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INFLUENCE OF POSTGRADUATE STUDENTS' USE OF CHATGPT AND GEMINI ON LIBRARY USE IN UNIVERSITY LIBRARIES IN BENUE STATE

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ABSTRACT

This paper has investigated the influence of postgraduate students' use of Chatgpt and Gemini on library use in university libraries in Benue State. The investigation adopted a descriptive survey design. Two universities in Benue State including Rev. Fr. Moses Orshio Adasu University, Makurdi and Joseph Sarwuan Tarka University, Makurdi constituted its area. Using Taro Yamane's formula, a sample size of 318 respondents was drawn from a population of 1,545 postgraduate students of the two institutions. Data collection was done using a structured questionnaire. Descriptive statistics of frequency counts, mean and standard deviation were used for data analysis while Chi-square was used to test hypothesis at 0.05 level of significance. The findings revealed that ChatGPT had improved their ability to conduct research, offered faster access to academic information and in many cases, served as a preferred alternative to traditional library services. It was revealed that Gemini is helpful for information seeking and research, but it was less preferred than ChatGPT. Fewer students reported that Gemini met their academic needs entirely or influenced their library visits to the same extent. The test of hypotheses confirmed that postgraduate students'use of ChatGPT and Gemini has significant influence on library use. The study concluded that extensive use of artificial intelligence tools especially ChatGPT signals a paradigm shift in how postgraduate students access, interact with and apply information for academic purposes. It was finally recommended that University libraries should adopt AI-powered tools as part of their information service delivery to complement traditional services.

Keywords: information seeking, ChatGPT, Artificial Intelligence (AI), transformative force, underutilization; transformation initiatives

Introduction

University libraries are essential components of universities, providing students and faculty members with access to academic resources, research materials, and study spaces. They are established to support the learning and research activities in their domain as well as to serve as a repository for academic research. As technology continually evolves, university libraries have metamorphosed in structure, operations and resources to guarantee continuous relevance to their communities. In recent years, Artificial Intelligence (AI) has evolved from a specialised field of computer science into a transformative force influencing nearly every sector of society. Advances in machine learning, natural language processing, and neural networks have enabled AI systems to perform complex tasks such as language translation, image recognition, medical diagnosis, and autonomous navigation with increasing accuracy and efficiency (Russell & Norvig, 2021). The development of large language models like OpenAI's ChatGPT and Google's Gemini has further expanded the scope of AI applications, particularly in education, healthcare, finance, and communication. These tools can now generate human-like text, analyse big data in real-time, and personalise user experiences, making AI more accessible and integrated into everyday life (Brown et al., 2020). In the academic sphere, AI is increasingly being used for administrative automation, academic writing support, plagiarism detection, and intelligent tutoring systems, thereby transforming traditional models of teaching and learning.

Across the globe, university libraries have experienced substantial transformation in recent years, driven by the digital revolution, evolving user expectations, and financial constraints. One major issue has been the challenge of maintaining up-to-date print and electronic collections amidst shrinking budgets. Academic libraries are increasingly expected to support a growing volume of interdisciplinary research, yet often lack the financial capacity to acquire new materials or subscribe to expensive scholarly databases (Khan & Bhatti, 2020). In addition, the increasing demand for digital resources has necessitated significant investment in ICT infrastructure, digital repository systems and staff training, which many university libraries, particularly in low and middle-income countries, struggle to afford. This digital divide has led to unequal access to scholarly resources, placing students and researchers in under-resourced institutions at a distinct disadvantage.

The declining visibility and perceived relevance of university libraries in the face of emerging technologies, especially artificial intelligence and commercial search engines presents another pressing issue. Postgraduate students are increasingly turning to AI-driven platforms and open-access tools such as Google Scholar, ChatGPT, and other digital assistants for their academic needs, often bypassing library systems altogether. This trend raises concerns about the underutilisation of library services and the erosion of essential academic skills such as information literacy, source evaluation, and ethical use of information. Additionally, libraries face organisational and cultural challenges in adapting to the digital age; many still operate under traditional service models and face resistance to innovation among staff or administrators (Sharma, Sati & Miyan, 2025). In response, university libraries are beginning to reimagine their roles, investing in user-focused services, digital transformation initiatives, and community engagement strategies to sustain their relevance to all categories of users including postgraduate students.

