post.htm.

[4] Michael Cross, "AI Hallucinates Nine 'Helpful' Case Authorities," *The Law Society*.

[5] Barry R Finegold and Adam Gomez, *An Act Drafted with the Help of ChatGPT to Regulate Generative Artificial Intelligence Models like ChatGPT* (Massachusetts: Honorable Senate and House of Representatives of the Commonwealth of Massachusetts' General Court, 2023).

innovative teaching and learning approaches.[6] [7] The historical origin of chatbots may be traced back to the early days of artificial intelligence (AI) research. In the year 1950, Alan Turing put up the proposal of the Imitation Game as a potential alternative to the question *"can machine think?"*. However, it was further described that a ChatterBot as a robot of Tinymud player primarily designed to engage in conversation to which the name Chatbot was originated.[8] Chatbot was define as a technological tool that integrates artificial intelligence (AI) and natural language processing, allowing it to engage in text or voice-based conversations with human users to a certain extent.[9] In contemporary times, chatbots, referred to as conversational agents, conversational tutors, or simply bots, are increasingly being utilised throughout a wide range of scientific domains.[10]

ChatGPT is an artificial intelligent chatbot model trained by OpenAI using Reinforcement Learning from Human Feedback (RLHF) in November 2022, which can interact in a conversational manner and can also respond to a follow-up questions.[11] The GPT stands for Generative Pre-trained Transformer, with different versions of ChatGPT.[12] GPT-4o was the current latest version ChatGPT released on 13 May, 2024 and was design towards more natural human computer interaction. It can accept input of both image, audio and text. Similarly, it can generate an output of both image, audio and text.[13] It became the fastest-growing consumer software application in history with over 100 million users in just three months.[14]

OpenAI also introduce ChatGPT-Edu which was design for universities to responsibly leverage Chatbots to students and educators. ChatGPT-Edu falls under ChatGPT-4o categories with a

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[6] Norbert Annuš, "Chatbots in Education: The Impact of Artificial Intelligence Based ChatGPT on Teachers and Students," *International Journal of Advanced Natural Sciences and Engineering Researches* 7, no. 4 (2023): 366–370, https://as-proceeding.com/index.php/ijanser/article/view/739.

[7] UNESCO, *Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development* (Paris, 2019), https://unesdoc.unesco.org/ark:/48223/pf0000366994.

[8] Bello et al., "A Historical Analysis and Pedagogical Implications of Artificial Intelligence and Chatbots."

[9] José Quiroga Pérez, Thanasis Daradoumis, and Joan Manuel Marquès Puig, "Rediscovering the Use of Chatbots in Education: A Systematic Literature Review," *Computer Applications in Engineering Education* 28, no. 6 (2020): 1549–1565.

[10] P. K. Bii, J. K. Too, and C. W. Mukwa, "Teacher Attitude towards Use of Chatbots in Routine Teaching," *Universal Journal of Educational Research* 6, no. 7 (2018): 1586–1597.

[11] OpenAI, "Introducing ChatGPT," last modified 2022, accessed July 16, 2024, https://openai.com/index/chatgpt/.

[12] GPT-3.5, GPT-4 and GPT-4o are versions of ChatGPT, with each offering increased performance, reasoning capability and efficiency. GPT-4o being the most advanced, optimised for faster and multimodal interactions.

[13] OpenAI, "OpenAI for Education OpenAI," last modified 2024, accessed July 16, 2024, https://openai.com/index/introducing-chatgpt-edu/.

