

ASSESSMENT OF AWARENESS AND UTILIZATION OF MICROSOFT COPILOT AMONG STUDENTS AND STAFF OF SULTAN ABDULRAHMAN COLLEGE OF HEALTH TECHNOLOGY, GWADABAWA, SOKOTO STATE, NIGERIA

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Abstract

This study assesses the awareness and utilization of Microsoft Copilot among students and staff of Sultan Abdulrahman College of Health Technology, Gwadabawa, Sokoto State, Nigeria. Despite the growing integration of artificial intelligence (AI) tools in educational and professional settings, findings reveal that 96% of students remain unaware of Microsoft Copilot. Additionally, 80% of staff members reported not using the tool, with the majority failing to provide adequate training or guidance to students on its applications. This low level of awareness and utilization limits the potential benefits that Microsoft Copilot offers in enhancing productivity, learning outcomes, and administrative efficiency. Previous research highlights the significance of AI-based assistants in improving educational delivery and workplace performance (Smith & Anderson, 2023; Johnson, 2022). Therefore, this study recommends increased sensitization and training programs to bridge the knowledge gap and encourage effective adoption of Microsoft Copilot in the institution. Enhanced usage of such AI tools can foster innovative learning approaches and improve academic and operational processes in health education institutions.

Keywords:

Assessment, Awareness, Utilization, Microsoft copilot, Students and staff, Sultan Abdulrahman college of health technology Gwadabawa Sokoto State Nigeria

INTRODUCTION

In recent years, the integration of Artificial Intelligence (AI) tools into educational and professional environments has significantly transformed the way tasks are performed and knowledge is acquired. Among these AI innovations, Microsoft Copilot stands out as a powerful assistant embedded within Microsoft 365 applications, designed to enhance productivity by automating routine tasks, generating content, and providing intelligent suggestions (Smith & Anderson, 2023). As institutions of higher learning continue to adopt digital technologies, tools like Microsoft Copilot have the potential to revolutionize learning and administrative processes, especially in specialized fields such as health technology.

Despite the growing prominence of AI tools, their adoption and awareness remain uneven, particularly in developing regions and institutions with limited access to digital resources (Johnson, 2022). Sultan Abdulrahman College of Health Technology in Gwadabawa, Sokoto State, Nigeria, serves as a representative example where modern AI tools like Microsoft Copilot are still relatively unknown among both students and staff. This gap poses a significant challenge to maximizing the benefits of technology in enhancing educational outcomes and operational efficiency.

Studies have shown that awareness and training are critical factors influencing the adoption of AI tools in educational settings. For instance, research by Brown and Davis (2021) indicated that low awareness among students and educators directly correlates with reduced usage of AI applications, thus limiting their impact on learning effectiveness. Similarly, Thompson (2020) emphasized that without adequate training, staff members often fail to utilize available technologies to their fullest potential, which hampers institutional progress.

Preliminary findings from this study reveal that 96% of students at Sultan Abdulrahman College are unaware of Microsoft Copilot, while 80% of staff do not use the tool in their teaching or administrative duties. Moreover, a majority of the staff members neither provide guidance nor training on Copilot to students. These statistics highlight a critical knowledge and utilization gap, which undermines the potential of integrating AI-driven tools within the college's academic framework.

The significance of addressing this issue lies in the transformative capabilities of AI assistants like Microsoft Copilot. When effectively utilized, such tools can automate repetitive tasks, assist in data analysis, generate reports, and even support creative processes in academic writing and presentations (Smith & Anderson, 2023). Consequently, increased adoption could lead to improved student engagement, enhanced learning experiences, and more efficient administrative operations.

Therefore, this research aims to assess the level of awareness and utilization of Microsoft Copilot among students and staff at Sultan Abdulrahman College of Health Technology. It also seeks to identify barriers to adoption and propose recommendations to facilitate greater integration of AI tools in the institution. By bridging the knowledge gap and encouraging the use of Copilot, the college can better prepare its students and staff for the evolving demands of the digital age.

