

## APPLICATION OF ARTIFICIAL INTELLIGENCE IN BUSINESS EDUCATION PROGRAMME FOR ACADEMIC ACHIEVEMENTS IN PUBLIC UNIVERSITIES IN SOUTH-EAST NIGERIA

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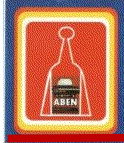
### Abstract

This research work dwelt on application of artificial intelligence in Business Education programme for academic achievements in public universities in South-East Nigeria. Descriptive survey research design was used for the study. The population for the study consist of 81 Business Educators in public universities in South-East Nigeria. The entire population was used hence, no sampling was done. Three research questions and three null hypotheses guided the study. Self-structured questionnaire validated by three experts was the instrument for data collection. The instrument was subjected to reliability test and a coefficient of 0.81 was realized using Crombach Alpha formula. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. Only 76 copies of the instrument distributed were recovered (47 from federal universities, 29 from state universities) giving 93.83% return rate. The findings indicated that government related ( $\bar{x}=3.27$ ), lecturers-related ( $\bar{x}=3.19$ ) and students-related ( $\bar{x}=3.19$ ) strategies are strategies for application of artificial intelligent in Business Education programme for academic achievements in public universities in South-East Nigeria. There was no significant difference between the mean scores of federal and state universities Business Educators with respect to government, lecturers' and students-related strategies for application of artificial intelligence for academic achievements in Business Education programme ( $P = 0.158 > 0.05$ ,  $P = 0.701 > 0.05$ ,  $P = 0.348 > 0.05$ ). Based on the findings, it was suggested among others that government should map out strategies, provide funds and infrastructure for effective application of AI in universities and other higher institutions.

**Key words:** Artificial Intelligence, Business Education, Academic Achievements

### Introduction

Business Education is a unique programme that aims at imparting saleable skills into the recipients for entry into and advancement within business. It is a programme for job occupations and sustainable living. Ezeabii (2017) defined Business Education as an aspect of Vocational Education which equips individuals with the necessary skills and theoretical knowledge needed for performance in the business world either for job occupations or for self-employment. Ezeabii, Ekoh-Nweke and Okwor (2020) affirmed that Business Education programme is a valuable programme for skills acquisition required by graduates in the 21<sup>st</sup> century that is highly



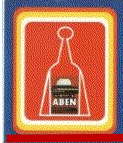
competitive and technology driven. In effect both students and faculty should be compliant with innovative approaches and move with trend of event in this technological age.

Business Education programme in universities is taught by Business Educators. These are people who read Business Education in tertiary institutions up to degree level and Masters Degree level. Some have Ph.D i.e. Doctor of Philosophy in the said field. They need to be acquainted with the application of new technologies, especially the application of artificial intelligence for instructional delivery. Business Education programme is offered in Nigeria public and private universities. The private universities are owned, run and controlled by private organizations and individuals while the public universities are owned, run and controlled by the Federal and State government. However, one is not sure whether university status influence the strategies for the application of artificial intelligence by lecturers and students for academic achievements. There are federal and state universities in South-East Nigeria. South-East is one of the six geopolitical zones in Nigeria and it is made up of five states. Thus: Abia, Anambra, Ebonyi, Enugu and Imo States. These states are known for their commercial activities as well as educational endeavours. Hence, many educational institutions including universities running Business Education programme abound in the zone.

The application of technology driven structural approaches in Business Education programme is paramount for academic achievements. Academic achievement can be seen as the outcome of educational endeavours. Academic achievement also can be attributed to the measurement of educational objectives through examinations or continuous assessments. Onyeso and Nnokam (2024) viewed academic achievement as the outcome of education, in essence, the extent to which a student, teacher or institution has achieved their educational goals. This implies that the academic achievements of Business Education students in South-East Nigeria depends on the extent the students achieve the educational objectives set out for them by lecturers and the institution. However, the achievement of the above depends on the capabilities of the students, instructional approaches applied by the faculties and the facilities made available for that by the institution. No wonder, Aribisala and Igweh (2024) observed that students' achievement needs adequate innovative techniques with more resilient evaluations.