The use of university libraries by postgraduate students has encountered several challenges rooted in changing academic behaviours and technological advancements in recent times. One major issue is the increasing preference for digital resources over physical library visits. Postgraduate students have since begun to show preference for electronic and digital information services leading to a decline in the use of traditional library facilities (Tenopir et al., 2015). While libraries have expanded their digital collections to accommodate this shift, not all institutions, particularly in developing regions, have the infrastructure or funding to provide comprehensive digital access. This digital divide limits equitable access to information and creates disparities in research outcomes among postgraduate students across different institutions. Furthermore, lack of adequate information literacy among postgraduate students affects their ability to effectively navigate, evaluate, and utilise scholarly resources. Many postgraduate students struggle to formulate effective search strategies or differentiate between credible and non-credible sources, which undermines the quality of their research (Fasola & Oso, 2021). Despite efforts by academic libraries to offer training in information literacy, attendance and engagement levels among postgraduate students are often low due to tight academic schedules or a perceived overconfidence in their research skills. This gap in information literacy skills not only affects the utilisation of library resources but predispose users to considering alternatives.

Additionally, university libraries face infrastructural and service delivery issues that hinder their effective use by postgraduate students. Limited seating, outdated materials, inadequate research support services, and short opening hours are common complaints among

users (Okwu & Opurum, 2021). Furthermore, the traditional orientation of library services, which often fails to align with the specific research needs of postgraduate students, contributes to their dissatisfaction and underutilisation of the library. In some cases, postgraduate students report feeling alienated or unsupported by library staff, which affects their willingness to seek help or utilise advanced research tools. The limitations in traditional library services alongside the ease and convenience offered by artificial intelligence tools initiate alternatives to the libraries.

The emergence of AI tools like ChatGPT, a generative AI model developed by OpenAI, has profoundly influenced the academic habits of postgraduate students. Its natural language processing capabilities allow students to generate essays, summarise research, draft code, and obtain explanations on complex topics. This convenience has enhanced self-directed learning and improved productivity, especially among students in research-intensive disciplines (Aldulaijan & Almalki, 2025). Furthermore, ChatGPT has been utilised for brainstorming research ideas, refining academic writing, and generating sample literature reviews. These applications contribute to improved academic support, especially for students with limited access to supervisors or academic mentors. However, the reliance on ChatGPT questions academic integrity. There are increasing cases of plagiarism, superficial learning, and misuse of the tool for generating unoriginal academic submissions (Uzun, 2023). Moreover, accepting AI-generated content without verifying its accuracy can propagate misinformation or undermine critical thinking skills. Universities are now faced with the dual task of embracing AI's educational potential while enforcing guidelines to maintain academic standards. As such, the debate continues on how to integrate ChatGPT responsibly in postgraduate or research libraries to foster rather than hinder intellectual development.

Google Gemini, formerly Bard, has emerged as a powerful AI tool competing with ChatGPT by integrating advanced multimodal functions, including text, image, and code generation. Postgraduate students have leveraged Gemini for comprehensive academic tasks such as summarising scholarly articles, generating datasets, visualising research concepts, and producing citation-ready content. One of Gemini's strengths lies in its connection to real-time web data, enabling users to access current information relevant to ongoing research (Barrot, 2024). This makes it particularly beneficial for students involved in rapidly evolving fields like technology and medicine. Despite its usefulness, Gemini's influence also mirrors broader challenges seen with AI adoption. There is growing concern that students may over-rely on its outputs without developing core academic competencies like synthesis, critique, and methodology development (Revesai, 2025). Additionally, inconsistencies in the quality and credibility of AI-generated content may compromise the rigour expected of postgraduate research. As academic institutions grapple with integrating Gemini into learning frameworks, a need for robust digital literacy programs that empower students to use AI tools critically and ethically may be required.