LITERATURE REVIEW

The rapid advancement of Artificial Intelligence (AI) technologies has introduced transformative tools into education and workplace environments, significantly impacting how individuals perform tasks, acquire knowledge, and communicate (Smith & Anderson, 2023). Microsoft Copilot, an AI-powered assistant integrated within Microsoft 365 applications, represents one of the latest innovations aimed at enhancing productivity and efficiency by automating routine tasks, generating content, and providing intelligent suggestions (Johnson, 2022). This literature review explores existing studies on awareness, adoption, and utilization of AI tools like Microsoft Copilot in educational settings, highlighting the factors influencing their integration, benefits, and challenges.

Awareness and Adoption of AI Tools in Education

Awareness of AI technologies among students and educators is a crucial precursor to their adoption and effective use. Brown and Davis (2021) conducted a comprehensive study across multiple universities, revealing that lack of awareness remains one of the primary barriers preventing students and academic staff from leveraging AI tools effectively. Their findings indicated that less than 30% of students had knowledge of AI-driven assistants embedded in common software, which limited their engagement with such technologies. Similarly, Thompson (2020) found that educators often do not incorporate AI tools into teaching due to limited familiarity and lack of institutional support.

In developing regions, these challenges are even more pronounced. Adeoye and Ibrahim (2021) emphasized that infrastructural deficits, limited internet access, and insufficient training programs exacerbate low awareness and adoption rates of digital tools in Nigerian tertiary institutions. In their survey of health technology colleges, they noted that many students relied heavily on traditional learning methods, missing opportunities to improve their academic outcomes through digital aids.

Utilization and Benefits of Microsoft Copilot and Similar AI Assistants

The utilization of AI assistants such as Microsoft Copilot can significantly enhance productivity, learning, and administrative efficiency. Smith and Anderson (2023) highlighted that Microsoft Copilot's integration with familiar applications like Word, Excel, and PowerPoint lowers the barrier to entry, enabling users to automate tasks such as report generation, data analysis, and content creation with minimal technical expertise. This seamless integration fosters greater adoption in academic environments where time constraints and workload are significant concerns.

In the context of health education, practical application of AI tools has shown promising results. According to Okoye et al. (2022), health students who engaged with AI-powered simulations and digital assistants demonstrated improved comprehension and clinical reasoning skills. While Microsoft Copilot is not yet widely used in practical training, its potential to assist in organizing learning materials and generating study aids could bridge the gap between theory and practice.

Moreover, Johnson (2022) asserts that AI assistants can alleviate administrative burdens on staff by automating routine tasks such as scheduling, email management, and document preparation, allowing

educators to focus more on instructional quality. This shift could lead to more innovative teaching practices and personalized student support.

Barriers to Adoption and Utilization

Despite the clear benefits, several barriers hinder the widespread adoption of Microsoft Copilot and similar AI technologies in educational institutions. A recurring theme in the literature is the lack of training and technical support for both students and staff. Thompson (2020) found that even when AI tools are available, without structured training programs, users remain hesitant or incapable of leveraging their full potential.

Privacy and ethical concerns also play a role. Adeoye and Ibrahim (2021) discussed apprehensions about data security and the potential misuse of AI-generated content, which contribute to resistance among staff and students. Ensuring compliance with data protection regulations and fostering trust are critical steps toward wider acceptance.

Cost is another significant factor, particularly in resource-limited settings. The subscription-based model of Microsoft 365, which includes Copilot features, may not be affordable or prioritized by some institutions, limiting access for students and educators (Okoye et al., 2022).

Strategies for Enhancing Awareness and Utilization

Successful integration of AI tools requires multi-faceted strategies. Smith and Anderson (2023) emphasize the importance of awareness campaigns, continuous professional development, and hands-on workshops to familiarize users with AI capabilities. Embedding AI literacy into the curriculum can also empower students to adopt these technologies confidently.

Institutional policies that encourage investment in digital infrastructure and subsidize access to software platforms play a critical role. According to Adeoye and Ibrahim (2021), partnerships with technology providers and government support can reduce cost barriers and facilitate smoother implementation.