[14] Raghu Raman et al., "University Students as Early Adopters of ChatGPT : Innovation Diffusion Study," *Human Behavior and Emerging Technologies* (2024): 1–32.

special feature of reasoning across text and vision, advanced tools for data analysis, web browsing, and document summarisation.[15] The ChatGPT-Edu was built due to the success rate of ChatGPT Enterprise recorded by institutions like University of Oxford, University of Texas at Austin, Columbia University, Arizona State University and Wharton school of the University of Pennsylvania. It also has a feature and ability to design a custom versions of ChatGPT, it can be shared publically and support over 50 languages.[16] However, many tertiary institutions around the globe were introducing specific regulations on usage of ChatGPT in academic works.[17]

Furthermore, in the field of adoption of technology, Technology Acceptance Model (TAM) proposed by Davis in the year 1986 is one the most commonly and widely use theory due its simplicity and understanding ability. According to Taherdoost[18], TAM comprises of two dependant variables; perceived usefulness and perceived ease of use. However, the variables that can influence system use can be determine by the extent to which people use or not use a technology depends on their believe that the particular application can assist them to perform their work better. Similarly, the prospective user needs to believe that the application is not difficult to use.

According to Bashar, Muhammad and Bello[19], perceived usefulness is the extent to which a person has a believe that adopting a particular application would improve their work performance. Similarly, he defines perceives ease of use as the extent to which a person considers that using a specific application would be easy or free of effort. Therefore, in case of similar application the easier to use application will be more likely to be accepted by prospects. This topic is significant because law students were known by their engagement with bulky texts that requires critical thinking. Identifying their user acceptance is important for any technological implementation and continue use. To assess information system users' acceptability, researchers have created many models, such as the Technology acceptability Model (TAM) model. The TAM model was claim

[15] (OpenAI, 2024a)
[16] Ibid.
[17] Artur Strzelecki et al., "Acceptance and Use of ChatGPT in the Academic Community," *Education and Information Technologies*, no. 0123456789 (2024), https://doi.org/10.1007/s10639-024-12765-1.
[18] Taherdoost (2018)
[19] Abubakar Bashar, Muhammad Sani Abdurrahman, and Sadiq Buhari Bello, "Meta-Analysis on the Effect of Perceived Usefulness and Perceived Ease of Use of Zoom Classroom in Teaching and Learning Among Nigerian Institutions of Higher Learning," *Journal of Mathematical Sciences & Computational Mathematics* 5, no. 1 (2023): 90–103.

to incorporates perceived usefulness and perceived ease of use, is considered while building an ICT.[20] Perceived usefulness is further defined as the extent to which a person thinks that utilizing a certain system would be able to enhance their performance and productivity at work. Furthermore, perceived ease of use is a technique that is used as a standard for people who think particular technology is simple to understand and utilize.[21] Therefore, technology acceptance model (TAM), stipulates that perceived usefulness and perceived ease of use are fundamentals of determining technology acceptance or rejection. This paper aims to investigate the level of awareness and usability of ChatGPT among undergraduate law students at Ahmadu Bello University, Zaria (ABU, Zaria). Additionally, the study intends to examine the perceived usefulness and perceived ease of use of ChatGPT among the undergraduate law students in the institution. However, both the developers and educational stakeholders can use the identified factors of perceived usefulness and perceived ease of use towards improving it to adopt complex legal language and legal writings towards leveraging it into legal education. ChatGPT can be useful in providing quick access to legal information and summarizing them by allowing the law students to have more time for deep learning and critical thinking.

2. METHODOLOGY

A descriptive survey research design was used for this study, as the research was interested in both the idea and attitudes of respondents.[22] The population of this study are all the undergraduate law students of Ahmadu Bello University, Zaria as shown in Table 1. A multi-stage simple random sampling technique was employed in selecting the samples of the study as the selected approach allows representativeness of the population.[23]

Table 1: Population and samples of the study

S/N	Students' level	Population of the study	Samples selected
1	100	246	43
2	200	381	67

[20] Ibid.
[21] Alaa M Momani and Mamoun M Jamous, "The Evolution of Technology Acceptance Theories," *International Journal of Contemporary Computer Research (IJCCR)* 1, no. 1 (2017): 51–58.
[22] Muhammad Abdurrahman Sani, *Introduction to Research Methodology and Statistics: A Guide for Students & Supervisors* (Zaria: ABU Press Ltd. Ahmadu Bello University, Zaria, 2017).
[23] Mustapha I. Abdullahi, *Basic Concepts in Educational Research* (Kaduna: Sunjo A.J Global Links LTD, 2015).