Hence, innovative approaches as opposed to the conventional ones that are teacher centred and boring are needed for achievement of education goals in Business Education programme in this modern age. Ezeabii, Ekoh-Nweke and Okwor (2020) observed that for Business Education to remain relevant in providing the needs of individuals and that of the society, it must embrace current trends in the academic and economic demands of the society. One of the current trends is the application of artificial intelligence in educational programmes. Artificial Intelligence (AI) is the use of computer systems that can perform various tasks like humans. Alabi (2022) noted that artificial intelligence involves a collection of technologies that enable machines to act with a very high level of intelligence similar to humans. Oluyemisi (2023) defined artificial intelligence as an advanced technological frontier, stimulating human intelligence through machine learning algorithms, neural networks and natural language processing (NLP).

Artificial intelligence (AI) can be applied in all facets of the economy which include agriculture, energy, healthcare, transportation, education among others. AI has revolutionalized the whole educational system. It contributes to enhancing the learning process, elevating students' academic achievements and simplifying administrative tasks. AI can be applied in personalized learning, giving assignment to students, marking of scripts and grading. Feedback can be received from students with the use of AI. Subsequently, AI fosters critical and analytical thinking in students, fostering motivated and enthusiastic learning leading to better understanding of the subject matter. Ogunode and Adamu (2021) noted that AI has the ability to automate



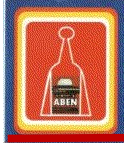
routine tasks such as lesson-planning, scheduling, attendance marking, grading and record-keeping. AI capabilities such as text-to-speech, visual recognition, speech recognition and more can be tailored to support learners with special needs for more inclusive education. Awofiranye (2024) highlighted the benefits of AI in include: creation of feedback for both students and teachers, accessing of real-time information anywhere in the world with just a smart phone and internet connection, time management for research work using creative tools, facilitation of learning process and development of AI-powered braille tutor applications to facilitate learning process for special students. In essence, AI empowers educators with the ability to construct dynamic and interactive learning environments that accommodate various learning styles and various students' capabilities.

Nevertheless the achievement of these benefits of artificial intelligence in education needs the cooperation of the stakeholders especially the government, lecturers and students themselves. The Nigerian government is supposed to formulate policies with respect to application of AI, establish regulatory bodies to monitor and supervise application of AI, provide the needed funds and facilities, train the academia to upgrade their skills in the use of AI and foster institution industrial partnership to promote utilizations of AI. In line with the submission, Okunade (2024) affirmed that government provision of policies for incorporation of AI in schools, financial assistance mechanisms, partnerships with non-governmental organizations and participatory decision-making procedures can facilitate a more thorough and substantial adoption.

In addition, lecturers should adopt strategies to make the application of AI workable. They are supposed to monitor and mentor students, utilize AI tools for personalized teaching, use AI tools for grading students and receiving feedback, collaborate with AI experts for coaching on AI utilization and update their knowledge in AI utilization through conferences, workshops and seminars. In confirmation of the above, Adeyemi (2020) stressed that it is necessary to execute extensive training programme, cooperate with educational institutions for ongoing professional growth, and create mentoring programmes to allow the exchange of information among educators. Okunade (2024) also concurred that there are several opportunities available for teacher training and professional development, such as workshops, seminars, and online learning platform that specifically focus on AI education. Further, Alabi (2022) opined that AI could be used by lecturers to personalize tutoring, receiving feedback, assess students and grade them. Honestly AI can be used by lecturers to engage students, make them overcome challenges of learning and record their progress.

Furthermore, students as stakeholders to education should also strategize in utilizing AI for academic achievements. They are expect to engage in AI literacy class, receive guidance on AI-related career, acquire hands-on experience with AI tools, receive mentorship from AI experts, intern with AI related companies for improved knowledge and engage in AI-related projects for knowledge acquisition. In support of the above, Nicholas (2023) noted that there is a pressing need for students to understand and use AI tools efficiently and effectively, it should be a guide to students in researching, writing papers and developing marketing plans. Sequel to that, Okunade (2024) advised that students should intern and partner with industries, listen to Guest lecturers on AI and participate in joint research for practical real-world and AI applications. This partnership the author noted will guarantee that skills being taught are in line with the demands of employers and make for academic achievement.