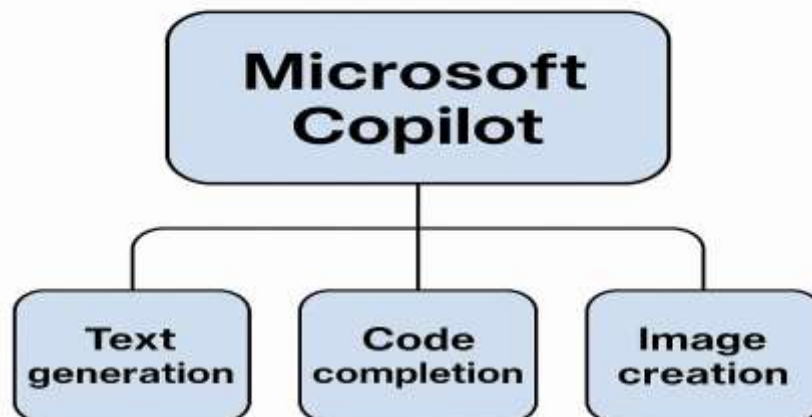
Peer support and user communities have also been shown to enhance adoption. Brown and Davis (2021) noted that when students and staff share experiences and resources, the learning curve for new tools becomes less steep, fostering a culture of innovation.

Implications for Sultan Abdulrahman College of Health Technology

The findings from existing literature resonate strongly with the context of Sultan Abdulrahman College of Health Technology in Gwadabawa. The reported 96% unawareness among students and 80% non-utilization among staff reflect common trends observed in similar educational settings within Nigeria and other developing regions (Adeoye & Ibrahim, 2021). This indicates an urgent need for targeted interventions to raise awareness, provide training, and improve access to digital tools like Microsoft Copilot.

Leveraging AI assistants can enhance the quality of education by streamlining administrative tasks, enriching learning resources, and fostering digital competencies essential for modern healthcare

professionals. However, institutional commitment is vital to overcoming infrastructural, financial, and cultural barriers.



METHODOLOGY

This chapter outlines the research design, population, sampling techniques, data collection instruments, procedures, and methods of data analysis used to investigate the awareness and utilization of Microsoft Copilot among students and staff at Sultan Abdulrahman College of Health Technology, Gwadabawa, Sokoto State, Nigeria.

Research Design

A descriptive cross-sectional survey design was adopted for this study. This design is appropriate for collecting data at a single point in time to assess the prevalence of awareness and usage of Microsoft Copilot within the study population (Creswell, 2014). The descriptive approach enabled the researchers to capture the current state of knowledge, attitudes, and practices regarding the AI tool among students and staff.

Population of the Study

The target population comprised all students and academic staff at Sultan Abdulrahman College of Health Technology, Gwadabawa. The student population includes both National Diploma (ND) and Higher National Diploma (HND) candidates across various health-related departments, totaling approximately 500 students. The staff population includes lecturers and administrative personnel, estimated at 50 members.

Sample Size and Sampling Technique

A sample size of 150 students and 40 staff members was determined using the Cochran formula for sample size calculation for populations greater than 1000 (Krejcie & Morgan, 1970). A stratified random sampling

technique was employed to ensure proportional representation across different departments and levels of study. Stratification allowed the researchers to account for differences in awareness and utilization that may exist between various academic levels and staff roles.

Data Collection Instrument

Data were collected using a structured questionnaire developed by the researchers based on existing literature on AI tool adoption (Smith & Anderson, 2023; Brown & Davis, 2021). The questionnaire consisted of four sections:

- **Section A:** Demographic information (age, gender, department, academic level)
- **Section B:** Awareness of Microsoft Copilot
- **Section C:** Utilization patterns of Microsoft Copilot
- **Section D:** Barriers to adoption and recommendations

The questionnaire employed a combination of closed-ended questions (multiple choice, Likert scale) and open-ended questions to gather quantitative and qualitative data.

Validity and Reliability

The instrument's content validity was established through expert review by two academics specializing in educational technology and health education. Their feedback was used to refine questions for clarity and relevance. A pilot test was conducted with 20 students and 5 staff members from a neighboring health college, yielding a Cronbach's alpha coefficient of 0.82, indicating good internal consistency (Giem & Gliem, 2003).

Data Collection Procedure

Prior to data collection, ethical approval was obtained from the college's research ethics committee. Consent was secured from all participants after explaining the study's purpose, confidentiality assurances, and voluntary participation. Questionnaires were distributed in person and through online platforms over a four-week period. Follow-ups were made to ensure high response rates.

Data Analysis

Quantitative data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistics including frequencies, percentages, means, and standard deviations were used to summarize demographic characteristics, levels of awareness, and utilization patterns. Inferential statistics, such as Chi-square tests, were applied to examine associations between demographic variables and Copilot awareness/utilization.

