AWARENESS AND UTILIZATION OF ARTIFICIAL INTELLIGENCE FOR ACADEMIC RESEARCH BY BUSINESS EDUCATORS IN TERTIARY INSTITUTIONS IN SOUTHWEST NIGERIA

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Abstract

The 21st century has witnessed the emergence of artificial intelligence which is spearheading a digital revolution in various professional fields. Thus, business educators cannot afford to stand aloof. This situation prompted the researcher to investigate the awareness and utilization of artificial intelligence for academic research by business educators in tertiary institutions located in Southwest, Nigeria. Two purposes, two research questions and two null hypotheses guided the study. The study adopted the mixed method research design, while the population of the study consisted of 248 business educators in 18 tertiary institutions running Business Education programmes in Southwest, Nigeria. Census sampling technique was used for the study. Two major instruments were used for collecting data for the study, they are interview guide (for qualitative data) and questionnaire (for quantitative data). Cronbach Alpha formula was used to establish a reliability coefficient of 0.76 for the research instruments. The research questions were answered using descriptive statistics, while the null hypothesis were tested at 0.05 level of significance using inferential statistics. Findings from the study revealed that, the level of awareness concerning artificial intelligence among business educators is moderate. It was also revealed that utilization of artificial intelligence for academic research by business educators is at a very low level. Finally, the study recommended that business educators should be encouraged to embark on self-development programmes to boost their awareness and proficiency in utilizing artificial intelligence for academic research.

Keywords: Academic Research, Artificial Intelligence, Utilization, Awareness, Business Educators

Introduction

Tertiary institutions constitute the third tier of the education system in Nigeria. They are institutions that offer post – secondary education. Universities, polytechnics, monotechnics and colleges of education are referred to as tertiary institutions. these institutions have three core mandates namely teaching, research and community service. As stated earlier, one of the core mandates of tertiary institutions is academic research. According to Adediran (2017) academic research is a logical and systematic process of finding solutions to educational problems. It entails the identification of a problem needing solution, gathering or reviewing literature pertinent to the problem, determining the design or proposed pattern for the study, gathering of data, organizing data, analyzing data, interpreting data, and drawing conclusion to proffer solutions to problems. Academic research plays a crucial role in advancing the frontiers of knowledge, fostering innovations, and shaping the future of various fields of study including Business Education. Umoru (2022) opined that academic research is a structured and systematic approach to investigating scholarly problems with the aim of recommending reliable and viable solutions. The process involves using tools to explore and clarify phenomena, address related issues, and resolve conflicts. By generalizing, analyzing and interpreting data, researchers aim to enhance understanding of the identified problem and make inferences that help in finding solutions.

Educators are a group of scholars that are engaged in academic research. they are professionally trained teachers of business subjects, who are competent in delivery of the contents of Business Education curriculum at different levels of education. Business educators are Business Education graduates who are pedagogically trained to perform the task of equipping learners at the secondary and post – secondary school levels with skills and knowledge to confidently pursue entrepreneurial career and lifelong learning tasks. A business educator in the opinion of Agboola (2015) is an individual that has undergone professional training in a business – related course and has in addition, undergone training in pedagogy of that course. Ideally, a business educator is an individual who is pedagogically trained in accounting, entrepreneurship, marketing as well as office technology and management.

In fulfilling one of the core mandates of tertiary institutions, business educators are expected to conduct cutting – edge researches. It is therefore expedient to utilize digital technologies that can help to boost the quality, novelty and significance academic research conducted. One of such useful tools is artificial intelligence. Igbokwe (2023) described artificial intelligence (AI) as a sophisticated technology designed to replicate human cognitive abilities through machine learning algorithms, neural networks, and natural language processing. According to Ademiluyi (2024), AI refers to the operations of computer systems that try to model and apply the intelligence of human mind. It is a domain of computer science which deals with the development of intelligent computer system. It is noteworthy that artificial intelligence has revolutionized the way academic research is conducted and disseminated in tertiary institutions. Data analysis tools, statistical software, and data visualization techniques can enhance business educators' ability to process and interpret complex data sets, enabling more rigorous and data – driven research. (Ifenthaler & Widanapathirana, 2022)

The adoption of artificial intelligence for academic research by business educators depends on the level of awareness concerning artificial intelligence tools and their significance. According to Rahman and Kodikal (2023), awareness plays significant roles in influencing the adoption of AI within the tertiary education system. Specifically, awareness can be described as, the ability to directly know and perceive, to feel, or to be cognizant of events. It is a state of being aware of available information in order to enable a wide range of actions. In terms of AI awareness, it has been observed that Asia and Africa are still lagging behind developed countries (Ahmad et al, 2024).

