ROLE OF ARTIFICIAL INTELLIGENCE IN ENHANCING RESEARCH PRODUCTIVITY IN BUSINESS EDUCATION PROGRAMMES IN NIGERIAN UNIVERSITIES

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Abstract

This study investigated the role of Artificial Intelligence (AI) in enhancing research productivity in Business Education programs in Nigerian universities. Specifically, it examined the extent to which AI tools improve the accuracy, efficiency, and quality of research outputs among lecturers, as well as their influence on research processes such as literature review, plagiarism detection, data analysis, and academic writing. The study adopted a descriptive survey research design and was conducted in federal universities located in the South-East geopolitical zone of Nigeria. The population consisted of Business Education lecturers, and a purposive sampling technique was employed to select 150 respondents from universities offering Business Education programs in the region. Data were collected using a structured questionnaire titled *Artificial Intelligence in Enhancing Research Productivity in Business Education Programs (AIERPBEP)*. The instrument was validated by experts in Business Education and Educational Technology, and its reliability was confirmed using Cronbach Alpha, which yielded a coefficient above 0.70, indicating good internal consistency. Data were analyzed using descriptive statistics (mean and standard deviation) to answer the research questions, while inferential statistics such as the t-test, Pearson correlation, and ANOVA were employed to test the hypotheses at the 0.05 level of significance. The findings revealed that AI tools exert a highly positive influence on research productivity, with notable impacts on improving efficiency, reducing writing time, minimizing plagiarism cases, and enhancing overall research output. Nonetheless, the study also found that AI tools have limited influence on the development of critical thinking and analytical writing skills among researchers. The study concluded that although AI tools significantly improve the technical and mechanical aspects of research, they should be regarded as complementary aids rather than substitutes for the intellectual efforts of researchers. It was therefore recommended that Nigerian universities integrate AI training into academic development programs, provide adequate infrastructural support for AI use, and promote responsible adoption of AI tools in order to balance efficiency with originality in research.

Keywords: Artificial Intelligence, research productivity, Business Education, Nigerian universities, lecturers

Introduction

In the contemporary era of digital transformation, the integration of Artificial Intelligence (AI) into higher education has gained remarkable significance, particularly in enhancing research productivity and academic output. Business Education, as a discipline designed to equip learners with knowledge, skills, and competencies for effective participation in business, entrepreneurship, and the world of work, is undergoing an unprecedented transformation through the adoption of AI technologies (Okoro & Ekpeyoung, 2021). Today, AI-powered tools such as ChatGPT, Grammarly, QuillBot, and Turnitin are increasingly being deployed to support research-related tasks, including idea generation, paraphrasing, originality checks, content refinement, and academic integrity assurance.

The Nigerian university system, especially Business Education programs, faces multiple challenges such as low research capacity, poor academic writing skills, high incidences of plagiarism, inadequate mentorship, and difficulty in meeting global academic benchmarks (Afolabi & Bamidele, 2022; Onwubuya, Amobi & Atah, 2025). In response, AI-driven platforms are gradually being recognized as potential solutions. For instance, ChatGPT assists researchers in generating arguments and interpreting data; Grammarly ensures grammatical correctness and writing clarity; QuillBot enhances paraphrasing accuracy; while Turnitin is widely applied for plagiarism detection (Nwankwo & Adewale, 2023; Olom & Atah, 2025). Despite the increasing adoption of these technologies, there remains limited empirical evidence on the extent of their utilization and their actual contribution to improving research outcomes among lecturers and students in Business Education programs in Nigeria (Ingwe, Abang & Atah, 2025). This gap underscores the need for systematic investigation into how AI tools influence the productivity, accuracy, and quality of research in Nigerian universities.