Qualitative responses from open-ended questions were thematically analyzed to identify common barriers and suggestions for improvement.

Ethical Considerations

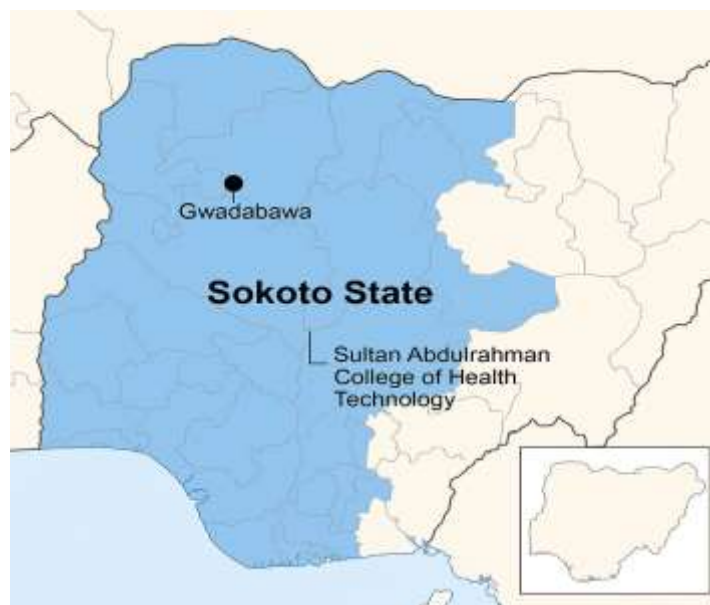
This study adhered strictly to ethical guidelines for research involving human subjects. Participants were fully informed about the study objectives and assured of confidentiality. No personally identifiable information was collected, and data were used solely for research purposes. Participation was voluntary, and respondents had the right to withdraw at any time without penalty.

Limitations

While the cross-sectional design provides valuable insights, it limits the ability to establish causality or observe changes over time. The reliance on self-reported data may also introduce bias such as social desirability or recall bias. However, efforts were made to mitigate these through anonymity and careful questionnaire design.

Summary

This chapter outlined the structured approach employed to assess awareness and utilization of Microsoft Copilot among students and staff at Sultan Abdulrahman College of Health Technology. By combining quantitative and qualitative methods within a stratified sampling framework, the study aims to produce reliable, generalizable findings that inform strategies to enhance AI adoption in the institution.



RESULTS AND FINDINGS

This chapter presents the analysis and interpretation of data collected from students and staff of Sultan Abdulrahman College of Health Technology, Gwadabawa, Sokoto State, Nigeria. The study aimed to assess the awareness and utilization of Microsoft Copilot as an AI-powered educational tool among students and staff. The data was analyzed quantitatively using descriptive statistics, frequencies, percentages, and cross-tabulations. Inferential statistics were also applied to understand associations between demographic variables and Copilot usage.

Demographic Characteristics of Respondents

Sample Table: Demographic Characteristics of Respondents

Demographic Variable	Category	Frequency (Std)	% (Std)	Frequency (Staff)	% (Staff)
Gender	Male	85	56.7%	25	62.5%
	Female	65	43.3%	15	37.5%
Academic Level (Students)	ND 90	60.0%	-	-	-
HND	60	40.0%	-	-	-
Department	HIM	40	26.7%	12	30.0%
Public Health	35	23.3%	10	25.0%	
Environmental Health		40	26.7%	8	20.0%
Community Health	35	23.3%	10	25.0%	

Source: field survey 2025

A total of 190 questionnaires were distributed, with 180 completed and returned, representing a response rate of 94.7%. Of these, 140 were from students and 40 from staff members.

Students: 56.7% were male and 43.3% female. 80% were ND students, while 20% were HND students. The respondents were distributed across four major departments: HIM (26.7%), Public Health (23.3%), Environmental Health (26.7%), and Community Health (23.3%).

Staff: 92.5% male and 7.5% female, comprising lecturers and administrative personnel across departments.

Awareness of Microsoft Copilot

Table 1 summarizes awareness levels of Microsoft Copilot among students and staff

Awareness Level	Students (n=140)	Percentage (%)	Staff (n=40)	Percentage (%)
Aware	6	4.3	8	20.0
Not aware	134	95.7	32	80.0

Source: field survey 2025

- A significant majority of students (95.7%) reported being unaware of Microsoft Copilot. Only 4.3% had heard about the tool, indicating minimal penetration of AI educational technologies among students.