Utilization is the practical and effective use of tools, such as information, materials, products, services and other variables. Therefore, utilization of artificial intelligence tools for academic research deals with the successful and efficient integration of these technological tools in the conduct and reporting of empirical studies. Generally speaking, business educators can significantly increase productivity and efficiency by utilizing AI – driven tools for research. According to Srivastava and Agarval (2024), AI research tools have the ability to automate laborious processes such as summarizing, organizing research materials into documents, and optimizing the process. Faster data analysis is another advantage of utilizing AI tools for research, as AI and machine learning algorithms can analyze big data sets far more quickly than manual approaches (Sarker, 2021). By offering relevant literature summaries, associated keywords and phrases, these tools can help enhance the production of ideas (Asongo & Akuse, 2024).

Onwuagboke et al (2024) examined lecturers' awareness of artificial intelligence (AI) tools for teaching and research at Alvan Ikoku Federal University of Education, Owerri, Nigeria. Three research questions and two research hypotheses guided the study. The researcher adopted descriptive survey research design while the study population consisted of 750 lecturers at the University from 6 faculties. A sample of 260 respondents were randomly selected from the population using stratified random sampling technique. Data for the study were collected using

researchers developed questionnaire tagged. “Lecturers Awareness for Artificial Intelligence Tools for Teaching and Research Questionnaire (LAITTRQ) on whatsApp. Mean and standard deviation were used to answer the research questions while independent sample t – test statistics and analysis of variance (ANOVA) were used to test the formulated hypotheses at 0.05 level of significance. Findings of the study revealed that lecturers are aware of AI tools for teaching and research. Furthermore, it was discovered that there was no significant difference in awareness according to gender. However, significant differences in awareness existed, according to teaching experience with the least experienced lecturers having awareness mean scores higher than that of the most experienced and the moderately experienced.

Khalifa and Albadawy (2024) conducted a study on the use of artificial intelligence in academic writing and research (An essential productivity tool). The study was a systematic review of literature from data bases like Pubmed, Embase, and Google scholars, studies were included based on relevance to AI’s application in academic writing and research, focusing on writing organization, and other related aspects. The search identified 24 studies through which six core domains were identified where AI boosts academic writing and research. the domains are: Facilitating idea generation and research design; improving content and structuring, supporting literature review and synthesis, enhancing data management and analysis, supporting editing and reviews publishing, and assisting in communication outreach, and ethical compliance.

Ikpoyi et al (2024) assessed the extent of awareness, utilization and limitations of AI tools for teaching and assessment among lecturers in Nigeria Universities. The study was guided by one hypothesis and three research questions. The study adopted mixed approach as the research design was infinite, consisting of all lecturers in all universities in Nigeria. 4193 respondents participated in the study. Two instruments were used for data collection: a Questionnaire on University lecturers’ Awareness and Utilization of AI in Teaching and Assessment (QULAUAITA) and a key informant interview (KII) guide titled, constraints of using Artificial Intelligence in Teaching and Assessment (CUAITTA). Mean and standard deviation were used to answer the research questions, while Pearson Product Moment correlation was used in hypothesis testing. The data collected using KII were transcribed, coded and analyzed thematically. Findings from the study revealed that while lecturers in Nigeria universities have moderate awareness of AI applications in teaching and assessment, their utilization of AI Tools remains low.

Asongo and Akuse (2024) examined the awareness and utilization of artificial intelligence (AI) tools for enhanced research among post – graduate students in universities in Benue state. The study adopted descriptive survey research design. A sample of 231 postgraduate students participated in the study. The convenience sampling technique was used to select the sample. A self – constructed questionnaire titled, Awareness and Utilization of AI Tools Questionnaire (AUAUTQ) was used for data collection. The research questions were answered using mean and standard deviation, while the hypotheses were tested using one – way analysis of variance (ANOVA). Major findings revealed that there was a significant difference in the mean ratings of postgraduate students based on programme type on the level of awareness of AI tools for enhanced research in universities in Benue state. It was equally revealed that there was a significant difference in the mean ratings of postgraduate students based on the extent of utilization of AI tools for enhanced research in universities in Benue state, Nigeria.