Furthermore, the potential of AI technologies to personalize learning, provide real-time feedback, and promote academic independence aligns with the broader objectives of Business Education, which include cultivating critical thinking, problem-solving, and innovative competencies (Idoko, 2020; Regina Agbogo, Uju, Atah & Idike, 2024). Previous research has highlighted these potentials. For example, Okoro and Balogun (2023) demonstrated that AI applications such as Grammarly and ChatGPT significantly enhanced grammatical coherence and clarity in students' work, while Adebayo and Musa (2022) revealed the popularity of QuillBot and Turnitin among Nigerian students for paraphrasing and originality checks, although issues of ethical awareness were noted. Similarly, Chinedu and Ayoola (2021) reported that AI-powered library services improved referencing and information retrieval but were constrained by infrastructural challenges. Additional studies reinforce these insights. Nwachukwu and Ekpo (2023) observed that lecturers who actively employed AI tools had higher research output and greater citation impact, while Lawal and Omisore (2022) confirmed that AI integration in literature review, referencing, and data analysis was positively correlated with research quality. Akpan and Ibrahim (2021) further emphasized the role of AI in fostering deadline compliance, argument quality, and plagiarism reduction among postgraduate students.

More recently, a growing body of Nigerian scholarship has examined digital innovation and AI in relation to research productivity. For instance, Atah et al. (2023) underscored how AI and digital tools support collaborative research and publication efficiency across universities. In related works, Chukwurah et al. (2023) and Akeke et al. (2023) highlighted the transformative role of AI in research culture and academic engagement. Studies such as Atah & Alabi (2024, 2025), Uju et al. (2024), and Ochui, Idike & Atah (2024) further point to the relevance of AI in academic support services, mentorship, and cross-disciplinary collaboration. Similarly, contributions from Otu et al. (2024), Akeke, Atah & Ushie (2024), and Alabi & Atah (2024) emphasize the strategic role of AI in strengthening higher education's responsiveness to global academic standards.

Collectively, these studies provide strong evidence of AI's transformative potential in higher education. However, despite the promising findings, challenges such as infrastructural deficits, poor digital literacy, and limited institutional policies continue to hinder the effective adoption of AI in Nigerian universities (Nwosu, Bessong & Atah, 2022; Bessong, Atah & Ititim, 2022). Thus, this study seeks to fill a critical gap by systematically investigating the role of AI in enhancing research productivity in Business Education programs in Nigerian universities, with a particular focus on its perceived effects on efficiency, originality, academic writing, and overall research outcomes.

Statement of the Problem

In recent years, the integration of Artificial Intelligence (AI) tools into academic research has transformed the landscape of higher education globally. Tools such as ChatGPT, Grammarly,

Turnitin, QuillBot, and others are increasingly being adopted to support research activities by improving content generation, grammar accuracy, plagiarism detection, and overall writing quality. Despite these advancements, there appears to be a gap in how effectively these technologies are being utilized within the context of business education programs in Nigerian universities. Many business education students and lecturers still rely on traditional methods of conducting research, often facing challenges such as low writing proficiency, high levels of plagiarism, poor organization of ideas, and lack of access to updated resources. Consequently, research productivity—in terms of both quality and quantity—remains suboptimal.

Furthermore, there is limited empirical evidence on how AI tools have been adopted and their actual impact on improving research processes and outcomes in business education. If the potential of AI in enhancing research productivity is not adequately explored and harnessed, students and lecturers may continue to struggle with inefficiencies and low-quality outputs. This could have long-term implications on academic excellence, curriculum development, and the production of competent graduates ready to compete in a digitally driven economy. Hence, this study seeks to investigate the role of Artificial Intelligence in enhancing research productivity in business education programs in Nigerian universities.

Research Questions

The study was guided by the following two research questions:

1. To what extent are AI tools such as ChatGPT, Grammarly, and Turnitin utilized by business education lecturers and students for research purposes in Nigerian universities?
2. What is the influence of using AI tools on the accuracy, efficiency, and overall quality of research output in business education programs?

Hypotheses

Two research hypotheses were formulated to guide the study and were tested at the 0.05 level of significance.

1. There is no significant relationship between the utilization of AI tools and the research productivity of business education students and lecturers in Nigerian universities.
2. The use of AI tools does not significantly influence the accuracy, efficiency, and quality of research output in business education programs in Nigerian universities.

