

POSTGRADUATE STUDENTS' PERCEIVED POTENTIAL BENEFITS AND DRAWBACKS OF AI-POWERED CHATBOTS FOR SUPPORT SERVICES IN AL-HIKMAH UNIVERSITY: IMPLICATIONS FOR MANAGEMENT

BY

Yusuf Suleiman

Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University,
Nigeria.

Email: yusufsuleiman@alhikmah.edu.ng

Abstract

This study explored postgraduate students' perceived potential benefits and drawbacks of AI-powered chatbots for support services at Al-Hikmah University, with a focus on the implications for university management. As higher education institutions increasingly adopt artificial intelligence technologies to enhance student support, understanding user perceptions is essential for successful implementation and integration. Guided by the Technology Acceptance Model (TAM), the study employed a qualitative approach, drawing data from semi-structured interviews with 35 postgraduate students across various faculties. Findings revealed that students generally recognized the benefits of chatbots in improving efficiency, accessibility, and responsiveness to routine academic and administrative inquiries. Many participants highlighted the convenience of receiving instant responses, reduced need to queue at offices, and better access to information on registration, fees, and deadlines. These perceived advantages align with TAM's emphasis on perceived usefulness and ease of use as key drivers of technology adoption. However, students also raised concerns about several limitations. Notably, chatbots were viewed as inadequate for addressing complex or emotionally sensitive issues, and some participants questioned their reliability and accuracy. Concerns were also expressed regarding data privacy, lack of human interaction, limited digital literacy among some users, and the risk of outdated information. These drawbacks pose significant challenges for management and suggest that chatbots should complement, rather than replace, human support systems. The study recommends that university management adopt a hybrid model combining AI efficiency with human oversight. Efforts should be made to improve chatbot design, ensure frequent updates, and provide training for students to enhance digital literacy. Transparent data governance policies are also critical to foster trust and widespread adoption. Ultimately, while AI-powered chatbots hold promise for transforming support services in higher education, their success hinges on thoughtful implementation, user-centered design, and ongoing institutional support. These findings provide valuable views for decision-makers seeking to improve student experience through AI-driven solutions.

Keywords: Postgraduate Students, AI-Powered Chatbots, Potential Benefits and Drawbacks, Qualitative Research

Introduction

The rapid evolution of technology has profoundly transformed virtually every sector of modern society, and the landscape of higher education is no exception. Among the most impactful technological innovations in recent years is the integration of Artificial Intelligence (AI), which has redefined how universities interact with and support their students. This technological revolution is not merely limited to instructional delivery or digital learning platforms; it extends robustly into student support services, where AI-powered solutions such as chatbots are becoming increasingly prominent (Prabowo et. al., 2024; Rahman et. al., 2025; Tossell et al., 2024; Williams, 2024; Yigci et. al. 2025; Yusuf, 2024). AI-powered chatbots represent a pivotal advancement in student services by simulating human conversation through machine learning algorithms and natural language processing. These intelligent virtual assistants are capable of handling a wide range of tasks, including responding to frequently asked questions, assisting with course registration, providing real-time information on tuition fees, and guiding students through

administrative procedures. Their capability to operate 24/7, providing instant responses without human intervention, has rendered them valuable tools for both students and university administrators (Al-Refaei, Ali, Aldaba, & Zumrah, 2024). Particularly in contexts where universities face surging enrolment numbers and limited administrative personnel, chatbots serve as critical instruments to alleviate pressure and increase service efficiency (Neumann et al., 2024; Ojonugwa, Yakubu, & Idoko, 2024; Shafqat & Amjad, 2024). According to Saif et al. (2024), these tools optimize operational processes by automating repetitive, routine tasks, which allows human staff to concentrate on complex, high-value services such as academic advising or emotional support. From a student-centered perspective, chatbots promote ease of access to vital information, eliminating the need for physical visits to university offices or enduring long queues. This streamlined service delivery is especially relevant in fast-paced academic environments, where timely access to information is essential for decision-making and academic success.