3	300	356	63
4	400	400	71
5	500	416	73
	Total	**1,799**	**317**

The instrument used for the study was a 4-point Likert-scale questionnaire labelled "perceived usefulness and perceived ease of use of ChatGPT questionnaire" comprising of 17-items. Experts confirmed the content validity of the instrument. Data were collected through both printout and online Google form questionnaire, being a 4-point Likerst-scale questionnaire, a decision mean value of 2.50 was used. Mean and standard deviation (SD) were used in answering the research questions.

3. ANALYSIS AND RESULTS

RQ1: What is the level of awareness and usability of ChatGPT among undergraduate law students in ABU Zaria?

Table 2: Level of awareness of ChatGPT among undergraduate law students in ABU, Zaria

S/N	Items	Responses	Percentage (%)
1	Yes	236	74.45
2	No	50	15.77
3	Maybe	31	9.78
	Total	**317**	**100%**

Table 2 shows the level of awareness of ChatGPT among undergraduate Law students in ABU, Zaria. The majority of the students (75.45%) are aware of ChatGPT. A smaller percentage of students are either not aware (15.77%) or uncertain (9.78%) about their awareness of ChatGPT. The result is further elaborated and presented in Figure 1 below:

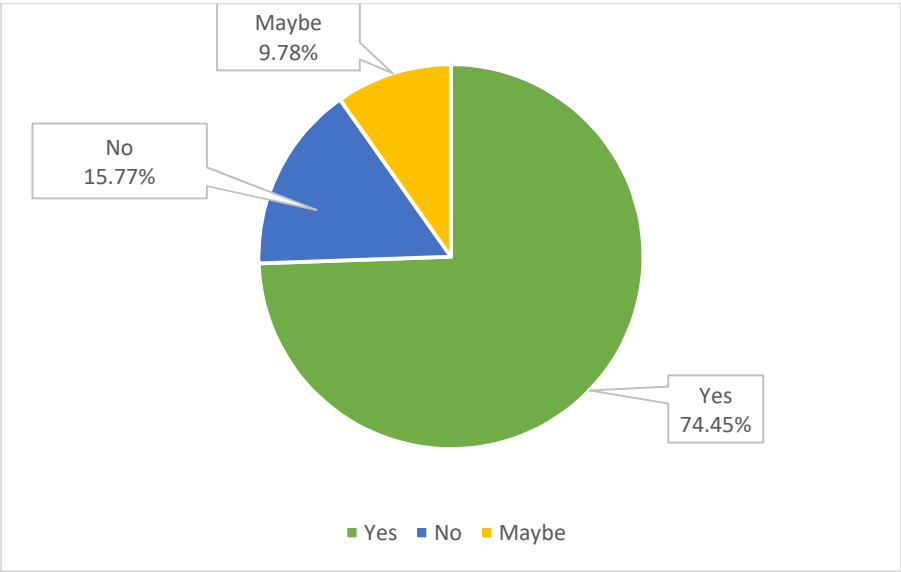

Figure 1: Level of awareness of ChatGPT among undergraduate law students

Table 3: Level of usability of ChatGPT among undergraduate law students in ABU Zaria

S/N	Items	Responses	Percentage (%)
1	Daily	28	8.83
2	Several times a week	73	23.03
3	Once a week	48	15.14
4	Rarely	124	39.12
5	Never	44	13.88
	Total	**317**	**100%**

Table 3 indicates the level of usability of ChatGPT among undergraduate Law students in ABU, Zaria. Only 8.83% of the students use ChatGPT daily, while 23.03% use it several times a week. A smaller group of students (15.14%) use it once a week. The largest group, 39.12%, use ChatGPT rarely, and 13.88% of the students have never used it. This shows a varied level of usage among the students, with the majority either rarely using or not using ChatGPT at all. The result is further elaborated and presented in Figure 2 below:

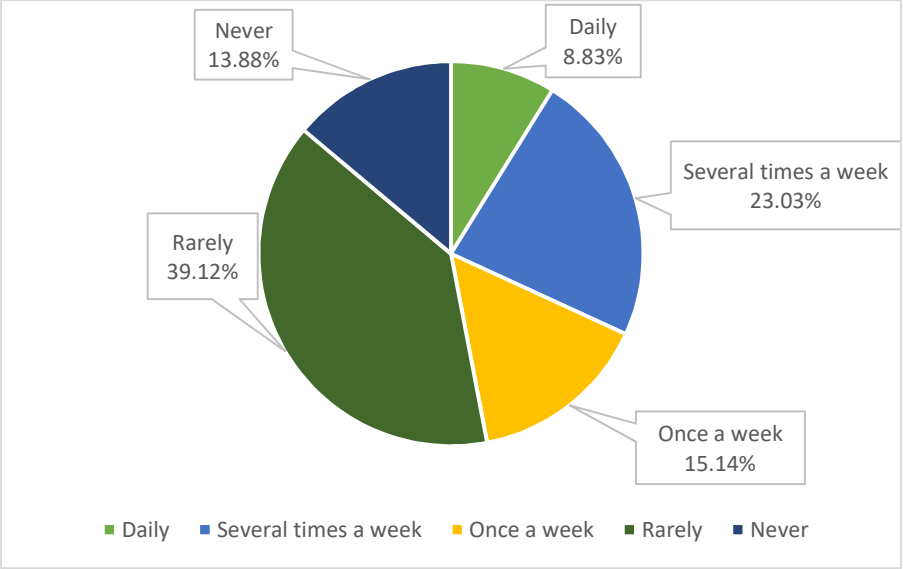

Figure 2: Level of usability of ChatGPT among undergraduate law students

RQ2: What is the extent of perceived usefulness of ChatGPT among undergraduate law students in ABU Zaria?

Table 4: Perceived usefulness of ChatGPT among undergraduate law students in ABU, Zaria

S/N	Items	Mean	SD	Decision
1	My academic task would be difficult to perform without ChatGPT	2.37	0.82	Rejected
2	Using ChatGPT in my work would enable me to accomplish tasks more quickly	3.07	0.64	Accepted
3	Using ChatGPT improves my academics performance	2.82	0.74	Accepted
4	The ChatGPT addresses my school curricular-related needs	2.68	0.69	Accepted
5	Using ChatGPT reduces the time I spend on unproductive activities	2.77	0.76	Accepted
6	Using ChatGPT would make it easier to do my curricular activities.	2.94	0.64	Accepted
7	Overall, I find the ChatGPT system useful in my curricular activities	2.96	0.80	Accepted
	Overall mean Accepted if mean score is ≥ 2.5	**2.80**	**0.73**	**Accepted**

Table 4 shows the perceived usefulness of ChatGPT among undergraduate Law students in ABU, Zaria. The respondents indicated a moderate level of difficulty in performing academic tasks without ChatGPT (Mean=2.37; SD=0.82). The overall mean of perceived usefulness of ChatGPT

among the students was 2.80 (SD=0.80), indicating a generally positive perception of ChatGPT's usefulness. The result in Table 4 demonstrates that the overall mean scores (2.80) of all items is above the 2.50 benchmark.

RQ3: What is level of the perceived ease of use of ChatGPT among undergraduate law students in ABU Zaria?

Table 5: Perceived ease of use of ChatGPT among undergraduate law students in ABU, Zaria

S/N	Items	Mean	SD	Decision
1	Learning to operate ChatGPT would be easy for me	3.19	0.60	Accepted
2	I would find it easy to get ChatGPT to do what I want it to do	3.08	0.63	Accepted
3	My interaction with ChatGPT would be clear and understandable	3.10	0.65	Accepted
4	I would find ChatGPT to be flexible to interact with	3.09	0.65	Accepted
5	It would be easy for me to become skilful at using ChatGPT	3.02	0.77	Accepted
6	Overall, I find the ChatGPT system easy to use	3.23	0.63	Accepted
	Overall mean Accepted if mean score is ≥ 2.5	**3.12**	**0.66**	**Accepted**

Table 5 above shows that the respondents generally perceive the ease of use of ChatGPT positively. Overall, the mean score for the perceived ease of use of ChatGPT among undergraduate Law students in ABU, Zaria is 3.12 (SD=0.66), suggesting a generally positive perception. The result in Table 5 demonstrates that the overall mean scores (3.12) of all items is above the 2.50 benchmark.