Library use among postgraduate students remains essential for academic success, offering access to specialised resources, research consultations, and study spaces. (Jibrin, A., et al 2025) submit that usage patterns are increasingly shifting towards digital and remote services. Many university libraries have adapted by providing virtual reference services, online tutorials, and digital repositories to enhance access. Nevertheless, the extent of use is influenced by several factors, including students' awareness, digital skills, and perceived relevance of library services. The growing availability of alternative sources such as Google Scholar and AI tools has led to a decline in the perceived necessity of traditional library visits (Odoh, Adewale & Abimajee, 2025).

In Benue State, the challenges of university libraries make the shift from traditional and digital library systems to AI aided systems even more complex. Many libraries in these regions seem to have limited access to modern facilities, a shortage of updated materials, and constraints in digital infrastructure, which can hinder students from fully utilizing library resources. Furthermore, libraries may lack digital services that incorporate AI, potentially widening the gap between AI's capabilities and library offerings. Consequently, students who are accustomed to fast, AI-supported tools might feel that the libraries are outdated or insufficient to meet their academic needs.

This study focuses on university libraries in Benue State, examining how postgraduate students' use of ChatGPT and Gemini influences their library use. By understanding these dynamics, university administrators and library policymakers may develop strategies to integrate AI technologies that complement traditional library resources, ensuring libraries remain relevant and valuable in a rapidly changing educational landscape.

Statement of the Problem

University libraries are established to support learning and research activities of staff and students through the provision of information sources and resources. The information resources of a university library are acquired for all programmes undertaken in the university; and are apace with current trends in society in order to provide impetus for research across the disciplines. Using the

university libraries could aid personal development, learning, creativity and quality academic output.

Advances in technology have given rise to the adoption and use of Artificial Intelligence (AI) tools like ChatGPT and Gemini among postgraduate students in Nigeria and Benue particularly. These tools possess ability to quickly browse, create content, translate, answer questions, send and receive mails while performing other library and librarians' tasks. Postgraduate students seem to be turning to the use of artificial intelligence tools on their personal devices for assistance with writing assignments, papers, preparation for examinations, literature search, citations, development of research instruments, etc rather than to the libraries. This significant change in pattern of information search among the students has raised a concern about its potential impact on the use of conventional libraries in universities in Benue State.

Unfortunately, it has been observed that integration of Artificial Intelligence (AI) in the library services of universities in Benue State seems to be low. Most university libraries in the region are probably bedeviled with infrastructural, managerial and manpower challenges which inhibit effective AI integration. As such, these libraries may be at risk of losing their relevance in the near future if the failure to integrate the use of AI tools in offering services to their patrons remains unattended. Moreso, despite the increased availability of AI tools, little research has been conducted on how the use of these tools by postgraduate students interact with library use in a localized context such as universities in Benue State. This study therefore investigated the influence of postgraduate students' use of ChatGPT and Gemini on library use in university libraries in Benue State.

Research Questions

The following questions guided the investigation:

1. What is the influence of ChatGPT on library use by postgraduate students in universities in Benue State?
2. What is the influence of Gemini on library use by postgraduate students in universities in Benue State?

