EXPLORING ARTIFICIAL INTELLIGENCE IN BUSINESS EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA

AKINSANYA, Saheed Olatunde (MABEN/1066)
DEPARTMENT OF EDUCATIONAL MANAGEMENT
(BUSINESS EDUCATION PROGRAMME)
UNIVERSITY OF IBADAN, IBADAN
07062399638
akinsanyaolatunde1@gmail.com

Abstract
The integration of Artificial Intelligence (AI) in Business Education has changed the learning landscape, offering unparalleled opportunities for sustainable national development. AI-powered systems can enhance teaching, learning and research, leading to improved productivity, innovation, and competitiveness. However, the adoption of AI in Business Education in Nigeria is still in its infancy, and there is need to explore its potential, challenges, and strategies for effective utilization. The study adopted a descriptive survey research design and data were collected from 51 Business Education lecturers in tertiary institutions in Ogun state using a structured questionnaire titled "Artificial Intelligence in Business Education and Sustainable National Development in Nigeria Questionnaire (AIBESNDQ)". The instrument was pilot tested and yielded a reliability coefficient of 0.88 indicating that the instrument was suitable for the study. The three research questions were answered using mean and standard deviation while the two null hypotheses formulated were tested using an independent sample t-test at 0.05 level of significance. The findings of the study revealed strong potentials of artificial intelligence in business education, identified challenges impeding utilization of artificial intelligence in business education and suggested strategies for effective utilization of artificial intelligence in business education for sustainable national development in Nigeria. Based on the findings, the study concluded that AI holds significant promise for transforming business education in Nigeria by enhancing instructional delivery and academic research productivity *The study recommended among others that Ministries of Education and tertiary institutions should prioritize the integration of AI into business education curricula to prepare students for technology-driven workplaces.*

***Keywords**: Artificial Intelligence, Business Education, Sustainable National Development*

Introduction

The emergence of Artificial Intelligence (AI) is reshaping the global educational landscape, redefining how knowledge is created, shared, and applied. Education in the 21st century is no longer confined to traditional classroom walls; it has become increasingly dynamic, technology-driven, and accessible across a variety of digital platforms. In recent years, Artificial Intelligence (AI) has moved from being a futuristic concept to a practical tool transforming multiple sectors, including education. Across the world, educational institutions are leveraging AI to improve instructional delivery, enhance student learning experiences, and support academic research. AI-powered systems such as intelligent tutoring programs, automated grading software, adaptive learning platforms, and predictive analytics have been widely adopted in countries such as the United States, China, and the United Kingdom to provide personalized learning, reduce administrative workload, and increase overall educational efficiency. Reports by UNESCO (2021) indicates that AI adoption in education is accelerating, with significant investment in infrastructure, teacher training, and research on AI-driven learning models.

Nigeria's formal engagement with Artificial Intelligence (AI) took shape in November 2020 when the National Centre for Artificial Intelligence and Robotics (NCAIR) was officially commissioned under the National Information Technology Development Agency (NITDA). The centre was established to drive research, innovation, and adoption of AI, robotics, drone technologies, and Internet of Things (IoT) solutions for national development. As a specialized innovation hub, NCAIR includes a digital fabrication

laboratory (FabLab) and targets impactful areas such as AI in education, agriculture, health, and governance. This foundational step was followed by the launch of Nigeria's first National Artificial Intelligence Strategy (NAIS) in August 2024, coordinated by NITDA, NCAIR, and the Federal Ministry of Communications, Innovation & Digital Economy. The strategy outlines five strategic pillars: foundational AI infrastructure, sectoral adoption, ethical and responsible AI governance, inclusive innovation, and robust regulatory frameworks positioning Nigeria as a regional AI leader and advancing socio-economic transformation. In October 2023, the 3 Million Technical Talent (3MTT) initiative was launched to train three million Nigerians by 2027 in digital skills such as AI, data science, and machine learning. Coordinated by NITDA under the Federal Ministry of Communications, Innovation & Digital Economy, 3MTT aims to build a skilled AI workforce capable of driving innovation across sectors. Complementing government efforts, private sector innovators such as Elite Global AI founded by Vwakpor Efuetanu have provided AI training, reaching over 30,000 youths through boot camps, conferences, and hackathons focused on digital skills and entrepreneurship. Together, these milestones mark Nigeria's official entry into the AI ecosystem. However, AI adoption remains heavily concentrated in governance, fintech, and civic tech arenas. Its integration into the education sector especially in business education at tertiary level of education remains nascent, highlighting an important area for investigation.