Theoretically, this study was anchored on the Diffusion of Innovation Theory (DIT) propounded by Everett Rogers in 1962. The theory describes the circulation of innovative concepts and technologies in education as an entity. The theory highlights the following five phases of utilization namely; Knowledge, persuasion, decision, implementation and confirmation. The factors influencing utilization are: comparative advantages, suitability, difficulty, flexibility. DTT is relevant to the study because it described how innovative concepts such as AI technologies are integrated into Business Education as a field of study, and the nexus between the extent of

awareness and utilization of artificial intelligence for academic research by business educators in tertiary institutions in Ogun state, Nigeria. It is evident from the literature review that a number of studies have been conducted on the awareness and utilization of artificial intelligence for teaching assessment, academic writing and research. However, most of the studies focused on general education, with little or no emphasis on Business Education or business educators, in addition, most of the studies were conducted outside the locale or geographical area of this study, thus creating a void that should be filled. The desire to fill these gaps in knowledge prompted the researcher to examine the awareness and utilization of artificial intelligence tools for academic research by business educators in public tertiary institutions in southwest, Nigeria.

Statement of the Problem

Tertiary institutions in Nigeria, acknowledge academic research as the platform for creating new knowledge and enhancing students' skill development. Ambakederemo et al (2024) asserted that research in tertiary education is aimed at providing students with programmes that are transformative and enable them to compete globally after graduation. Undoubtedly, academic research is the most critical duty of lecturers, because lecturers' promotion is majorly determined by the outcomes of their research works. It is noteworthy that artificial intelligence is one of the most viable technologies for conducting quality researches. AI can be used to analyze large amount of data more quickly and accurately. Furthermore, AI tools such as Natural Language Processing (NLP) technologies allow researchers to scan enormous volumes of academic papers, summarize major findings and detect gaps in literature (Schmerderjans & Hamdan, 2020). It is therefore imperative that business educators in tertiary institutions utilize AI for conducting internationally recognized academic research. However, Umoru (2022) observed that dearth of high quality research works by business educators vitiates the quality of instructional practices. Unequivocally, business educators' research activities can improve the visibility and prestige of the programme in the larger academic and public domains. Business education programme is highly dynamic and technology – driven, thus the inability of business educators to conduct dependable academic research and disseminate the findings and incorporate discoveries into the curriculum, might impede effective teaching and learning in business education programme, hence the need for this study. Despite the enormous benefits of AI for academic research, it is worrisome that due to low levels of technological development, orientation, acceptance, competence and implementation in Nigeria, the extent of business educators' awareness and utilization of artificial intelligence for academic research is debatable. It is therefore expedient to examine the awareness and utilization of artificial intelligence tools for academic research in public tertiary institutions in southwest, Nigeria.

Purpose of the Study

Specifically, the study:

i. Investigated business educators' level of awareness concerning artificial intelligence tools for academic research.
ii. Assessed the level of utilization of artificial intelligence tools for academic research by business educators in public tertiary institutions in Southwest, Nigeria.

Research Questions

The following research questions were raised to guide the study.

1. What is the level of business educators' awareness of artificial intelligence tools for academic research?
2. What is the level of utilization of artificial intelligence tools for academic research by business educators in public tertiary institutions in Southwest Nigeria?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

Ho1: There is no significant difference in the responses of male and female business educators regarding the level of awareness concerning artificial intelligence for academic research.

Ho2: There is no significant difference in the mean responses of business educators in federal and state owned institutions regarding the level of utilization of artificial intelligence for academic research.