4. DISCUSSION OF RESULTS

The data presented in Table 2 indicates a high level of awareness of ChatGPT among undergraduate law students at ABU, Zaria, with 74.45% of students acknowledging their awareness. However, a minor percentage, 15.77%, indicated they were not aware of ChatGPT, and another 9.78% were uncertain about their awareness. The high level of awareness shows that ChatGPT has gained significant recognition among the student population, which align with the findings of Strzelecki et al.[24] This is likely due to its growing presence in academic and

[24] Strzelecki et al. (2024)

technological discussions.[25] This awareness is essential for the adoption of technological tools into educational settings as it forms the foundation for subsequent acceptance and utilization.

However, Table 3 shows a diverse level of usage of ChatGPT among the students. Minor percentage (8.83%) use ChatGPT daily, a larger group (23.03%) use it several times a week. Notably, 39.12% of students reported using ChatGPT rarely, and 13.88% have never used it. This difference in usage frequency could be attributed to varying levels of awareness with AI tools, perceived usefulness, or confidence in using such technologies.[26] The data suggests that while awareness is high, regular usage is limited, possibly due to some barriers such as lack of training or anxiety about the privacy and reliability of AI-generated content. Further studies are needed to identify these possible barriers.

Furthermore, as shown in Table 4, students perceived ChatGPT usefulness as moderately in their academic tasks, with an overall mean score of 2.80 (SD=0.73). They agreed that ChatGPT helps them accomplish tasks more quickly (Mean=3.07; SD=0.64) and also improves academic performance (Mean=2.82; SD=0.74). Nevertheless, the perceived usefulness in addressing school curricular-related needs and reducing time spent on unproductive activities was moderate (Mean=2.68; SD=0.69 and Mean=2.77; SD=0.76, respectively). These findings of the study was in line with Mensah & Daniel[27], Sallam et al.[28], Abdaljaleel et al.[29] The recognition of ChatGPT has potential to enhance efficiency and performance but also gives room for further studies to point out areas where its integration could be improved to meet specific academic needs more effectively.

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[25] Ahnaf Chowdhury Niloy et al., "Computers and Education : Artificial Intelligence Why Do Students Use ChatGPT ? Answering through a Triangulation Approach," *Computers and Education: Artificial Intelligence* 6, no. September 2023 (2024): 100208, https://doi.org/10.1016/j.caeai.2024.100208.

[26] Benicio Gonzalo et al., "Analysis of College Students ' Attitudes toward the Use of ChatGPT in Their Academic Activities : Effect of Intent to Use , Verification of Information and Responsible Use," *BMC Psychology* (2024): 1–18, https://doi.org/10.1186/s40359-024-01764-z.

[27] Bonsu Emmanuel Mensah and Baffour-Koduah Daniel, "From the Consumers ' Side : Determining Students ' Perception and Intention to Use ChatGPT in Ghanaian Higher Education," *Journal of Education Society & Multiculturalism* (2023): 1–29.

[28] Malik Sallam et al., "ChatGPT Usage and Attitudes Are Driven by Perceptions of Usefulness , Ease of Use , Risks , and Psycho-Social Impact : A Study among University Students in the UAE," *Research Square* (2024): 1–17.

[29] Maram Abdaljaleel et al., "Factors Influencing Attitudes of University Students towards ChatGPT and Its Usage : A Multi-National Study Validating the TAME-ChatGPT Survey Instrument," *Preprints.org* (2023).