Nevertheless, despite the benefits of AI in education, it has been observed that faculties still adopt traditional approaches to teaching and learning. These may be as a result of some factors which may include laxity on the part the government in providing fund and infrastructure and non-possession of requisite skills by lecturers and students for application of AI in education.



Aina, Gbenga-Epebinu, Olofinbiyi, Ogidan and Ayedun (2023) found out that the major obstacle to application of AI in many institutions is infrastructural restriction. Ezeabii, Ekoh-Nweke and Okwor (2020) observed that lack of fund and facilities, and lack of skills and interest on the part of lecturers negate the use of innovative approaches in teaching and learning. The above scenario should not be left unattended hence, this research work was poised to determine the strategies for application of Artificial Intelligence in Business Education programme for academic achievements in public universities in South-East Nigeria.

### **Statement of the Problem**

Business Education is skills acquisition programme and needs to be taught in universities in South-East Nigeria with innovative skills especially Artificial Intelligence to remain competitive in the global world. Artificial Intelligence (AI) has revolutionized teaching and learning making teaching personalized, students engaged and motivated. It is used in developing instructional content, receiving feedback from students, overcome learning challenges, give students assignment, mark scripts and grade students. AI can also be used to support learners with special needs. It is an innovative approach in teaching and learning making the educational process enthusiastic.

However, it has been observed that some of the academia including Business Education lecturers are still making use of the conventional approaches that does not make for enthusiasm in learning thereby negating academic achievements. This may be as a result of some factors that may not be unrelated to provision of funds and infrastructure by the government, non-possession of innovative skills and tools by Business Educators and students among others for application of AI in education especially Business Education programme of universities in South-East Nigeria. There is need to avert this negative scenario hence, determination of strategies for application of Artificial Intelligence in Business Education programme for academic achievements in public universities in South-East Nigeria.

### **Purpose of the Study**

The main purpose of the study was to determine strategies for application of Artificial Intelligence in Business Education programme for academic achievements in public universities in South-East Nigeria. Specifically, the study sought to determine the:

1. Government-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.
2. Lecturers-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.
3. Students-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.

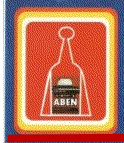
### **Research Questions**

The following research questions guided the study:

1. What are the government-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria?
2. What are the lecturers'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria?
3. What are the students-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria?

### **Null Hypotheses**

The following null hypotheses tested at .05 level of significance guided the study.



1. There is no significant difference between the mean scores of federal and state universities Business Educators on government-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.
2. A significant difference does not exist between the mean scores of federal and state universities Business Educators on lecturers-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.
3. There is no significant difference between the mean scores of federal and state universities Business Educators on students'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria

### **Method**

The study adopted a survey research design. Survey research design according to Nworgu (2015) is on in which a group of people are studied by analyzing data from a few or the entire group and result got can be inferred to the entire population. This design is deemed fit for this study as data got from Business Educators from public universities in South-East Nigeria will be inferred to the entire population. The area of the study was public universities in South-East Nigeria. The population for the study was 81 Business Educators (Federal 52, State 29). The number was manageable, hence there was no sampling.

Data was collected using 24 itemed structured questionnaire developed from literature review. Four point rating scale of strongly agree (4), agree (3), disagree (2) and strongly disagree (1) was used. The instrument was validated by three experts. Their corrections and suggestion were used to produce the final copy. The instrument was trial tested using twenty Business Educators from South-South Nigeria. The reliability of the instrument was determined using Crombach Alpha formula and a coefficient of 0.81 was realized. Six research assistants helped in the distribution of the questionnaire 76 copies (federal 47, state 29) out of 81 copies distributed were filled correctly and returned representing 93.83% return rate.