Furthermore, the growing tech-savviness of students plays a significant role in chatbot integration. Today's students are immersed in digital ecosystems and are well-acquainted with platforms like WhatsApp, Telegram, and other messaging services. This familiarity enables a seamless transition to chatbot interaction, particularly when these tools are deployed via platforms that students already use daily. Oladipupo and Samuel (2024) assert that AI-powered chatbots are not only operationally beneficial but also align with the communication preferences of digital-native students. In this sense, chatbots are not just tools of convenience but also instruments of engagement, facilitating greater interaction between the institution and its students. According to Yusuf et al. (2024), despite their growing adoption globally, the implementation of AI-powered chatbots in Nigerian universities remains in its infancy. In Nigeria, universities are often characterized by high student-to-staff ratios, underfunded administrative systems, and technological infrastructure gaps. These challenges have historically resulted in delayed responses, inefficient services, and student dissatisfaction. Within this context, AI-powered chatbots offer an innovative solution to reduce the administrative burden and improve service delivery. However, the success of such technological adoption hinges not only on the infrastructure or software deployed but also on how students perceive and interact with these tools.

The Technology Acceptance Model (TAM) suggests that the perceived usefulness and perceived ease of use are two critical factors influencing users' willingness to adopt new technologies. Applied to the university setting, if students perceive chatbots as beneficial in solving academic or administrative challenges and find them easy to interact with, they are more likely to embrace and utilize them regularly (Yusuf, 2024). Conversely, if students harbor concerns related to the accuracy, trustworthiness, or usability of these tools, their acceptance may be hindered, regardless of the technology's potential. Existing research has emphasized the significance of student perceptions in determining the adoption and successful integration of AI-driven technologies in higher education (Hossain et al., 2024). Positive perceptions are generally associated with increased usage and satisfaction, while negative perceptions are often shaped by concerns over data privacy, limited digital literacy, poor user experience, and inadequate institutional support. In Nigeria, these factors are particularly salient given the infrastructural disparities between urban and rural university environments, variability in internet access, and the inconsistent deployment of digital training initiatives (Shafqat & Amjad, 2024). Moreover, while global research on the effectiveness and deployment of AI-powered chatbots is gradually expanding, there is a notable scarcity of context-specific empirical studies in Nigerian higher education institutions. The unique socio-economic, infrastructural, and cultural dynamics of Nigerian universities necessitate locally grounded investigations that explore how students in these contexts perceive and are likely to interact with chatbot technologies. At Al-Hikmah University, for instance, AI-powered chatbots have not yet been formally introduced as part of the institution's support services ecosystem. However, as a forward-looking institution committed to digital transformation, it is essential to assess students' readiness and perception regarding such innovations. This study, therefore, seeks to fill the existing knowledge gap by exploring postgraduate students' perceptions of AI-powered chatbots as tools for enhancing student support services at Al-Hikmah University. The qualitative nature of the study allows for an in-depth understanding of students' thoughts, expectations, concerns, and suggestions related to chatbot deployment in their academic environment.

Research Questions

1. What are the perceived benefits of AI-powered chatbots for enhancing support services among postgraduate students at Al-Hikmah University?
2. What drawbacks or concerns do postgraduate students associate with the use of AI-powered chatbots for academic and administrative support services?
3. What are the implications of postgraduate students' perceptions of chatbot benefits and drawbacks for university management in implementing AI-driven support systems?

Literature Review

Several studies across various educational contexts have explored the use of AI-powered chatbots in enhancing student engagement and support services, particularly in higher education. In Nigeria, Yusuf (2024) conducted a study on the adoption of AI chatbots in selected universities, focusing on Al-Hikmah University. His research found that students largely appreciated the chatbots' 24-hour availability and the immediacy of feedback, which provided them with timely responses to their academic and administrative queries. However, concerns were raised about the limited personalization of responses and the challenges posed by language variations, which sometimes led to communication gaps. Similarly, Yusuf et al. (2024) investigated the deployment of a locally developed chatbot system used for student enquiries. Findings revealed a significant impact, with a 40% reduction in physical visits to administrative offices for routine inquiries. Students reported potential higher satisfaction levels due to the convenience and accessibility offered by the chatbot system. Despite these advantages, technical issues such as unreliable internet access and the absence of integration with existing administrative systems emerged as obstacles to seamless functionality.