Hypotheses

The following hypotheses were formulated and tested:

1. Use of ChatGPT does not significantly influence library use by postgraduate students in universities in Benue State
2. Use of Gemini does not significantly influence library use by postgraduate students in universities in Benue State

Scope of the Study

In content, the study covered influence of postgraduate students' use of Artificial Intelligence (AI) on library use in university libraries in Benue State. It specifically covered the influence of use of ChatGPT and Gemini on library use among postgraduate students. Geographically, study was carried out in the Benue State, North Central Nigeria within Joseph Saawuan Tarka University, Makurdi and Rev. Fr. Moses Orshio Adasu University, Makurdi. The population scope shall cover all the postgraduate students enrolled in the accredited universities in Benue State, Nigeria

Literature Review

Use of artificial intelligence tools among postgraduate students is a subject of interest among Library and Information Science professionals and researchers generally. Some related studies are reviewed as follows: Wagwu, Okpala, Oladokun, and Ajani (2024) explored user experience with ChatGPT in a Nigerian University Library: exploring users' satisfaction and feedback. The study investigated users' satisfaction levels and gathered feedback from library patrons who have interacted with ChatGPT at the Federal University of Technology, Ikot Abasi (FUTIA), Akwa Ibom. Findings show that ChatGPT offers a range of benefits, including accurate responses to user queries, instant and round-the-clock availability, and assistance with resource discovery and research guidance. Moreover, the availability of ChatGPT as a virtual assistant for answering queries has proven to be highly advantageous. One of the key strengths of ChatGPT, as revealed by the study, is its ability to save time by providing quick responses.

Fabunmi and Akinyemi (2024) assessed the influence of artificial intelligence (AI) on library services and users' experiences in the university library. The study aimed to know the extent of the influence of AI on library services in the university library and to investigate how AI affects users' experience in the university library. The findings revealed that the extent of the influence of AI on library services is very high. The findings also revealed that the effects of AI on users' experience are high. Based on the findings, the study concludes that AI influences library services and users' experience in the university library. Alnasib and Alharbi (2024) performed a study on Challenges and Motivation: assessing Gemini's impact on undergraduate 'English as a Foreign Language' (EFL) students in classroom settings. The study aimed to identify the challenges students encountered when using Gemini to learn EFL and how successfully it motivates undergraduate students to learn the language in classroom settings. A pre-post quasi-experimental design was used, and data were gathered through an online questionnaire. One hundred fifty female EFL students

participated. The results showed several challenges identified in implementing Gemini in EFL, including repetitive words, limited vocabulary, lengthy and non-concise answers, uncertainty about information accuracy, etc. Existing research indicated that there are studies on artificial intelligence around Nigerian campuses and the Benue region. However, none of the reviewed studies delved deeply into the exploration of how postgraduate students' use of artificial intelligence tools like ChatGPT and Gemini influences library use.

Methodology

The study employed a descriptive design. Population of the study was made up of 1,545 postgraduate students of two public universities in the Benue State which are: Rev. Fr. Moses Orshio Adasu University, Makurdi (MOAUM) and Joseph Sarwuan Tarka University, Makurdi (JOSTUM). Using Taro Yamane's formula, a sample size of 318 respondents was determined while stratified random sampling technique was employed. Data collection was done using a structured questionnaire titled: Influence of Artificial Intelligence Tools on Library Use Questionnaire (IAITLUQ).

Results

The results of this research are presented in line with research questions.
Research Question 1: What is the influence of ChatGPT on library use by postgraduate students in universities in Benue State?