Methods

This study adopted a descriptive survey research design, which was deemed most appropriate for the investigation because it allowed the collection and analysis of the opinions, practices, and experiences of lecturers regarding the role of Artificial Intelligence (AI) in enhancing research productivity in Business Education programs in Nigerian universities. The research was carried out in universities located in the South-East geopolitical zone of Nigeria, comprising Abia, Anambra, Ebonyi, Enugu, and Imo States. This zone is home to several federal, state, and private universities that run Business Education programs.The population of this study comprised all Business Education lecturers in federal universities located in the South-East geopolitical zone of Nigeria. The zone is made up of five states—Abia, Anambra, Ebonyi, Enugu, and Imo—and each state hosts a federal university offering Business Education programs. These universities include Michael Okpara University of Agriculture, Umudike (Abia State); Nnamdi Azikiwe University, Awka (Anambra State); Alex Ekwueme Federal University, Ndufu-Alike Ikwo (Ebonyi State); University of Nigeria, Nsukka (Enugu State); and the Federal University of Technology, Owerri (Imo State). The total population of study was was therefore Business Education lecturers across these five federal universities. To achieve a manageable and representative sample, 150 lecturers were selected, with 30 lecturers drawn from each of the universities. This distribution ensured fair representation across the institutions while maintaining the focus of the study on lecturers who are actively engaged in teaching and research within Business Education programs.

A purposive sampling technique was employed to identify universities in the South-East geopolitical zone of Nigeria that offer Business Education programs. The South-East zone, which consists of Abia, Anambra, Ebonyi, Enugu, and Imo States, has a total of five federal universities. These are Michael Okpara University of Agriculture, Umudike in Abia State; Nnamdi Azikiwe University, Awka in Anambra State; Alex Ekwueme Federal University, Ndufu-Alike Ikwo in Ebonyi State; University of Nigeria, Nsukka in Enugu State; and the Federal University of Technology, Owerri in Imo State. From these institutions, a total of 150 Business Education lecturers were selected as respondents. The sample was distributed equally across the universities, with 30 lecturers drawn from each institution using an accidental sampling technique. This approach ensured balanced representation and provided reliable coverage of Business Education lecturers in the federal universities of the South-East region.

The instrument for data collection was a structured questionnaire titled Artificial Intelligence in Enhancing Research Productivity in Business Education Programs (AIERPBEP) developed by the researcher. The questionnaire was divided into three sections: Section A captured demographic information of the respondents such as academic rank, years of teaching experience, and level of exposure to AI tools.Section B contained items on the availability and awareness of AI tools for research productivity. Section C consisted of items on the role and effectiveness of AI in enhancing research productivity, covering areas such as literature review, data analysis, plagiarism detection, and academic writing. The items were structured on a 5-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1).
To ensure validity, the face and content validity of the instrument were established by three experts—two in Business Education and one in Measurement and Evaluation. Their suggestions and corrections were incorporated into the final version of the questionnaire.

The reliability of the instrument was determined through a pilot study conducted with 20 Business Education lecturers from a university outside the study area. The data from the pilot were analyzed using the Cronbach Alpha method, and a coefficient of 0.70 and above was obtained, indicating satisfactory internal consistency. For the data collection process, the researcher, assisted by trained research assistants, administered the questionnaires to the respondents in their respective universities. To ensure maximum participation, both printed and electronic versions of the questionnaire were distributed. The data analysis was carried out using both descriptive and inferential statistics. Descriptive statistics such as the mean and standard deviation were used to answer the research questions, while inferential statistics—including t-test, Pearson Product-Moment Correlation, and Analysis of Variance (ANOVA)—were employed to test the hypotheses at the 0.05 level of significance. For decision-making, a benchmark was set: items with a mean score of 3.0 and above were interpreted as "high extent/agreed," while those with a mean score of less than 3.0 were interpreted as "low extent/disagreed."

Findings of the study

Research Question 1

To what extent are AI tools such as ChatGPT, Grammarly, and Turnitin utilized by Business Education lecturers for research purposes in Nigerian universities?