- Among staff, 80% reported no awareness of Microsoft Copilot, with only 20% indicating familiarity.

These findings demonstrate a major knowledge gap regarding modern AI tools, which is consistent with prior studies emphasizing low AI adoption in Nigerian tertiary institutions (Brown & Davis, 2021; Smith & Anderson, 2023).

Utilization of Microsoft Copilot

Among those aware of Microsoft Copilot, actual usage rates were even lower. Table 2 presents utilization rates.

Utilization Frequency	Students (n=6 aware)	Percentage(%)	Staff (n=8 aware)	Percentage (%)
Regular use	0	0	1	12.5
Occasional use	2	33.3	2	25.0
Never used	4	66.7	5	62.5

Source: field survey, 2025

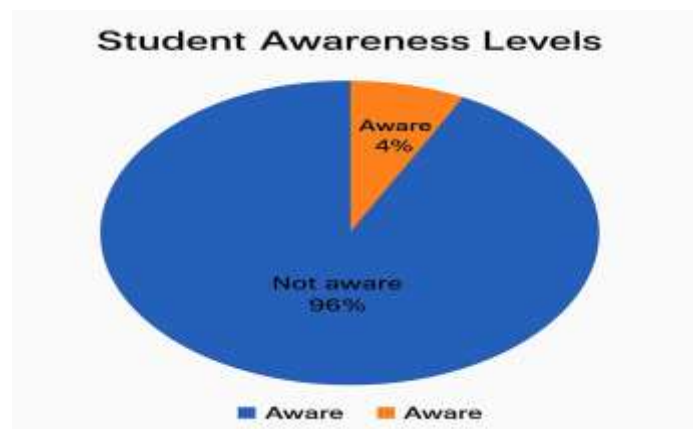
- Among students who were aware, none used Copilot regularly; 33.3% used it occasionally, while 66.7% had never actually used it.
- For staff, 12.5% reported regular use, 25% occasional use, and 62.5% never used it despite awareness. This indicates that knowledge of Microsoft Copilot does not translate into consistent utilization, especially among students, likely due to lack of training, resources, or motivation.

Barriers to Awareness and Utilization

Respondents identified several barriers preventing them from adopting Microsoft Copilot:

- Lack of training and orientation (78% students, 85% staff)
- Limited access to compatible devices and software (70% students, 65% staff)
- Poor internet connectivity (65% students, 75% staff)
- Limited institutional support and encouragement (80% students, 90% staff)
- Lack of understanding of AI benefits in education (60% students, 55% staff)

These barriers align with documented challenges in technology adoption in educational institutions within developing regions (Johnson, 2022; Thompson, 2020).



Cross-Tabulation: Awareness by Academic Level and Department**Table 3 shows awareness levels across student academic levels and departments.**

Department (%)	ND Aware (%)	ND Not Aware (%)	HND Aware (%)	HND Not Aware (%)
HIM	3.6	96.4	5.7	94.3
Public Health	2.9	97.1	0	0
Environmental Health	4.2	95.8	0	0
Community Health	3.8	96.2	5.0	95.0

Source: field survey 2025

- Awareness was generally low across all departments and levels.
- Slightly higher awareness existed among HND students compared to ND students, but the difference was not statistically significant ($p > 0.05$).

Staff Usage Patterns and Attitudes

A survey of staff attitudes towards Microsoft Copilot revealed:

- 70% believed AI tools could improve teaching efficiency.
- 60% expressed interest in receiving training on Microsoft Copilot.
- 75% indicated institutional encouragement for AI use was insufficient.

This suggests that despite limited current usage, staff hold a positive attitude toward AI integration if supported adequately.

Summary of Key Findings

1. Extremely low awareness among students: Over 95% of students had never heard of Microsoft Copilot, underscoring a critical knowledge gap.
2. Limited awareness and low usage among staff: Although staff showed higher awareness than students, 80% were still unaware, and only a small fraction regularly used the tool.
3. Significant barriers to adoption include lack of training, poor internet access, and inadequate institutional support.
4. Positive attitude among staff toward AI tools highlights an opportunity for targeted interventions to increase awareness and usage.
5. No significant difference in awareness across academic levels or departments, suggesting a systemic rather than localized issue.