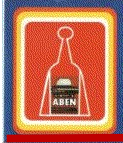
Three research questions and three null hypotheses guided the study. The research questions were answered using weighted means and standard deviations while t-test was used to test the null hypotheses at .05 level of significance using SPSS version 23.0.

However, decisions were made using the upper and lower limits of the mean. Thus: Strongly Agree = 3.50-4.00, Agree = 2.50-3.49, Disagree 1.50-2.49, and Strongly Disagree = 0.50-1.49. For the test of hypothesis, the null hypothesis was not significant where the calculated p value was greater than .05 level of significance otherwise, it was significant.

### **Results**

#### **Research Question I**

What are the government-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria?



**Table I: Mean Scores and standard deviation of Business Educators for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria**

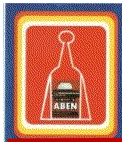
S/No	Government-related strategies for application of AI in Business Education programme include:	Federal N=47		State N=29		Overall		Decision
		$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	$\bar{x}_G$	SDG	
1.	Mapping out enough fund for AI-related researches in our institutions in Nigeria.	3.41	0.50	3.33	0.48	3.37	0.48	Agree
2.	Embarking on training the academia on digital literacy on AI for students' academic achievements.	3.20	0.84	2.81	0.87	2.98	0.87	Agree
3.	Providing the necessary infrastructure for utilization of AI in universities.	3.24	0.62	3.15	0.63	3.19	0.62	Agree
4.	Mapping out structures for promoting AI awareness among students in universities.	3.22	0.57	3.11	0.60	3.16	0.59	Agree
5.	Encouraging partnership between universities and AI industrial experts for students to be acquainted with AI and its benefits.	3.39	0.63	3.02	0.49	3.18	0.58	Agree
6.	Mapping out policies for the adoption of AI in our universities.	3.41	0.63	3.50	0.57	3.46	0.60	Agree
7.	Providing grants to university students for AI-related researches	3.51	0.51	3.50	0.50	3.51	0.51	Strongly agree
8.	Establishing regulatory bodies to monitor and supervise the application of AI in our universities.	3.29	0.60	3.33	0.70	3.32	0.66	Agree
<b>Cluster Mean/SD</b>		<b>3.33</b>	<b>0.53</b>	<b>3.22</b>	<b>0.61</b>	<b>3.27</b>	<b>0.61</b>	<b>Agree</b>

$\bar{x}$  = Mean, SD = Standard Deviation

The analysis of data presented in Table 1 above shows that all the items except item 7 has mean scores ranging from 2.98 to 3.46 indicating agree. Item 7 has mean score of 3.51 depicting strongly agree. The aggregate mean score is 3.27 depicting agree. This means that the respondents view the items as the government-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria. The overall standard deviation of 0.61 indicates that the respondents have similar opinion to the items.

**Hypothesis 1**

There is no significant difference between the mean scores of federal and state universities Business Educators on government-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.



**Table 2: Summary of t-test analysis on mean scores of federal and state universities Business Educators on government-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.**

Variables	N	t	df	Sig (2 tailed)	Mean Difference	Std. Error Difference	Decision
Federal	47	1.423	74	.158	.97742	.68689	NS
State	29						

The result of t-test analysis in Table 2 shows that the t-value at 0.05 level of significance and at 74 degree of freedom for the items is 1.423 with a significant value of 0.158. Since the significant value of 0.158 is more than the 0.05 level of significance, the null hypothesis is not significant. This means that there is no significant difference regarding the items on the mean scores of federal and state universities Business Educators on government-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.

**Research Question 2**

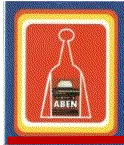
What are the lecturers'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria?