Methodology

The study adopted mixed method research (QUANT + QUAL) design. The core component was quantitative while the supplementary component was qualitative. According to Merriam (2018), the fusion of quantitative and qualitative techniques offers a more thorough analysis and comprehensive representation of the study problem. The primary essence of the qualitative technique was to consolidate the results of the quantitative analysis since the interviews were conducted with the heads of department/units (Business Education) in the various institutions, thus the interviewees had the freedom to raise germane points that may not have been unearthed using the quantitative techniques. The population of the study comprised 248 business educators across 18 public tertiary institutions offering Business Teacher Education programme in Southwest, Nigeria. The entire 248 business educators constituted the sample. Census sampling technique was adopted by the researcher whereby all business educators in each institution were expected to participate in the study. The researcher used two major instruments to gather data for the study, the instruments are questionnaire and interview. The structured questionnaire was tagged, Awareness and Utilization of Artificial Intelligence for Academic Research Questionnaire (AUAIARQ) was used for gathering quantitative data, while the semi – structured interview guide was used for gathering qualitative data. The questionnaire has two sections, section A deals with demographic information, while section B contains 30 items on a 4 – point scale based on the purpose of the study, and research questions. The interview guide contains two questions in alignment with the specific purposes of the study. The instruments were validated by 3 experts in Business Education from the University of Lagos, Nigeria. A pilot study was conducted at the FCT College of Education, Zuba – Abuja and the data collected were analyzed using Cronbach Alpha. The split – half method of reliability was adopted, while the test yielded a coefficient of 0.80. With the assistance of a research assistant, the questionnaire items were uploaded to a google form, with link generated and distributed electronically. 240 business educators (representing 97% of the sample filled the google form, meaning that there were 240 respondents. Similarly, interviewers with the 18 heads of department or unit were conducted via WhatsApp audio calls. The data collected through the questionnaire were analyzed using descriptive and inferential statistics, while data collected through interviews were analyzed using content analysis.

Decision Rule

The acceptance or rejection of each questionnaire item was guided by mean ratings, interpreted based on the following boundary limits: 3.25 – 4.00 (Very High Level), 2.50 – 3.24 (High Level), 1.75 – 2.49 (Low level), and 1.00 – 174 (Very Low Level). Furthermore, the audio – recorded interviews were transcribed and served as qualitative data. The responses were organized and analyzed thematically using content analysis. On hypothesis testing, the null hypothesis were accepted when the p – value is equal or greater than 0.05 level of significance. Conversely, the null hypothesis were rejected when the p – value was less than 0.05. the decision was strictly adhered to.

Results

Analysis of Demographic Data

Table 1: Distribution of Respondents based on Gender

Gender	Frequency	Percentage %
Male	85	36%
Female	155	64%
TOTAL	**240**	**100%**

Analysis of the data in Table 1 reveals that 85 (36%) of the respondents are males, while 155 (64%) are females.

Table 2: Distribution of Respondents based on Institution ownership

Distribution ownership	Frequency	Percentage%
Federal	118	49%
State	122	51%
TOTAL	**240**	**100%**

Analysis of data in Table 2 indicates that 118 (49%) of the respondents are from federal institutions, while 122 (51%) are from state institutions.

Research Question One: What is the level of business educators' awareness of artificial intelligence tools for academic research?

Table 3: Mean responses on the level of business educators' awareness of artificial intelligence tools for academic research.

S/N	AI tools for academic research	Mean	SD	Remark
1.	Zotero/Mendeley	2.13	0.54	Low Level
2.	EndNote	2.07	0.66	Low level
3.	Grammarly	2.53	0.77	High level
4.	Chat GPT(Open AI)	3.30	0.57	Very high level
5.	Turuitin	3.32	0.62	Very high level
6.	Copyspace	2.50	0.64	High level
7	Tableau	2.29	0.75	Low level
8.	Arxiv/sematic scholar	2.25	0.58	Low level
9.	Nvio	2.45	0.54	Low level
10	MAXQDA	2.36	0.67	Low level
11.	Leximancer	2.39	0.71	Low level
12.	ATLAS. Ti	2.40	0.73	Low level
13.	Provalis Research	2.35	0.81	Low level
14.	Dedoose	2.78	0.67	High level
15.	Rapid miner	2.31	0.81	Low level

N = 240, weighted mean = 2.31 Low level

Source field survey, 2025

Results presented in Table 3 reveal that only five items out of fifteen items had mean scores of 2.50 and above, while ten items had mean scores below 2.50. The fifteen items had a weighted means of 2.31, this implies that the level of business educators' awareness of artificial intelligence tools for academic research is low.

Research question Two: What is the level of utilization of artificial intelligence tools for academic research by business educators in public tertiary institutions in Ogun state?

Table 4: Mean responses on the level of business educators' utilization of artificial intelligence tools for academic research.