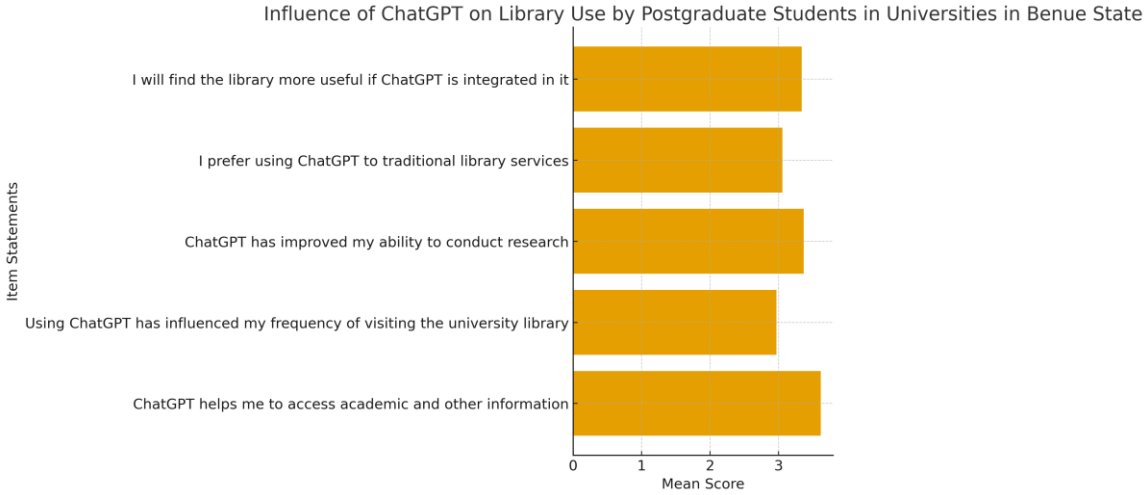


Table 1: Mean and Standard Deviation of Respondents on Influence of ChatGPT on Library Use by Postgraduate Students in Universities in Benue State

S/N	Item Statement	SA	A	D	SD	Mean	StD	Decision.
	ChatGPT helps me to access academic and other information	180	67	6	7	3.62	.67	Strongly Agree
	Using ChatGPT has influenced my frequency of visiting the university library	92	98	39	31	2.97	.99	Agree
	ChatGPT has improved my ability to conduct research	129	107	14	10	3.37	.76	Agree
	I prefer using ChatGPT to traditional library services	97	99	47	17	3.06	.90	Agree
	I will find the library more useful if ChatGPT is integrated in it	130	97	24	9	3.34	.79	Agree
	Cluster Mean					3.27	084	Agree

Table 1 indicates that ChatGPT significantly influences students' academic behaviour and library usage. Respondents strongly agreed that ChatGPT helps them access academic and other information (Mean = 3.62, StD = 0.67). Indicate agreed that ChatGPT affect frequency of visiting the university library (Mean = 2.97, StD = 0.99), improved their ability to conduct research (Mean = 3.37, StD = 0.76), prefer using

ChatGPT to traditional library services (Mean = 3.06, StD = 0.90). Respondents agreed that library would be more useful if ChatGPT were integrated into its services (Mean = 3.34, StD = 0.79). Overall, the findings highlight ChatGPT's effectiveness in enhancing research efficiency, while simultaneously reducing students' reliance on traditional library services.

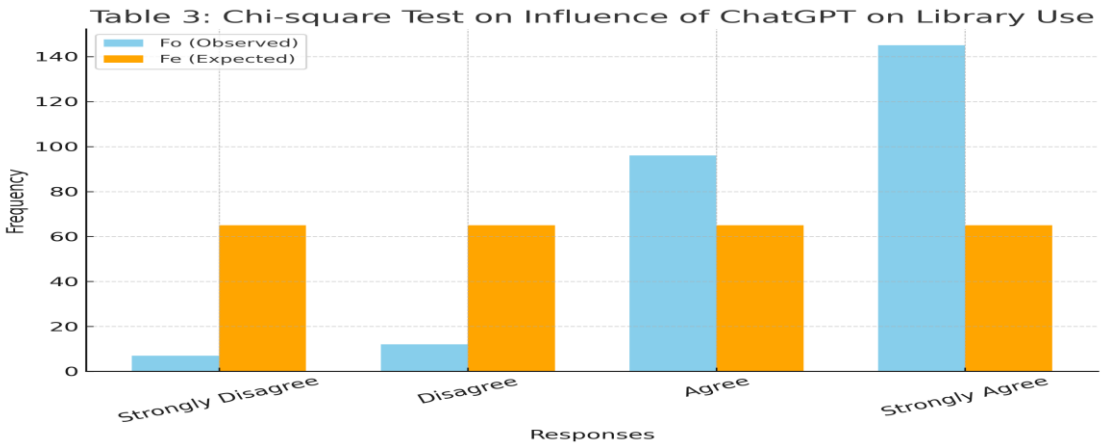
Table 2 shows the mean scores for items 6 – 10 ranging from 2.38-3.20. This shows that respondents agreed to the influence of Gemini on postgraduate students' library usage. For example, the statement "Gemini facilitates my information seeking process" (StD = 0.79) recorded a mean of 3.20, while "Use of Gemini has influenced my library use" (StD = 0.88) had a mean of 2.71, "Gemini has impacted my academic research process" (StD = 0.88) had a mean of 2.86. Notably, "I prefer Gemini over other AI tools for academic work" and "I do not visit the library because Gemini satisfies my information needs" (StD = 0.83 and 0.91) were relatively low with a mean of 2.38.