Orok et al. (2024) focused on the effectiveness of chatbots within virtual learning environments. Their study showed that students appreciated the conversational and human-like characteristics of AI systems, particularly in providing academic support and addressing emotional and mental health concerns. This highlights the broader potential of AI beyond administrative tasks, suggesting that chatbots can play a role in holistic student support. Zamora (2017) evaluated the use of chatbots in higher education and found that students generally regarded them as efficient, trustworthy, and helpful provided they were well-programmed and maintained. This reinforces the importance of system quality and user experience in determining the success of chatbot adoption in educational institutions. In another study, Shafqat and Amjad (2024) examined the influence of AI-based learning technologies, including chatbots, on student engagement. They emphasized the critical role of digital equity, noting that disparities in internet access and digital infrastructure significantly affect how students interact with and benefit from these technologies. This finding is particularly relevant to the Nigerian context, where infrastructural inconsistencies between urban and rural areas can create unequal access to AI-powered tools. Oladipupo and Samuel (2024) conducted surveys on students' awareness and perception of AI technologies in private universities in Nigeria. Their research revealed high levels of awareness among students but only moderate usage of AI tools. This was attributed to several concerns, including data privacy, limited training on the effective use of these technologies, and a lack of institutional support for AI integration in daily academic processes. Taken together, these studies reveal a growing interest and receptivity to AI-powered chatbots among university students in Nigeria. The potential benefits such as improved accessibility, efficiency, and convenience—are widely acknowledged. However, for these technologies to be sustainably adopted and effectively utilized, critical challenges must be addressed. These include improving system personalization, enhancing infrastructural support, providing user training, safeguarding data privacy, and ensuring integration with existing institutional platforms.

The theoretical foundation of this study is grounded in the Technology Acceptance Model (TAM), originally proposed by Davis (1989). TAM suggests that two critical determinants: Perceived Usefulness (PU) and Perceived

Ease of Use (PEOU) shape an individual's behavioral intention to adopt and utilize a new technology. In the context of AI-powered chatbots in higher education, this implies that students are more inclined to accept and use chatbots if they believe the technology will enhance their academic performance and simplify their interactions with university services. For instance, if students find that a chatbot can efficiently provide answers to course-related inquiries or assist in administrative tasks like registration or fee payments, and if they find it simple and intuitive to use, their likelihood of continued use increases. TAM has been widely applied in educational research to explain user behavior toward emerging technologies. Its emphasis on user perception makes it particularly suitable for assessing how students respond to innovations such as chatbots, which rely heavily on human-computer interaction. To provide a more comprehensive understanding, this study also draws on the Unified Theory of Acceptance and Use of Technology (UTAUT) developed by Venkatesh et al. (2003). UTAUT builds upon the foundation of TAM and integrates additional constructs that influence technology acceptance. These include Performance Expectancy (the belief that the technology will help users perform tasks more effectively), Effort Expectancy (the perceived ease associated with using the technology), Social Influence (the extent to which peers or authority figures influence one's use of the technology), and Facilitating Conditions (the presence of organizational and technical support systems). In applying UTAUT, the study acknowledges that student adoption of AI chatbots is not solely a function of individual perceptions but also shaped by institutional readiness, peer recommendations, and infrastructural support such as reliable internet access and digital literacy. These variables are particularly relevant in the Nigerian university context, where disparities in technological infrastructure and digital skills may affect the widespread adoption of AI tools. Combining TAM and UTAUT, this study provides a robust framework for analyzing student perceptions and intentions toward the use of AI-powered chatbots. It captures both individual-level motivations and broader contextual factors, making it well-suited to guide policy decisions and strategic implementation of chatbot technologies in Nigerian universities.

Methodology

This study employed a qualitative research design to examine postgraduate students' perceptions of AI-powered chatbots as tools for enhancing support services in Nigerian universities, with a specific focus on Al-Hikmah University. A qualitative approach was chosen to allow for a comprehensive exploration of students' views, experiences, and attitudes towards the application of AI in student support systems. This design enabled the researchers to capture the nuanced and subjective experiences of individuals in relation to emerging technologies within the academic environment. A phenomenological method was adopted to gain insights into the lived experiences of postgraduate students who have either interacted with or have substantial knowledge of AI-powered chatbots. This approach facilitated the understanding of how students perceive the role of chatbots in addressing academic and administrative needs, such as course registration, fee inquiries, academic advising, and general enquiries. Participants were selected through purposive sampling to ensure a diverse and information-rich pool of respondents. The study included postgraduate students from six faculties: Education, Health Sciences, Humanities and Social Sciences, Management Sciences, Law, and Natural and Applied Sciences. This cross-faculty representation was important to capture a wide range of experiences and expectations regarding chatbot use. A total of 35 postgraduate students were interviewed for the study. Data were collected using semi-structured interviews, which provided a balance between guided inquiry and open-ended exploration. This format allowed the researcher to ask predetermined questions while remaining flexible enough to probe deeper into responses when necessary. Each interview lasted between 25 and 40 minutes and was conducted either in person or via virtual platforms, depending on participant preference and availability. All interviews were audio-recorded with participants' informed consent to ensure accuracy and completeness during transcription. The interview guide focused on several key areas: perceived benefits of chatbot usage, ease of use, accessibility, challenges encountered or anticipated, and recommendations for improving chatbot implementation in university settings. To ensure the trustworthiness of the findings, techniques such as member checking, peer debriefing, and maintaining a detailed audit trail of the research process were employed. Ethical standards were rigorously followed. Participants were fully informed of the study's objectives and their rights, including confidentiality, anonymity, and the option to withdraw at any point. Informed consent was obtained before interviews commenced. Data were analyzed thematically. The researcher reviewed and