Business Education is an academic and vocational discipline designed to equip learners with the knowledge, competencies, and entrepreneurial skills required for participation in modern business environments. It includes training in areas such as accounting, office technology, business communication, management, and entrepreneurship. Recent studies affirm its critical role in promoting graduates' job creation and sustainable economic development in Nigeria (Okolo, 2024). Additionally, research has shown that a curriculum combining theoretical and practical business components significantly contributes to the development of entrepreneurial skills among undergraduates (Ogurube & Nwosu, 2023). Business educators are the professionals responsible for delivering this curriculum, designing instructional content, facilitating learning, assessing students, and engaging with industry partners for practicum integration (Okpala & Okeke-Ezeanyanwu, 2025). Adeyanju and Imuentiyan (2022) also submitted that issues such as limited career advancement opportunities and insufficient training have been shown to affect business educators' job satisfaction and their effectiveness in delivering business education programmes.

Artificial Intelligence (AI) is gradually changing the way Business Education is taught and experienced in today's digital age. Rather than relying solely on traditional teaching methods, business educators are now able to use intelligent tools that make learning more engaging, flexible, and relevant to real-world needs. AI supports personalized learning, helps automate routine academic tasks, and provides useful insights that improve both teaching and research activities. Digital technologies, which form the foundation for AI applications play a significant role in improving instructional delivery and enhancing academic research among business educators (Akinsanya, 2025). This suggests that embracing AI is no longer just an innovation but a necessary step toward making Business Education more effective, practical, and responsive to the demands of a rapidly evolving digital economy. Globally, AI-powered systems such as intelligent tutoring systems, adaptive learning platforms, and automated grading tools are increasingly being deployed to personalize instruction, enabling educators to tailor content to individual students' learning styles, pace, and prior knowledge (Usman, 2025). In Business Education, these systems can be used to simulate real-world business environments, providing students with experiential learning opportunities through AI-driven virtual simulations and predictive modeling platforms (Onyejegbn, 2025). Such simulations are particularly valuable in preparing students for dynamic business scenarios that require analytical thinking, strategic decision-making, and entrepreneurial innovation. AI also holds significant promise in research support for business educators. Tools with natural language processing capabilities can rapidly analyze large datasets, summarize scholarly literature, and generate insights that inform curriculum development and academic inquiry (Adediran et al., 2024). This not only accelerates the research process but also improves the quality and relevance of outputs, thereby enriching

both teaching and scholarship. Furthermore, AI can automate routine administrative tasks such as grading assignments, tracking student performance metrics, and generating assessment reports freeing business educators to focus on instructional design and student mentorship (Obidiebube et al., 2025). The integration of AI into Business Education aligns directly with national and global development goals. By improving instructional quality, fostering technological skills, and enhancing research output, AI adoption supports the realization of Sustainable Development Goal (SDG) 4 which seeks to ensure inclusive and equitable quality education and SDG 8, which promotes decent work and economic growth. Effective deployment of AI in Business Education therefore has the dual potential of producing industry-ready graduates and contributing to Nigeria's broader socio-economic transformation (Onyejegbn, 2025).