Similarly, Table 5 demonstrates a generally positive perception of ChatGPT's ease of use among students, with an overall mean score of 3.12 (SD=0.66). Students found learning to operate ChatGPT relatively easy (Mean=3.19; SD=0.60) and believed it would be easy to get it to perform desired tasks (Mean=3.08; SD=0.63). The interaction with ChatGPT was perceived as clear and understandable (Mean=3.10; SD=0.65), and ChatGPT was considered flexible to interact with (Mean=3.09; SD=0.65). However, becoming skilful at using ChatGPT had a slightly lower mean score (Mean=3.02; SD=0.77), indicating some challenges in mastering the tool. Overall, these findings suggest that while students find ChatGPT easy to use, these findings are consistent with Abdaljaleel et al.[30] There is room for further support and training to enhance their skills and confidence in using the AI chatbots and ChatGPT in particular.

5. CHALLENGES OF AI USAGE AMONG STUDENTS

Despite the high level of awareness and positive perception of ease of use and usefulness among law students, Nigeria has no standalone AI law as of 2024, is actively developing its AI regulatory strategies. The National Information Technology Development Agency (NITDA) and relevant agencies were drafting a National Artificial Intelligence Policy (NAIP) and have issued a National AI Strategy (NAIS). In August, 2024 the federal government unveiled a draft of NAIS jointly prepared by NITDA, Ministry of Communications, Innovation and Digital Economy, and the National Centre for AI and Robotics.[31] This strategy outlines plans to harness AI across sectors including education. Similarly, the Nigerian Bar Association (NBA) in September, 2024 issued AI guidelines for legal practitioners, emphasizing responsible, data privacy and transparency when deploying AI in legal services.[32]

Challenges related to technical and contextual factors also affect effective AI usage in Nigerian universities. Infrastructural gaps such as limited access to devices and internet, data-privacy and

[30] Ibid.

[31] Laura Ebrusike and Nonso Anyasi, "The Status of AI Regulation in Nigeria," *Lawyard*, last modified 2024, accessed April 25, 2025, https://www.lawyard.org/news/the-status-of-ai-regulation-in-nigeria-laura-ebrusike-and-nonso-anyasi/#:~:text=In August 2024%2C Nigeria unveiled,inclusivity across different social segments.

[32] Jeffrey Shin and Cameron Lee, "AI Watch: Global Regulatory Tracker - Nigeria," *White & Case*, last modified 2025, accessed April 25, 2025, https://www.whitecase.com/insight-our-thinking/ai-watch-global-regulatory-tracker-united-states#article-content.

ethical safeguards are often lacking in the institutions.[33] Lecturers may lack the needed training to spot AI generated work, and also the existing plagiarism detectors are ineffective against sophisticated AI text. Globally, some institutions attempt to bans or imposed strict policies towards its usage.[34] However, Nigerian institutions have no uniform rules resulting to dilemmas of how to balance the learning benefits of rapid drafting and research against risks of cheating and shallow learning.

Similarly, in the legal field a cautionary instance comes from the real case of two US lawyers submitted a legal brief that unknowingly included some fake case citations generated by ChatGPT.[35] This incident highlights that AI can fabricate acceptable sounding but false information, which user may not detect without diligence. This also illustrates the danger of over reliance on AI among law students. The NBA's AI guidelines highlight the duty of care and stressing human oversight and transparency in any AI assisted legal work.[36]

Furthermore, undergraduate students including law students face ethical and practical challenges when using AI tools like ChatGPT. A study of Nigerian university students found that a majority identified AI tools as risks for academic dishonesty, distractions and also appeal of instant AI-generated answers can promote shortcuts rather than deep learning. [37] This rise the concerns about need to regulate AI in classroom. It was noted that ChatGPT can save students time from tedious task of drafting and summarising, allowing them to focus on higher order analysis.[38] However, this could be difficult to achieve without guidance. UNESCO urge integration of AI literacy into

[33] Aniekan Essien et al., "Exploring Socio-Cultural Influences on Generative AI Engagement in Nigerian Higher Education: An Activity Theory Analysis," *Smart Learning Environments* 11, no. 1 (2024), https://doi.org/10.1186/s40561-024-00352-3.