S/N	Item statements	Mean	SD	Remark
1.	I utilize Zetero/Mendely for literature management	2.38	0.78	Low Level
2.	I utilize Endnote for literature synthesis	2.45	0.56	Low level
3.	I utilize Grammarly for generating outlines	2.42	0.73	Low level

4.	I utilize Chat GPT(Open AI) for text generation	3.12	0.55	High level
5.	I utilize turuitin for plagiarism detection	3.15	0.61	High level
6.	I utilize Copyspace to verify originality of academic work	2.13	0.17	Low level
7	I utilize Tableau for transforming complex data into visually comprehensible format	2.18	0.73	Low level
8.	I utilize Arxiv/Sematic scholar to access and summarize relevant academic paper	2.23	0.71	Low level
9.	I utilize Nvio for automated coding	2.40	0.58	Low level
10	I utilize MAXQDA for sentiment analysis in voluminous text data	2.19	0.72	Low level
11.	I utilize Leximancer for data analysis in voluminous text data	2.32	0.73	Low level
12.	I utilize ATLAS. Ti for automated literature synthesis	2.26	0.75	Low level
13.	I utilize Provalis Research for text analytics	2.14	0.70	Low level
14.	I utilize Dedoose for creating and generating data sets	2.10	0.64	Low level
15.	I utilize Rapid miner to facilitate sophisticated qualitative analysis	2.30	0.60	Low level
N = 240, weighted mean = 2.38				**low level**

Source: Field survey, 2025.

Results presented in Table 4 indicate that only two items out of fifteen items had scores above 2.50, while thirteen items had mean scores below 2.50. The fifteen items had a weighted mean of 2.38, this implies that level of utilization of artificial intelligence tools for academic research by business educators in public tertiary institutions in Ogun state is low.

Hypothesis One: There is no significant difference in the mean responses of male and female business educators regarding the level of awareness concerning artificial intelligence tools for academic research.

Table 5: Summary of independent sample t – test on mean responses of male and female business educators regarding the level of awareness concerning artificial intelligence tools for academic research.

Gender	N	Mean	SD	Df	t– cal	p–value	Decision
Male	85	2.85	0.50				
				238	5.201	0.205	Accept
Female	155	3.20	0.54				

Source: Field survey, 2025.

Table 5 presents the result of independent sample t – test on the mean responses of male and female business educators regarding the level of awareness concerning artificial intelligence tools for academic research. the mean difference in responses between the two groups is 0.35 (3.20 – 2.85), indicating a moderate difference, that is not statistically significant. The relatively to standard deviations for both group suggest that the responses were homogeneous. With t(238) = 5.201 and p – value of 0.205, which is greater than 0.05 significance level, the null hypothesis, which states that there is significant difference in the mean responses of male and female business educators regarding the level of awareness concerning artificial intelligence tools, is accepted.

Hypothesis Two: There is no significant difference in the mean responses of business educators in federal and state named tertiary institutions regarding the level of utilization of artificial intelligence tools for academic research.

Table 6: Summary of independent t – test on mean responses of business educators in federal and state tertiary institutions regarding the level of utilization of artificial intelligence tools for academic research.

Ownership	N	Mean	SD	Df	t – cal	p –value	Decision
Federal	118	3.08	0.48	238	1.67	0.220	Accept
State	122	3.18	0.55				

Source: Field survey, 2025

Table 6 represents the results of independent sample t – test on the mean responses of business educators in federal and state – owned tertiary institutions regarding the level of utilization of artificial intelligence tools for academic research. The mean difference in responses between the two groups is 0.10 (3.18 – 3.08), indicating a small difference that is not statistically significant. The relatively low standard deviations for both groups imply that the responses within each groups are consistent With t(238)= 1.67 and p – value of 0.220, which is greater than 0.05 significance level, the null hypothesis is which states that there is no significant difference in the mean responses of business educators in federal and state owned tertiary institutions regarding the level of utilization of artificial intelligence tools for academic research is accepted.

Analysis of Qualitative Data

A semi – structured interview guide was used to obtain the opinions of the Heads of Business Education Department/Unit on the awareness and utilization of artificial intelligence tools for academic research by business educators in public tertiary institutions in southwest Nigeria. The interview was triggered by the need to gain a deeper understanding of the awareness and utilization of artificial intelligence tools for academic research by business educators. The qualitative data were analyzed within the thematic framework and the findings were presented to reflect how each interview question was answered.

Interview Question 1: How do you rate the awareness level of business educators in your institution concerning artificial intelligence tools for academic research?