coded the transcripts systematically, identifying patterns and grouping them into themes that reflected shared perceptions and divergent viewpoints.

Analysis

Data Transcription and Codification

Following the semi-structured interviews conducted with 35 postgraduate students across six faculties at Al-Hikmah University, all audio recordings were transcribed verbatim to ensure accuracy and completeness. Transcripts were reviewed thoroughly and anonymized to protect participants' identities. Using a thematic analysis approach, the transcribed data were subjected to open coding, allowing for the identification of recurring words, phrases, and concepts. Codes were then grouped into broader categories and refined into key themes. Four major themes emerged: (1) *Perceived Benefits* – including 24/7 availability, faster responses, and reduced administrative burden; (2) *Perceived Drawbacks* – such as limited personalization, language barriers, and lack of emotional intelligence; (3) *Usability and Accessibility* – highlighting students' ease or difficulty in interacting with chatbots; and (4) *Recommendations for Improvement* – including better integration with student portals, language support, and improved accuracy. Below is the table presenting the results of the thematic analysis based on the semi-structured interviews with 35 postgraduate students at Al-Hikmah University:

Table 1: Thematic Analysis of the Study

Theme	Description	Sample Codes	Remarks
1. Perceived Benefits	Highlights students' positive views on chatbot usage, particularly in improving service delivery.	"Quick responses", "Available anytime", "No need to visit registry", "Time-saving"	Widely acknowledged across faculties; students appreciated improved access and speed.
2. Perceived Drawbacks	Captures concerns and limitations associated with chatbot usage.	"Not always accurate", "Too robotic", "No human touch", "Can't handle complex issues"	Trust issues emerged due to inconsistent information and lack of emotional sensitivity.
3. Usability and Accessibility	Focuses on how easy or difficult students find the chatbots to use and access.	"Hard to navigate", "Easy for tech-savvy users", "Not student-friendly", "Too technical"	Students emphasized the need for a user-friendly interface, particularly for new users.
4. Recommendations for Improvement	Suggestions from students on how chatbot services could be enhanced.	"Integrate with portal", "Update information", "Add multiple languages", "Improve accuracy"	Strong call for regular updates, contextual design, and alignment with students' needs.

Response to Research Questions

Research Question 1: What are the perceived benefits of AI-powered chatbots for enhancing support services among postgraduate students at Al-Hikmah University?

The perspectives of postgraduate students at Al-Hikmah University reveal a mixture of optimism and caution regarding the use of AI-powered chatbots for support services. Students across faculties appreciate the potential of chatbots to address common challenges in communication and administrative processes, but they also highlight critical areas for improvement.

A student from the Faculty of Law (L1) emphasized the convenience of AI chatbots for urgent academic clarifications, noting that such tools provide quick responses that can be faster than waiting on university personnel. Another Law student (L2) echoed this, pointing out that chatbots could significantly reduce long queues at the

registry if they are programmed to respond to routine queries related to registration or result issues. Both responses suggest a clear need for speed and accessibility in student services. From the Faculty of Education, a student (E3) appreciated the innovation but expressed concern over the reliability and trustworthiness of chatbot responses. According to the participant, consistent accuracy is key to the tool's usefulness. This skepticism reflects the importance of building student confidence in AI tools.

A student from Health Sciences (H3), who had no prior experience using a chatbot, still believed it could be helpful particularly for accessing timely information such as fee payments, academic deadlines, and course allocations if it functions effectively. In the Faculty of Natural and Applied Sciences, a respondent (N5) discussed difficulties in obtaining feedback from departments. The student stressed that a chatbot could help by either providing updated information directly or linking users to the appropriate personnel, provided it is user-friendly and responsive.