**Table 3: Mean scores and standard deviation of Business Educators on lecturers'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.**

S/N o	Lecturers-related strategies for application of AI in Business Education programme include:	Federal N=47		State N=29		Overall		Decision
		$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	$\bar{x}_G$	SDG	
9.	Attending conferences on AI for knowledge update.	3.34	0.53	3.26	0.59	3.29	0.56	Agree
10.	Embarking on in-service training on AI for professional development.	3.44	0.50	3.22	0.42	3.32	0.47	Agree
11.	Collaboration with AI experts for coaching on AI utilization in teaching.	3.24	0.54	3.02	0.53	3.12	0.54	Agree
12.	Utilizing AI tools for personalized teaching.	3.44	0.78	2.87	0.73	3.12	0.80	Agree
13.	Liaising with industries on AI-related projects for expertise.	3.24	0.66	2.89	0.57	3.04	0.63	Agree
14.	Mentoring students on AI-related projects.	3.02	0.52	2.98	0.49	3.00	0.51	Agree
15.	Incorporating AI-related topics in existing curricula.	3.22	0.65	3.28	0.68	3.25	0.68	Agree
16.	Utilizing AI tools for grading students and receiving feedback	3.29	0.68	3.44	0.50	3.38	0.59	Agree
	<b>Cluster Mean/SD</b>	<b>3.28</b>	<b>0.61</b>	<b>3.12</b>	<b>0.56</b>	<b>3.19</b>	<b>0.60</b>	<b>Agree</b>

$\bar{x}$  = Mean, SD = Standard Deviation

The data presented in Table 3 shows that the mean scores for items 9 to 16 ranges from 3.00 to 3.38 depicting agree. The cluster mean of 3.19 concurs to that. This means that the itemized are lecturers-related strategies for application of AI in Business Education programme for academic



achievements in public universities in South-East Nigeria. The low overall standard deviation of 0.60 shows that the respondents' opinions do not differ remarkably to the itemized.

**Hypothesis 2**

A significant difference does not exist between the mean scores of federal and state universities Business Educators on lecturers'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.

**Table 4: Summary of t-test analysis of mean scores of federal and state universities Business Educators on lecturers'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.**

Variables	N	T	df	Sig (2 tailed)	Mean Difference	Std. Error Difference	Decision
Federal	47	1.021	74	0.701	1.94580	.46423	NS
State	29						

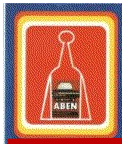
The result of t-test analysis in Table 4 shows that the t-value at 0.05 level of significance and at 74 degree of freedom for the items is 1.021 with a significant value of 0.701. As the significant value of 0.701 is more than the 0.05 level of significance, the null hypothesis is not significant. This means that a significant difference does not exist between the mean scores of federal and state universities Business Educators on lecturers-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.

**Research Question 3**

What are the students'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria?

**Table 5: Mean scores and standard deviation of Business Educators on students'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.**

S/N	Students-related strategies for application of AI in Business Education programme include:	Federal N=47		State N=29		Overall		Decision
		$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	$\bar{x}_G$	SDG	
17.	Engaging in AI literacy class for application of AI in academic studies.	3.63	0.54	3.09	0.76	3.33	0.72	Agree
18.	Receiving guidance on AI-related career.	3.22	0.79	3.06	0.79	3.13	0.79	Agree
19.	Acquiring hands-on experience with AI tools.	2.73	0.67	2.78	0.66	2.76	0.66	Agree
20.	Engaging in AI-related projects for knowledge acquisition.	3.24	0.70	3.28	0.63	3.26	0.66	Agree
21.	Carrying out case studies on AI-related issues for practical experiences.	3.10	0.62	3.17	0.57	3.14	0.59	Agree
22.	Receiving mentorship from AI experts.	3.51	0.51	3.50	0.50	3.51	0.50	Strongly Agree
23.	Exploring AI applications across various business disciplines.	3.10	0.77	3.15	0.81	3.13	0.79	Agree
24.	Interning with AI-related companies for improved knowledge.	3.27	0.45	3.24	0.43	3.25	0.44	Agree



Cluster Mean/SD 3.23 0.63 3.16 0.64 3.19 0.64 Agree

$\bar{x}$  = Mean, SD = Standard Deviation

The data presented in Table 5 above shows that the mean scores of items 22 is 3.51 revealing strongly agree. The remaining items have means ranging from 2.76 to 3.33 indicating agree. Also, the cluster mean of 3.19 further indicates agree. This means that the respondents view the itemized as students'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria. The low standard deviation of 0.64 show that the respondents' do not differ remarkably in their opinions to the items.