Test of Hypotheses

Hypothesis 1: Use of ChatGPT does not significantly influence library use by postgraduate students in universities in Benue State.

Table 3:
Chi-Square Analysis on the Significance of ChatGPT use on Library Use by Postgraduate Students in Universities in Benue State

S/N	Item Statement	SA	A	D	SD	Mean($\bar{x}$)	StD	Decision.
6	Gemini, the Google AI tool, facilitates my information seeking process	103	117	30	10	3.20	.79	Agree
7	Use of Gemini has influenced my library use	54	98	86	22	2.71	.88	Agree
8	Gemini has impacted my academic research process	66	111	66	17	2.86	.88	Agree
9	I prefer Gemini over other AI tools for academic work	33	67	125	35	2.38	.83	Disagree
10	I do not visit the library because Gemini satisfies my information needs	40	67	105	48	2.38	.91	Disagree
	Cluster Mean					**2.78**	**0.86**	**Agree**



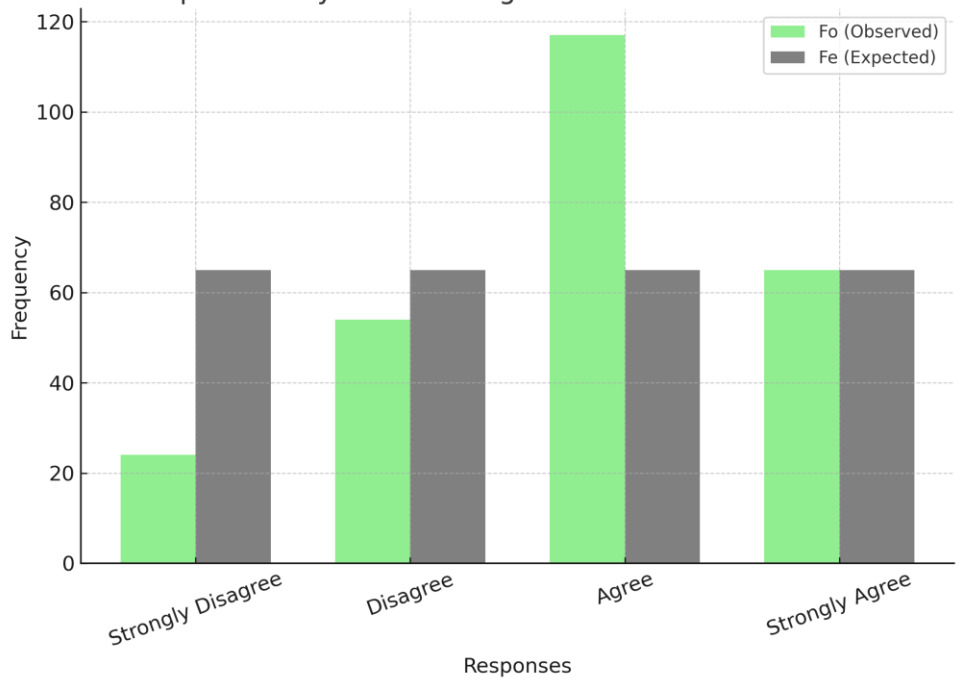
Responses	Fo	Fe	Df	x^2	*P*	Remark
Strongly Disagree	7	65.0				
Disagree	12	65.0				
Agree	96	65.0	3	268.492	0.00	Significant
Strongly Agree	145	65.0				
Total	260					

Table 3 shows that the Chi-Square (x^2) value is 308.831, with p-value of 0.00. Since the p-value is less than alpha value of 0.05, the null hypothesis is therefore rejected. This implies that use of ChatGPT significantly influences library use by postgraduate students in universities in Benue State.