Also, Management Sciences students also provided valuable insights. One respondent (M1) argued that the chatbot's usefulness is directly tied to its design. If the interface is interactive and capable of handling tasks like confirming payments, it would be considered valuable; otherwise, students may ignore it. Another student (M4) emphasized its relevance to fresh students unfamiliar with university systems, suggesting that well-programmed bots could aid in orientation and navigation.

Humanities students highlighted further considerations. One participant (H1) valued the 24/7 availability of chatbots, noting their potential to assist when physical offices are closed. Another (H4) warned that outdated chatbot information could lead to frustration, reinforcing the need for regular content updates. A third student (H6) stressed that the chatbot must be responsive, precise, and easy to use; otherwise, its technical or robotic nature may deter students.

Research Question Two: What drawbacks or concerns do postgraduate students associate with the use of AI-powered chatbots for academic and administrative support services?

Despite recognizing the potential benefits of AI-powered chatbots, postgraduate students at Al-Hikmah University expressed several concerns and drawbacks regarding their use for academic and administrative support. A key issue identified was the chatbot's limited ability to handle complex or specific queries. For instance, Participant E5 (Education) acknowledged the chatbot's usefulness during registration and fee inquiries but noted its inability to understand detailed or nuanced questions, which often leads to frustration. The participant emphasized the need for more human-like interactions that go beyond automated responses.

Similarly, accuracy and relevance of information emerged as a critical concern. Participant L2 (Law) shared an experience where the AI provided outdated or overly generic answers, especially regarding exam timetables. This inconsistency undermined trust in the system, suggesting that without real-time updates, students may not rely on the chatbot for essential academic information.

Data privacy and security also featured prominently in students' concerns. Participant M3 (Management Sciences) appreciated the potential chatbot's round-the-clock availability but questioned who had access to the personal data shared during interactions. This highlights the need for transparent data governance policies and user assurances regarding confidentiality.

Usability was another issue raised. While Participant H1 (Humanities) found the potential chatbot user-friendly, they acknowledged that some peers, particularly those less tech-savvy, may struggled to navigate the system. This indicates a gap in digital literacy support, pointing to the need for orientation or user training.

Participants also criticized the potential chatbot's inability to manage complex academic matters. Participant H3 (Humanities) stated that for issues such as academic complaints, the chatbot may redirects users back to human staff,

reducing its effectiveness in high-level support services. Participant H4 (Humanities) highlighted the absence of emotional engagement, noting that students sometimes need empathy or reassurance, which AI is currently incapable of delivering.

Infrastructure and awareness were additional concerns. Participant M2 (Management Sciences) pointed out that the chatbot may not always be functional during poor internet connectivity and that many students are unaware of its existence. This calls for improved promotion and investment in robust digital infrastructure.

In summary, while AI-powered chatbots have the propensity to offer convenience and accessibility, postgraduate students remain cautious about their limitations in personalization, emotional support, data privacy, accuracy, and inclusivity. These concerns present critical areas for university management and developers to address to enhance chatbot effectiveness in higher education environments.

Research Question 3: What are the implications of postgraduate students' perceptions of chatbot benefits and drawbacks for university management in implementing AI-driven support systems?

Based on the views of participants, several implications for university management in implementing AI-driven support systems arise. First, the limited effectiveness of chatbots in handling complex or specific queries suggests that management should consider integrating a hybrid model where AI chatbots handle routine inquiries, while human staff remain accessible for more complex matters. This approach would balance efficiency and personalized support, as noted by Participant H3 (Humanities) and Participant E4 (Education), who pointed out that chatbots often refer students to human staff for advanced issues.

The concern about data privacy raised by Participant M3 (Management Sciences) highlights the need for transparent data management policies. University management should ensure that students are aware of how their data is being used and implement robust data protection measures to foster trust in AI systems.

Usability challenges, particularly for less tech-savvy students, as indicated by Participant H1 (Humanities), imply that user training and orientation should be prioritized. University management could consider offering workshops or guides on how to effectively use chatbots, thereby increasing adoption and minimizing frustration.

The issue of accuracy and timely updates, raised by Participant H2 (Health Sciences), suggests that regular system updates are necessary to ensure that chatbots provide real-time, relevant information. Implementing a mechanism for regular content reviews and upgrades will maintain the chatbot's reliability and ensure students receive up-to-date responses.