Despite its transformative potential, the integration of Artificial Intelligence (AI) into Business Education in Nigeria faces critical infrastructural, human capital, and policy-related challenges that hinder its effective adoption. Many tertiary institutions, including those in Ogun State, operate under infrastructural constraints such as unreliable electricity, insufficient internet bandwidth, and the high cost of procuring and maintaining AI-compatible hardware, all of which reduce the reliability of AI-enabled instructional delivery (Obidiebube et al., 2025). In addition, a significant number of business educators lack specialized training in AI literacy, limiting their ability to implement AI-based instructional strategies, interpret AI-generated analytics, and address ethical concerns such as algorithmic bias (Usman, 2025). This skills gap is exacerbated by the absence of structured, continuous professional development programmes focused on AI integration into teaching and research (Onyejegbn, 2025). Financial limitations further compound the problem, as budgetary allocations to education are often insufficient to cover the cost of infrastructure, training, and system maintenance (Adediran et al., 2024). Moreover, the absence of clear institutional policies or national frameworks on AI use in education creates uncertainty around data privacy, transparency in AI-driven grading systems, and the ethical deployment of AI technologies, thereby limiting trust and willingness to embrace these innovations. These intertwined challenges suggest that without targeted interventions, the transformative promises of AI in enhancing Business Education may remain largely unfulfilled in Nigeria.

Effective adoption of Artificial Intelligence (AI) in Business Education programmes demands a strategic blend of infrastructural readiness, educator competence, policy frameworks, and collaborative networks. Reliable infrastructure comprising stable electricity, high-speed internet, and AI-compatible devices have been widely identified as the bedrock for deploying AI-driven tools such as business simulations, predictive analytics systems, and intelligent tutoring platforms (Kayode & Odumabo, 2024; Ogunyemi, 2020). Without these enablers, AI initiatives often remain small-scale or unsustainable. Human capacity building is equally crucial, with scholars noting that business educators require specialized AI literacy that goes beyond basic ICT skills to encompass the adaptation of AI applications to discipline-specific contexts, interpretation of AI-generated market insights, and adherence to ethical and professional standards (Eke, 2024; Mafara & Shehu, 2024). Institutional and national policies also play a pivotal role by offering clear guidelines on data governance, transparency in AI-assisted assessments, and measures to counter algorithmic bias, which collectively foster trust and reduce resistance to adoption (Onwuegbuzie et al., 2023). Moreover, multi-stakeholder collaboration between tertiary institutions, EdTech firms, industry practitioners, and professional business education bodies is recognized as a catalyst for integration, facilitating access to specialized AI resources, aligning curricula with market realities, and promoting practice-oriented research (Mafara & Shehu, 2024).

Statement of the Problem

Artificial Intelligence (AI) has become a defining force in reshaping educational practices globally, yet its application in Business Education within many tertiary institutions in Ogun State remains limited. While AI offers the ability to enhance instructional delivery, improve research productivity, and align graduates' skills with the demands of the modern workforce, its integration into classroom and research activities is still at a low level. Most

business educators are yet to fully utilize AI tools, likely due to inadequate infrastructure, insufficient technical competence, and the absence of clear institutional guidelines to support adoption. There appears to be context-specific evidence on how AI can be effectively embedded into Business Education programmes in the state, what obstacles hinder its adoption, and what measures could drive sustainable integration. Without such insights, existing efforts to introduce AI into educational practice risk being fragmented, inconsistent, or poorly adapted to the realities of the local environment. If this study is not carried out, the opportunity to harness AI as a catalyst for modernizing Business Education may be lost, leaving teaching methods and research practices outdated in the face of evolving global standards. This could weaken the ability of graduates to compete in a technology-driven economy and reduce the contribution of Business Education to broader national development objectives.

Research Questions

The following research questions guided the study:

1. What are the prospects of utilizing artificial intelligence in business education for sustainable national development in Nigeria?
2. What are the challenges for the utilization of artificial intelligence in business education for sustainable national development in Nigeria?
3. What are the strategies for the utilization of artificial intelligence in business education for sustainable national development in Nigeria?