Hypothesis 2: Use of Gemini does not significantly influence library use by postgraduate students in universities in Benue State

Table 4: Chi-Square Analysis on the Significance of Meta AI use on Library Use by Postgraduate Students in Universities in Benue State

Table 4: Chi-Square Analysis on the Significance of Meta AI Use on Library Use



Responses	Fo	Fe	Df	x^2	*p*	Remark
Strongly Disagree	24	65.0				
Disagree	54	65.0				
Agree	117	65.0	3	144.336	0.00	Significant
Strongly Agree	65	65.0				
Total	260					

Table 4 shows that the Chi-Square (x^2) value is 54.403, with p-value of 0.00. Since the p-value is less than alpha value of 0.05, the null hypothesis is not accepted. The empirical evidence supports the assertion that Meta AI significantly influences postgraduate students' interaction with library services in universities in Benue State, thereby necessitating the rejection of the null hypothesis (H_O2).

Discussion of Findings

The first objective was to assess the influence of ChatGPT on library use by postgraduate students. The findings indicate that ChatGPT has a significant influence on how students access and use library services. A substantial proportion of the respondents reported that the tool had improved their ability to conduct research, offered faster access to academic information and in many cases, served as a preferred alternative to traditional library services. These findings align closely with the study by Wagwu, Inyang, and Udo (2024), who found that ChatGPT was highly valued among university students (including postgraduates) in Akwa Ibom State due to its round-the-clock accessibility, quick response time, and ability to provide academic information without the time or logistical constraints associated with physical library visits. Similarly, Fabunmi and Akinyemi (2024) had unveiled that AI technologies, particularly ChatGPT, enhanced user satisfaction in university libraries by making information retrieval more efficient. While their study was more focused on general user experience, the present study advances this understanding by specifically linking ChatGPT use with decreased reliance on university libraries among postgraduate students.

The second objective investigated the influence of Gemini on library use. It was found that while Gemini exerted a significant influence, it was comparatively moderate. Students found the tool helpful for information seeking and research, but it was less preferred than ChatGPT. Fewer students reported that Gemini met their academic needs entirely or influenced their library visits

to the same extent. These findings are closely aligned with those of Alnasib and Alharbi (2024), who highlighted that Gemini, while innovative, had certain limitations such as response repetitiveness and limited contextual depth. They submitted that while users found Gemini beneficial, it was often used in conjunction with other AI tools rather than as a standalone resource. The parallel between these studies and the current one suggests a shared understanding of Gemini's position in the academic AI ecosystem as a supportive tool rather than a primary one.

Conclusion

The findings of this study underscore the transformative role of artificial intelligence tools in postgraduate education within universities in Benue State, Nigeria. ChatGPT and Gemini have enhanced postgraduate students' capacity for independent learning, research, and academic writing, thereby reducing their reliance on traditional library services. The study concludes that the future of academic information services lies in strategically integrating AI tools to complement and enhance their relevance in a rapidly digitising universe of information and documentary resources.

Recommendations

In light of the empirical findings and their theoretical implications, the following recommendations are proposed:

1. University libraries should adopt AI-powered tools such as ChatGPT and Meta AI as part of their information service delivery. This may include deploying AI-driven search interfaces, chatbots for virtual reference services, and personalised academic support systems.
2. University libraries should adopt a hybrid model that blends traditional services with AI capabilities. This dual approach will ensure inclusivity for students who prefer physical engagement while accommodating those inclined toward digital learning platforms.

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