Level of awareness Concerning artificial intelligence tools for Academic Research

Out of 18 HODs/HOUs 12 (67%) of them responded that the awareness level is low. Furthermore, 4 (22%) of the HODs/HOUs asserted that the awareness level is quite low, while 2 (11%) opined that the awareness level is very low. The interviewees unanimously responded that most business educators are more aware of artificial intelligence tools for teaching and learning, than they are aware of artificial intelligence tools for academic research.

Interview Question 2: How do you rate the level of utilization of artificial intelligence tools for academic research by business educators?

Level of utilization of artificial intelligence tools for Academic Research

82% (15 HODs/HOUs) highlighted that the level of utilization of artificial tools for academic research by business educators for academic research by business educators is low, while 18% (3 HODs/HOUs) responded that the level of utilization of artificial intelligence tools for academic research is very low among business educators in tertiary institutions. all the respondents attributed the low level of utilization of artificial intelligence tools for academic research to multidimensional factors such low level of digital literacy, high cost of acquiring and maintaining AI-tools and inadequate or no training in the use of digital devices.

Discussion of findings

The study was conducted to examine the awareness and utilization of artificial intelligence tools for academic research by business educators in public tertiary institutions in southwest, Nigeria.

The findings of the study discussed in tandem with the research purposes, research questions, and hypothesis.

The findings from the first research question reveal that the level of business educators' awareness of artificial intelligence tools for academic research is low. These findings support the findings of Onwuagboke et al (2024) that lecturers in Alvan Ikoku Federal University of Education, Owerri had insufficient awareness of most of the artificial intelligence tools for teaching and research. the findings also support the findings of Asongo and Akuse(2024) that postgraduate students were less aware of AI tools for enhanced research in universities in Benue state. The findings were also corroborated by findings from the qualitative data obtained through interviews conducted on the 18 Heads of Department/unit when it was revealed that business educators have low awareness of artificial intelligence tools for academic research.

The results of the test of hypothesis one indicate that there is no significant difference in the mean responses of male and female business educators regarding the level of awareness concerning artificial intelligence tools for academic research. the findings buttress the findings of Onwuagboke et al (2024) that there was no significant difference in AI tools awareness mean scores between male and female lecturers in Alvan Ikoku Federal University of Education, Owerri.

The responses from the second research question indicate that the level of utilization of artificial intelligence tools for academic research by business educators in tertiary institutions in Ogun state is low. These findings align with the findings of Asongo and Akuse (2024) that there was low extent of utilization of AI tools for enhanced research in universities in Benue state, Nigeria. The findings are also in consonance with the findings of Ikpoyi et al (2024) that lecturers in Nigeria utilize AI tools for teaching and assessment to a low level.

The results from the analysis of qualitative data showed that there is a low level of utilization of artificial intelligence tools for academic research by business educators in public tertiary institutions in Ogun state, thus confirming the results from the analysis of quantitative data.

It was also hypothesized that there was no significant difference in the mean responses of business educators in federal and state owned tertiary institutions regarding the level of utilization of Artificial intelligence tools for academic research. the results of the test confirmed the null hypothesis. This finding contradicts the findings of Asongo and Akuse (2024) that there was a significant difference in the mean ratings of postgraduate students based on programme type on the extent of utilization of AI tools for enhanced research in universities in Benue state. The contradiction might be due to the multidisciplinary nature of the composition of the sample drawn from the previous study while the sample for the current study comprised business educators only.

Conclusion

In alignment with the findings of the study, it was confirmed that the level of business educators' awareness of artificial intelligence tools for academic research is low. It was also ascertained that the utilization of artificial intelligence tools for academic research by business educators in tertiary institutions in southwest, Nigeria is low. The study therefore concluded that awareness and utilization of artificial intelligence tools among business educators in public tertiary institutions in southwest Nigeria are at a low level. The implication of this is that concerted efforts and functional collaboration among relevant bodies and organs are needed so as to boost business educators' level of awareness and utilization of artificial intelligence for academic research.

Recommendations

Based on the findings of the study, the study recommends that:

1. The federal and state governments through relevant agencies should formulate appropriate policies and provide sufficient resources to facilitate the integration of artificial intelligence in business education curriculum development and implementation.

Concerted efforts should be made by professional bodies in business education to ensure that adequate awareness is created for business educators concerning dependable and appropriate artificial intelligence tools.

2. Deans and heads of department or units offering business education programme in tertiary institutions should galvanize business educators to adopt artificial intelligence tools for conducting academic research, such efforts will promote scholarly interactions, and timely peer review thereby aligning business educators academic research conduct with global best practices.

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