**Hypothesis 3**

There is no significant difference between the mean scores of federal and state universities Business Educators on students'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.

**Table 6: Summary of t-test analysis on mean scores of federal and state universities Business Educators on students'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.**

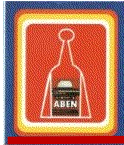
Variables	N		Sig	Mean	Std. Error	Decision
		t	Df	(2 tailed)	Difference	Difference
Federal	47	.943	74	.348	.95303	1.01098
State	29					NS

Data obtained from the t-test analysis in Table 6 shows that the t-value at 0.05 level of significance and at 74 degree of freedom for the items is 0.943 with a significant value of 0.348. Since the significant value of 0.348 is more than the 0.05 level of significance, the null hypothesis is not significant. This indicates that there is no significant difference with respect to the items between the mean scores of federal and state universities Business Educators on students'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria.

**Discussion of Findings**

From the findings of research question one, it was discovered that for application of AI in Business Education programme for academic achievements, government should map out funds for AI-related researches in our institutions, embark on training the academia on digital literacy, provide necessary infrastructure for its utilization, map out structures for promoting AI awareness, encourage partnership between universities and AI industrial experts, map out policies for AI adoption among others. This is in agreement with submission of Okunade (2024) that government provision of policies for incorporation of AI in schools, financial assistance mechanisms, partnerships with non-governmental organizations and participatory decision-making procedures can facilitate a more thorough and substantial adoption.

In addition, the findings of research question two revealed that for application of AI in Business Education programme, lecturers should attend conferences and embark on in-service training for professional development, collaborate with AI experts for coaching, utilize AI tools for personalized teaching, mentor students on AI, utilize AI tools for grading students and receiving feedback among others. This is in line with the submissions of Adeyemi (2020) who noted that it is necessary to execute extensive training programme, cooperate with educational institutions for ongoing professional growth, and create mentoring programmes to allow the exchange of



information among educators. It is also in agreement with Okunade(2024) who stressed that several opportunities are available for teacher training and professional development, such as workshops, seminars and online learning platforms that specifically focus on AI education.

Further, the findings of research question three revealed that for application of AI in Business Education programme for academic achievements, students should engage in AI literacy class, receive guidance in AI-related career, acquire hand-on experience with AI tools, engage in AI-related projects, receive mentorship from AI experts, intern with AI-related companies among others. This is in agreement with observations of Nicholas (2023) that there is a pressing need for students to understand and use AI tools efficiently and effectively, it should be a guide to students in researching, writing papers and developing marketing plans. The findings also concurs with opinions of Okunade (2024) who advised that students should intern and partner with industries, listen to guest lecturers on AI and participate in joint research for practical real-world and AI applications.

Subsequently, the null hypotheses results indicated no significant difference between the mean scores of federal and state universities Business Education on government, lecturers' and students'-related strategies for application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria. This implies that university status is not a determinant factor in employing strategies for application of AI in Business Education programme for academic achievements in universities.

### Conclusion

Government, lecturers' and students'-related strategies can be used in application of AI in Business Education programme for academic achievements in public universities in South-East Nigeria. University status is not a determinant factor for the strategies to be applied. Hence, the strategies identified, when applied will help in personalizing learning, support special students, make for easy knowledge acquisition and overall academic achievements.

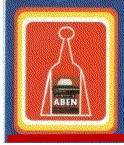
### Recommendations

The following recommendations are hereby made:

1. Government should map out policies, provide funds and infrastructure for effective application of AI in universities and other higher institutions.
2. Lecturers should avail themselves of the opportunities for further training on AI for professional growth.
3. Students should try and acquire hands-on experience with AI tools and receive mentorship with practical experiences from AI experts.

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