Research Hypotheses

The following research hypotheses were tested at 0.05 level of significance:

H_o1: There is no significant difference in the mean ratings of male and female business educators on the prospects of utilizing artificial intelligence in business education for sustainable national development in Nigeria

H_o2: There is no significant difference in the mean ratings of high and low experienced business educators on the challenges of utilizing artificial intelligence in business education for sustainable national development in Nigeria.

Method

The study adopted a descriptive survey design to investigate the potentials, challenges and strategies for effective utilization of artificial intelligence in business education for sustainable national development in Nigeria. The study was carried out in Ogun State, Nigeria and the central focus was on 51 business education lecturers in public tertiary institutions in the state comprising of 18 lecturers in Federal College of Education, Abeokuta, 12 lecturers in Tai Solarin University of Education Ijebu-Ode, 15 lecturers in Sikiru Adetona College of Education, Science and Technology, Omu Ijebu and 6 lecturers in Olabisi Onabanjo University, Ago Iwoye. A census sampling technique was employed, allowing all business education lecturers in each of the institution to take part in the study. This technique was adopted because the population was small and manageable. The instrument used for data collection was structured questionnaire titled “Questionnaire on Exploring Artificial Intelligence in Business Education for Sustainable National Development in Nigeria (QEAIBESNDN)” with 21 items, on a four-point likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was subjected to a pilot test and analysed using Cronbach Alpha reliability test which yielded 0.88 correlation coefficient, indicating that the instrument was reliable. The research questions were analysed using mean and standard deviation while the null hypotheses were tested using independent sample t-test at 0.05 level of significance. Ethical considerations such as voluntary participation, readiness and confidentiality of the respondents were duly observed.

Results

Research Question 1: What are the prospects of utilizing artificial intelligence in business education for sustainable national development in Nigeria?

Table 1

S/N	Items	Mean	SD	Remarks
1.	AI can improve the quality of teaching in Business Education.	3.84	.62	Strongly Agree
2.	AI can make learning more engaging and interactive for Business Education students.	3.59	.77	Strongly Agree
3.	AI can prepare students for future technology-driven workplaces.	2.97	.84	Agree
4.	AI can promote innovation in Business Education curriculum delivery	3.71	.75	Strongly Agree
5.	AI can help bridge the gap between theoretical knowledge and practical application in Business Education.	3.59	.77	Strongly Agree
6.	AI can increase efficiency and productivity among business educators.	3.24	.92	Agree
7.	AI can foster skills development that supports sustainable national development	3.59	.73	Strongly Agree
	Weighted average	**3.50**	**.77**	**Strongly Agree**

The data in Table 1 reveal that respondents strongly agree that artificial intelligence (AI) has significant prospects for enhancing business education in Nigeria. The highest-rated items indicate that AI can improve teaching quality (Mean = 3.84), promote innovation in curriculum delivery (Mean = 3.71), and foster skills development that supports sustainable national development (Mean = 3.59). The table has a weighted average mean and standard deviation of 3.50 and 0.77 respectively. This implies that business educators strongly agree to the prospects of utilizing AI in business education for sustainable national development in Nigeria.

Research Question 2: What are the challenges for the utilization of artificial intelligence in Business Education for sustainable national development in Nigeria?