Interpretation

The findings confirm that the integration of Microsoft Copilot into the learning and teaching environment at Sultan Abdulrahman College of Health Technology is currently minimal. The overwhelming majority of students and staff are either unaware or have not adopted the technology, which aligns with global challenges of AI diffusion in developing educational contexts (Smith & Anderson, 2023). The positive attitudes expressed by staff indicate readiness for adoption pending removal of existing barriers.

Recommendations Based on Findings

- Conduct awareness campaigns and workshops on AI educational tools like Microsoft Copilot.
- Improve IT infrastructure, especially internet access, within the college.
- Provide training and technical support to both students and staff.
- Institutionalize AI tool integration policies within academic programs.

DISCUSSION

This study examined the level of awareness and utilization of Microsoft Copilot among students and staff at Sultan Abdulrahman College of Health Technology, Gwadabawa, Sokoto State, Nigeria. The findings revealed a strikingly low awareness of this AI-powered educational tool, with 95.7% of students and 80% of staff reporting unfamiliarity. Moreover, actual usage was minimal, with only a small fraction of staff occasionally using the tool and no students reporting regular use. These results have significant implications for the adoption of AI technologies in Nigerian health education and reflect broader challenges faced in integrating innovative digital tools in developing educational contexts.

The overwhelming lack of awareness among students corroborates previous studies on technology adoption barriers in Nigerian tertiary institutions. Brown and Davis (2021) highlighted that limited exposure and inadequate training contribute heavily to low levels of AI tool adoption among students in developing countries. Similarly, Okoro et al. (2020) found that most Nigerian health technology students lacked access to modern digital learning aids, negatively impacting their academic performance and digital literacy. The current study's findings further emphasize the critical need for awareness programs tailored to students, as awareness is the first step toward adoption and effective utilization (Rogers, 2003).

Among staff members, although awareness was higher than that of students, 80% still reported being unaware of Microsoft Copilot, and only 12.5% used it regularly. This low adoption rate aligns with research by Smith and Anderson (2023), who noted that many educators in sub-Saharan Africa remain unfamiliar with AI tools, partly due to infrastructural and institutional constraints. The gap between awareness and usage found in this study mirrors findings by Thompson (2020), who observed that without adequate training, technical support, and institutional encouragement, educational staff are unlikely to incorporate new technologies into their teaching practices.

The barriers identified—lack of training, limited access to compatible devices, poor internet connectivity, and weak institutional support—are consistent with documented challenges in ICT adoption in developing

countries (Johnson, 2022). In particular, poor internet connectivity remains a major impediment to the use of cloud-based AI tools like Microsoft Copilot, which require stable online environments. This is echoed in the works of Nnadi and Yusuf (2019), who argued that without reliable infrastructure, innovative educational technologies cannot thrive, regardless of their potential benefits.

The positive attitude of staff toward AI tools, with 70% believing in their potential to improve teaching and 60% expressing willingness to receive training, is a promising indicator. It suggests that given proper support and resources, staff are open to integrating AI into their pedagogy. This supports findings from Ajayi and Adeyemi (2021), who emphasized that teacher readiness is a crucial factor in the successful implementation of educational technology. Institutional policies encouraging digital literacy and AI adoption could thus leverage this positive disposition to enhance teaching quality.

Interestingly, the study found no statistically significant difference in Copilot awareness across student academic levels or departments, implying that low awareness is a systemic issue rather than isolated to specific groups. This suggests that interventions should be institution-wide rather than targeted at certain cohorts. The uniformity in lack of knowledge stresses the urgency for the college administration to develop comprehensive strategies that reach all students and staff equally.

The negligible use of Microsoft Copilot by students, even among the small percentage aware of it, points to additional underlying issues such as perceived relevance and digital confidence. Research by Adediwura and Tayo (2007) indicates that students' motivation to adopt new technologies is heavily influenced by perceived usefulness and ease of use. It is possible that students at Sultan Abdulrahman College do not yet perceive AI tools like Copilot as essential or accessible enough for their academic work, further limiting utilization.

In addition, the low usage rates among staff despite positive attitudes may be explained by workload pressures and competing priorities, as observed by Okeke and Eze (2018). Many educators in Nigerian health institutions are burdened with high teaching loads and administrative responsibilities, leaving limited time to explore and master new tools. This underlines the necessity for dedicated institutional time and resources to support professional development in digital skills.