[34] Kathryn Hulick, "How ChatGPT and Similar AI Will Disrupt Education," *Science News*, last modified 2023, accessed April 25, 2025, https://www.sciencenews.org/article/chatgpt-ai-artificial-intelligence-education-cheating-accuracy.

[35] Ellis Di Cataldo, "US Lawyers Fined For Fake Citations Generated By ChatGPT," *Tech.Co*, last modified 2023, accessed April 25, 2025, https://tech.co/news/us-lawyers-fined-fake-chat-gpt#:~:text=,Kevin Castel.

[36] Shin and Lee, "AI Watch: Global Regulatory Tracker - Nigeria."

[37] Edidiong Orok et al., "Pharmacy Students' Perception and Knowledge of Chat-Based Artificial Intelligence Tools at a Nigerian University," *BMC medical education* 24, no. 1 (2024): 1237.

[38] Sadiq Buhari Bello et al., "Perceptions of Ease of Use and Usefulness of Artificial Intelligence ChatGPT among Undergraduate Law Students of Ahmadu Bello University, Zaria," in *Law and Contemporary Societal Issues* (Zaia, 2024), 1–9.

curricula so that students learn to use these tools critically and ethically[39]. Otherwise, there is a risk that creativity, original problem-solving, and deep subject mastery will decline. The consensus in the literature is that balance is essential through cultivating students' human creativity and judgment, while also teaching them to leverage AI responsibly.[40] For future lawyers, this means mastering both the technology and the timeless craft of legal reasoning.

6. CONCLUSION

The findings of this study reveals a high level of awareness of ChatGPT among undergraduate law students of ABU, Zaria. Their perceived usefulness and ease of use of ChatGPT are positively assessed among the students. Despite the varying levels of usage frequency, the results affirm that students recognise the ChatGPT's potential in supporting academic activities, particularly in simplifying access to information, improving productivity, saving time and future utilisation in their Legal career of service. The Technology Acceptance Model (TAM), as applied in this study, confirms that perceived usefulness and ease of use are strong predictors of technology among students in legal education.

However, there is growing need for institutions to actively integrate AI tools like ChatGPT into legal education framework. Academic staff and curriculum developers should consider structured training and sensitization programs to promote responsible usage, enhance students' digital literacy and mitigate risks of misuse or overreliance. Moreover, policymakers and educational stakeholders should establish clear guidelines that balance innovation with ethical standards, ensuring that such technologies complement rather than replace the critical thinking and analytical reasoning essential to legal practice.

7. RECOMMENDATIONS

Based on the findings, this study recommends the following:

1. **Instructional Integration of AI tools:** The institutional administration and faculty should explore possibilities for formally integrating AI-powered tools such as ChatGPT into legal

[39] UNESCO, *Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development*.
[40] Hulick, "How ChatGPT and Similar AI Will Disrupt Education."

education curriculum. This could include incorporating them into research methodology courses and legal drafting courses to enhance students' access and acquaintance to digital learning support.

2. **Digital Literacy Programs:** workshops and training sessions should be organised by institutions to improve both students' and lecturers' digital skills with a particular focus on the ethical and effective use of generative AI tools. The programs should also aim to build critical digital literacy and promote responsible usage.
3. **Policy Development and Guidelines:** The institutions should develop clear policies that outline acceptable use, limitations and ethical considerations surrounding the use of AI tools in academic work. Such guidelines will help prevent misuse, promote academic integrity and support informed decision making among both students and lecturers.
4. **Further Research:** The study also recommended that further studies be conducted to explore the long-term impact of ChatGPT on students' performance, critical thinking and professional development, particularly in the field of law. Comparative studies across faculties or institutions could also provide broader insights.
5. **Engagement and Awareness:** Lecturers should be encouraged by institution to engage with AI tools themselves to better understand their potentials and limitations. This will enable lecturers to guide students effectively and embed AI awareness within the pedagogical process.