Table 2

S/N	Items	Mean	SD	Remarks
8.	Lack of adequate ICT infrastructure hinders AI adoption in Business Education.	3.24	.57	Agree
9.	Poor internet connectivity affects the use of AI in Business Education.	3.68	.68	Strongly Agree
10.	Lack of clear institutional policies on AI use affects its integration.	3.31	.56	Agree
11.	Concerns about the accuracy of AI outputs discourage its use.	3.82	.41	Strongly Agree
12.	Fear of job displacement reduces acceptance of AI among business educators.	3.78	.91	Strongly Agree
13.	Resistance to change hinders AI adoption in Business Education.	3.24	.87	Agree
14.	Unreliable electricity supply disrupts AI-based teaching and research.	3.74	.38	Strongly Agree
	Weighted average	**3.54**	**.63**	**Strongly Agree**

Result in Table 2, the challenges hindering AI utilization were evident. Respondents strongly agree that poor internet connectivity (Mean = 3.68), unreliable electricity supply (Mean = 3.74), and concerns over AI accuracy (Mean = 3.82) significantly impede adoption. The fear of job displacement (Mean = 3.78) and resistance to change (Mean = 3.24) were also

identified as key barriers. The table has a weighted average mean and standard deviation of 3.54 and 0.63 respectively. This implies that business educators strongly agree to the challenges hindering AI utilization in business education for sustainable national development in Nigeria.

Research Question 3: What are the strategies for the utilization of artificial intelligence in Business Education for sustainable national development in Nigeria?

Table 3

S/N	Items	Mean	SD	Remarks
15.	Availability of adequate ICT infrastructure encourages the use of AI in Business Education.	3.59	.73	Strongly Agree
16.	Regular training opportunities increase business educators' competence in AI use.	3.78	.93	Strongly Agree
17.	Access to funding facilitates the acquisition and maintenance of AI tools.	3.90	.64	Strongly Agree
18.	Inclusion of AI-related topics in the curriculum increases awareness and application in Business Education.	3.82	.80	Strongly Agree
19.	Peer collaboration among business educators enhances the effective use of AI tools.	3..65	.76	Strongly Agree
20.	Positive attitudes of business educators towards AI encourage its integration into teaching and research.	3.24	.51	Agree
21.	Effective utilization of AI in Business Education can equip graduates with skills that contribute to sustainable national development.	3.73	.68	Strongly Agree
	Weighted average	**3.67**	**.72**	**Strongly Agree**

Result in Table 3 highlighted strategies for effective AI utilization. High mean scores show strong agreement that improving ICT infrastructure (Mean = 3.59), providing regular training (Mean = 3.78), ensuring access to funding (Mean = 3.90), and integrating AI into curricula (Mean = 3.82) are essential. Peer collaboration (Mean = 3.65) and fostering positive attitudes (Mean = 3.24) were also considered important. The table has a weighted average mean and standard deviation of 3.67 and 0.72 respectively. This implies that business educators strongly agree to the strategies for the utilization of AI in business education for sustainable national development in Nigeria.

Research Hypotheses

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

$H_0$1: There is no significant difference in the mean ratings of male and female business educators on the prospects of utilizing artificial intelligence in business education for sustainable national development in Nigeria.

Table 4: Summary of independent samples t-test of business educators' ratings of prospects of utilizing artificial intelligence in business education for sustainable national development in Nigeria

Gender	N	Mean	SD	t-cal	Df	P-value	Decision
Male	18	2.93	0.38				
				4.397	49	0.001	**$H_0$1**
Female	33	3.18	0.47				**Rejected**

The first null hypothesis (H_{01}) stated that there is no significant difference in the mean ratings of male and female business educators regarding the prospects of utilizing artificial intelligence (AI) in business education for sustainable national development in Nigeria. The independent samples t-test revealed a statistically significant difference in ratings between

male (M = 2.93, SD = 0.38) and female (M = 3.18, SD = 0.47) respondents, $t(49) = 4.397$, $p = .001$, leading to the rejection of $H_0 1$. This indicates that gender plays a role in perceptions, with female business educators reporting higher mean ratings for AI's prospects in business education.

$H_0 2$: There is no significant difference in the mean ratings of high and low experienced business educators on the challenges of utilizing artificial intelligence in business education for sustainable national development in Nigeria.