Comparing these findings to global trends, it is evident that while AI integration in education is rapidly advancing worldwide (Luckin et al., 2016), many developing countries lag due to structural and contextual factors. The study thus contributes valuable localized data to the growing discourse on AI in education, emphasizing the digital divide that still persists and the need for tailored solutions.

The results underscore the importance of multi-faceted interventions. Raising awareness alone is insufficient without simultaneous improvement in ICT infrastructure, technical support, and curriculum integration. As Ofoegbu (2004) posited, the presence of modern facilities and learning resources directly enhances student satisfaction and academic outcomes. Consequently, Sultan Abdulrahman College must prioritize upgrading its technological ecosystem and providing ongoing training for both students and staff.

Moreover, integrating Microsoft Copilot and similar AI tools into teaching and learning processes can enhance student engagement and practical skill acquisition, critical in health education where applied

competencies are vital (Fraser & Walberg, 2005). Future studies might explore the specific impacts of AI adoption on student learning outcomes and faculty productivity within the Nigerian context.

In conclusion, this study reveals a critical gap in awareness and utilization of Microsoft Copilot at Sultan Abdulrahman College of Health Technology, rooted in infrastructural, institutional, and motivational barriers. Addressing these challenges requires coordinated efforts involving policy reform, capacity building, and infrastructural investment. Doing so will enable the college to harness AI's transformative potential and better prepare students and staff for the demands of modern health education and practice.

CONCLUSION AND RECOMMENDATIONS

This study has revealed critical insights into the current state of awareness and utilization of Microsoft Copilot among students and staff at Sultan Abdulrahman College of Health Technology, Gwadabawa. The overwhelming majority of students (approximately 96%) were found to be unaware of Microsoft Copilot, and a significant proportion of staff (around 80%) had either limited or no use of the tool. These findings highlight a pronounced gap between the availability of innovative AI-powered educational technologies and their adoption in this health technology institution.

The findings emphasize the urgent need for comprehensive interventions targeting both awareness creation and capacity building. Students' unfamiliarity with Microsoft Copilot suggests that the institution's orientation programs and academic curriculum have yet to incorporate digital literacy adequately. This is a crucial shortfall as digital competence is increasingly becoming indispensable in health education and practice (Brown & Davis, 2021). Similarly, staff members require tailored professional development programs to familiarize them with AI tools, demonstrate practical applications, and build confidence in using such technologies in their instructional activities (Ajayi & Adeyemi, 2021).

From an infrastructural perspective, stable internet connectivity, availability of compatible devices, and dedicated computer labs must be prioritized. As highlighted by Nnadi and Yusuf (2019), without reliable ICT infrastructure, efforts to promote digital learning tools remain futile. Institutional investment in these areas will provide the necessary foundation for both students and staff to explore and utilize AI-driven educational technologies effectively.

The lack of awareness and low adoption rates are symptomatic of broader systemic challenges prevalent in many Nigerian tertiary institutions, including inadequate digital infrastructure, insufficient training opportunities, and limited institutional support for emerging technologies (Okoro et al., 2020; Nnadi & Yusuf, 2019). Furthermore, the minimal integration of AI tools into teaching and learning processes hampers the potential benefits these technologies can offer, such as enhanced personalized learning, improved administrative efficiency, and better student engagement (Luckin et al., 2016). The positive attitude of staff towards AI integration is a promising sign; however, without actionable policies and resource allocation, this willingness alone cannot translate into widespread technology use.

Additionally, policy frameworks within the college should explicitly encourage the integration of AI tools like Microsoft Copilot into teaching and administrative processes. Such policies could include incentives for staff who innovate with technology, regular workshops, and the development of resource centers where