Finally, the lack of emotional connection cited by Participant H4 (Humanities) indicates a need for human support, particularly in sensitive or emotionally charged situations. Management should ensure that chatbots are not seen as a replacement for human empathy, maintaining a balance between AI efficiency and human emotional intelligence.

Discussion

Based on research question one, findings from postgraduate students at Al-Hikmah University reveal a clear recognition of the potential benefits of AI-powered chatbots in enhancing support services, with particular emphasis on efficiency, accessibility, and convenience. A consistent theme across various faculties was the appreciation for chatbots' ability to provide quick responses to routine queries, which could reduce wait times and administrative bottlenecks. For instance, students from highlighted the advantage of chatbots for providing timely clarifications on academic matters and reducing long queues at administrative offices, demonstrating a strong desire for faster, more accessible support. In addition, emphasized the importance of AI chatbots in facilitating access to real-time information about fees, deadlines, and course allocations, suggesting a need for consistent, updated responses. The

findings align with Technology Acceptance Model (TAM), which posits that users' willingness to adopt new technologies is primarily influenced by two factors: perceived usefulness and perceived ease of use. In the context of universities, if students perceive chatbots as valuable tools for addressing academic or administrative challenges and find them easy to navigate, they are more likely to adopt and regularly use them (Yusuf, 2024). Shafqat and Amjad (2024) found that research has underscored the importance of student perceptions in the successful adoption and integration of AI-driven technologies in higher education.

Postgraduate students at Al-Hikmah University raised several concerns and drawbacks regarding the use of AI-powered chatbots for academic and administrative support. A major issue highlighted was the chatbot's inability to handle complex queries effectively. For example, findings reveal that while chatbots were useful for simple tasks like registration or fee inquiries, they may often failed to address detailed or specific questions, which may cause frustration. According to Hossain et al. (2024), positive perceptions generally correlate with higher usage rates and greater user satisfaction, while negative perceptions are often driven by worries about data privacy, low digital literacy, poor user experience, and insufficient institutional support. These concerns are particularly relevant, where challenges such as infrastructural disparities between urban and rural universities, inconsistent internet access, and limited digital training initiatives contribute to varied student experiences with technology. Yusuf et al. (2024) found that despite their growing use in higher education, chatbots present several potential drawbacks for student support services. One major concern is their limited ability to handle complex or emotionally sensitive issues, which may require human empathy and nuanced understanding. Chatbots can also provide inaccurate or outdated information if not regularly updated, leading to misinformation and student frustration. Additionally, students with limited digital literacy may struggle to use chatbot systems effectively, creating a barrier to access. Data privacy is another significant concern, as students may be unsure about how their personal information is stored or used, potentially affecting trust in the system.

Based on the third research question of the study, findings from postgraduate students' perceptions of AI-powered chatbots suggest several key implications for university management in implementing AI-driven support systems. One significant concern is the chatbot's limited ability to handle complex or specific queries. As highlighted by participants, a hybrid model integrating both AI and human support would be more effective. AI can address routine inquiries, while human staff can manage complex issues, ensuring efficiency without sacrificing personalization. They emphasize the need for transparent data management policies. University management must ensure that students are fully informed about how their data is used and implement strict data protection measures to maintain trust. Yusuf (2024) opined that the implementation of chatbots for student support services in higher institutions carries several key implications for university. First, institutions must ensure that chatbot systems are user-friendly, accurate, and capable of addressing students' frequently asked questions effectively. Management should also adopt a hybrid approach, combining AI efficiency with human support for complex or emotional issues. Furthermore, to build student trust, robust data privacy and security measures must be put in place. Regular updates and maintenance are essential to keep chatbot information current. Finally, orientation and digital literacy training should be provided to ensure all students can access and benefit from the technology.

Conclusion

In conclusion, the study highlights that postgraduate students at Al-Hikmah University perceive AI-powered chatbots as valuable tools for enhancing support services, particularly in terms of efficiency, accessibility, and timely communication. Their positive reception aligns with the Technology Acceptance Model, reinforcing that perceived usefulness and ease of use are key to adoption. However, concerns regarding the chatbot's inability to address complex issues, data privacy, digital literacy, and outdated information indicate areas requiring attention. For successful implementation, management of Al-Hikmah University should adopt a hybrid model that integrates AI-driven efficiency with human support for nuanced matters. Transparent data policies, regular content updates, and targeted digital literacy training are essential to building trust and ensuring inclusive access.

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