Table 5: Summary of independent samples t-test of business educators' ratings of challenges of utilizing artificial intelligence in business education for sustainable national development in Nigeria

Gender	N	Mean	SD	t-cal	Df	P-value	Decision
Male	22	2.75	0.40				
				6.301	49	0.306	**$H_0 2$**
Female	29	3.10	0.44				**Retained**

The second null hypothesis ($H_0 2$) proposed that there is no significant difference in the mean ratings of high and low experienced business educators on the challenges of utilizing AI in business education for sustainable national development in Nigeria. The t-test results showed no statistically significant difference between the two groups, $t(49) = 6.301$, $p = .306$, leading to the retention of H_{02}. This suggests that perceived challenges, such as inadequate ICT infrastructure, poor internet connectivity, and resistance to change—are commonly experienced by both highly experienced and less experienced educators.

Discussion of Findings

The study revealed that business educators perceive artificial intelligence (AI) as having substantial potential to transform business education in Nigeria. Respondents strongly agreed that AI can improve the quality of teaching, make learning more interactive, promote innovation in curriculum delivery, and bridge the gap between theory and practice. These perceptions affirm the reports by Dwivedi et al. (2021) and Alalwan et al. (2022), which emphasized AI's role in enhancing pedagogical effectiveness through personalized learning and adaptive instructional strategies. The significant difference found between male and female educators' ratings, with female educators expressing more positive views, suggests possible variations in digital adoption tendencies or professional development exposure. This gender-based disparity highlights the importance of demographic influences when promoting technology integration. Despite the optimistic view of AI's prospects, the findings show that adoption is hampered by systemic barriers. Respondents identified inadequate ICT infrastructure, unreliable electricity supply, poor internet connectivity, lack of clear institutional policies, fear of job displacement, and resistance to change as key constraints. These challenges mirror the conclusions of Oyediran et al. (2023) and Chatterjee and Kumar (2022), who reported that infrastructural deficits, policy gaps, and attitudinal resistance persist in Nigerian higher education. Notably, the hypothesis test on differences between highly experienced and less experienced educators revealed no significant variation, suggesting that these obstacles are felt uniformly across experience levels. This uniformity indicates that institutional and policy-level interventions are more critical than focusing solely on individual capacity differences. To address these challenges and fully harness AI's potential, the study identified several strategies strongly endorsed by participants. These include improving ICT infrastructure, providing regular AI-focused training for educators, securing sustainable funding for AI tools, integrating AI-related topics into curricula, fostering peer collaboration, and promoting positive attitudes toward AI. Such recommendations are consistent with UNESCO's (2021) call for capacity building, curriculum reform, and collaborative networks to maximize the educational benefits of AI. The strong agreement that AI can equip graduates with industry-relevant skills reinforces its potential to contribute directly to sustainable

national development goals, particularly SDG 4 on quality education. When supported by strategic investment, clear policy frameworks, and continuous professional development, AI can play a pivotal role in elevating both instruction delivery and research productivity in business education.

Conclusion

Based on the findings, the study concludes that AI holds significant promise for transforming business education in Nigeria by enhancing instructional delivery and academic research productivity. While perceptions of AI's prospects are generally high especially among female educators. Systemic challenges such as inadequate infrastructure, unreliable electricity, poor internet access, and a lack of institutional policies continue to limit its adoption. These challenges are experienced across all levels of teaching experience, indicating that solutions must be systemic rather than individual. Implementing targeted strategies, including infrastructure improvement, regular training, and curriculum integration, will be essential to fully harness AI's potential for achieving sustainable national development in business education.

Recommendations

The following recommendations were made in line with the findings of the study:

1. Ministries of Education and tertiary institutions should prioritize the integration of AI into business education curricula to prepare students for technology-driven workplaces.
2. Government and institutional bodies should invest in ICT infrastructure, reliable electricity, and high-speed internet to support AI deployment in business education.
3. Management of tertiary institutions should establish continuous AI-focused capacity building for business educators through workshops, seminars, and peer mentoring.

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