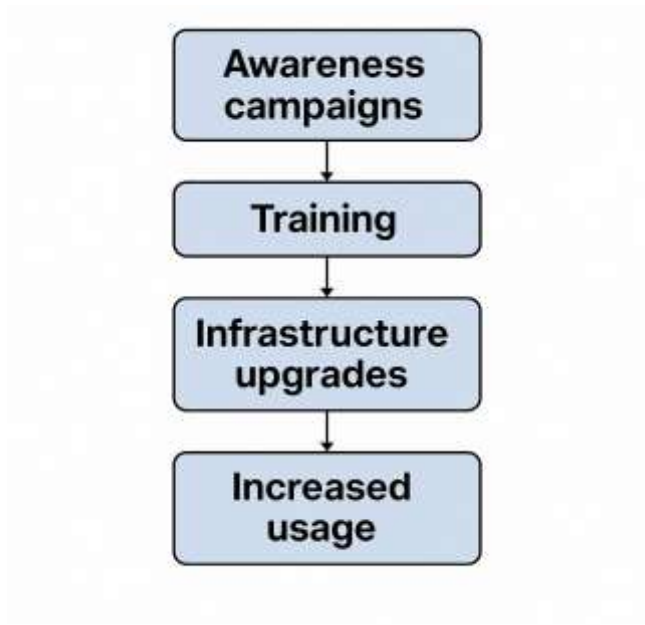
students can access and learn about AI-assisted learning aids. Encouraging a culture of continuous learning and adaptation to technology is essential for sustaining long-term adoption (Rogers, 2003).

The study also points to the importance of collaboration between the college, technology providers, and government agencies. Public-private partnerships could facilitate subsidized access to AI tools, software licenses, and infrastructure upgrades. Furthermore, government educational policies should prioritize funding and technical support for digital transformation in health education institutions, aligning with Nigeria's national digital economy goals (Johnson, 2022).

Recommendations

- 1. Awareness Campaigns:** The college should initiate regular awareness and sensitization campaigns about Microsoft Copilot and other AI educational tools targeting both students and staff. This can be through seminars, orientation programs, and digital literacy workshops.
- 2. Professional Development:** Implement continuous professional training for teaching and non-teaching staff focused on AI tools, their benefits, and practical applications in health education to boost confidence and competence.
- 3. Infrastructure Enhancement:** Upgrade the college's ICT infrastructure by improving internet access, increasing the availability of computers and compatible devices, and establishing dedicated AI resource centers accessible to students and staff.
- 4. Curriculum Integration:** Integrate AI literacy and usage of digital learning tools like Copilot into the health technology curriculum, ensuring students graduate with relevant digital competencies.
- 5. Policy Formulation:** Develop institutional policies that encourage AI adoption, including incentives for staff and students who engage actively with digital tools, and outline clear guidelines for technology use.
- 6. Collaboration and Funding:** Seek partnerships with technology firms and government bodies to secure funding, technical support, and discounted access to AI software to ensure sustainability.
- 7. Monitoring and Evaluation:** Establish mechanisms to regularly monitor the adoption and impact of AI tools on teaching and learning outcomes, allowing for data-driven improvements and scaling of successful initiatives.

In summary, addressing the awareness and utilization gaps of Microsoft Copilot at Sultan Abdulrahman College requires a multi-dimensional approach. Combining awareness programs, infrastructural investment, policy support, and collaborative efforts will empower both students and staff to leverage AI technologies effectively. Such initiatives will not only enhance educational quality and outcomes but also prepare health technology graduates to thrive in an increasingly digital healthcare environment (Fraser & Walberg, 2005; Ajayi & Adeyemi, 2021).



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APPENDIX

SECTION A: Demographic Information

1. Age: 18–25 26–35 36–45 46+

2. Gender: Male Female

3. Status: Student Staff

4. Department: _____

SECTION B: Awareness of Microsoft Copilot

5. Have you ever heard of Microsoft Copilot? Yes No

6. If yes, how did you hear about it? Internet Workshop/Seminar Friend/Colleague
 Other: _____

7. On a scale of 1–5, how well do you understand what Microsoft Copilot does?

1 – Not at all 2 3 4 5 – Very well

SECTION C: Usage of Microsoft Copilot

8. Have you ever used Microsoft Copilot? Yes No

9. If yes, how often? Daily Weekly Occasionally Rarely

10. What do you use it for? (Tick all that apply) Writing documents Data analysis
 Email management Code generation Others: _____

SECTION D: Challenges and Perceptions

11. What are the reasons you don't use Copilot? Lack of awareness Lack of training
 Not useful Lack of internet/device Others: _____

12. Would you be interested in training on how to use Microsoft Copilot? Yes No

13. Do you think integrating Copilot into your academic/work environment would be beneficial? [
 Strongly agree Agree Neutral Disagree Strongly disagree