Table 1: Mean rating of utilization of AI tools by Business Education lecturers for research purposes (N = 150)

S/N	Items on Utilization of AI Tools	No.	Mean	SD	Decision
1	I frequently use AI tools such as ChatGPT, Grammarly, or Turnitin for my research tasks.	150	3.82	0.91	High Extent
2	I use AI tools to improve the grammar and coherence of my academic writing.	150	4.15	0.76	High Extent
3	AI-powered plagiarism detection tools help me ensure originality in my work.	150	4.28	0.71	High Extent
4	I rely on AI tools to generate ideas or outlines for academic projects.	150	3.67	0.94	High Extent
5	I have been trained on how to effectively use AI tools for research purposes.	150	2.89	1.02	Low Extent
6	I use AI tools to rephrase or summarize content in my academic papers.	150	3.94	0.83	High Extent
7	I find AI tools user-friendly and accessible for academic research tasks.	150	4.1	0.79	High Extent
8	I use AI tools to improve citation and referencing accuracy in my academic work.	150	3.76	0.88	High Extent
9	I believe AI tools help me complete research assignments more quickly.	150	4.05	0.81	High Extent
10	The use of AI tools has become a regular part of my research routine.	150	3.71	0.95	High Extent
	Cluster Mean	**150**	**3.94**	**0.86**	**High Extent**

The findings from Table 1 indicate that Business Education lecturers in Nigerian universities make extensive use of Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, and Turnitin for research purposes. This is reflected in the overall cluster mean of 3.94 with a standard deviation of 0.86, which falls within the high-extent range. Among the items assessed, the use of AI-powered plagiarism detection tools received the highest mean score of 4.28, demonstrating that lecturers strongly rely on these tools to ensure originality in their academic work. Similarly, the use of AI for improving grammar and coherence in academic writing (Mean = 4.15) and the user-friendliness of AI tools (Mean = 4.10) were also rated highly, indicating that lecturers find these tools valuable and easy to integrate into their research practices. Despite the generally high utilization of AI tools, the lowest mean score was observed in the area of training on the effective use of AI tools (Mean = 2.89). This suggests that, although lecturers actively engage with AI tools in their research, many have not received formal training on how to maximize their potential. This gap underscores the importance of capacity building and professional development initiatives, which would equip lecturers with the necessary skills to fully harness AI technologies in enhancing research productivity.

Research question 2

What is the effect of using AI tools on the accuracy, efficiency, and overall quality of research output in business education programs?

Table 2: Mean rating of effect of using AI tools on the accuracy, efficiency, and overall quality of research output in Business Education programs (N = 150)

S/N	Items on Research Productivity (Effect of AI Tools)	No.	Mean	SD	Decision
11	I am able to produce higher quality academic papers when I use AI tools.	150	4.02	0.78	High Effect
12	AI tools have improved my research efficiency and reduced time spent on writing tasks.	150	4.2	0.74	High Effect
13	The accuracy of my academic output has improved due to the use of AI technologies.	150	3.95	0.82	High Effect
14	I experience fewer cases of plagiarism since I started using AI writing support tools.	150	4.12	0.69	High Effect
15	My confidence in writing academic papers has increased due to AI assistance.	150	3.68	0.9	High Effect
16	I complete more research tasks within academic deadlines with the help of AI tools.	150	4.05	0.8	High Effect
17	The use of AI tools has enhanced my critical thinking and analytical writing skills.	150	3.12	1.02	High Effect
18	I receive better feedback from lecturers when I use AI-enhanced research materials.	150	3.46	0.93	High Effect
19	My ability to present well-structured academic content has improved with AI tools.	150	4.08	0.77	High Effect
20	Overall, AI tools have significantly contributed to my academic research productivity.	150	4.18	0.72	High Effect
	Cluster Mea		**3.89**	**0.82**	**High Effect**

The results presented in Table 2 reveal that the use of Artificial Intelligence (AI) tools has a highly positive effect on the accuracy, efficiency, and overall quality of research outputs among Business Education lecturers in Nigerian universities. This is reflected in the cluster mean of 3.89 with a standard deviation of 0.82, which indicates that lecturers perceive AI tools as significantly beneficial to their research activities. The most notable impacts were reported in areas such as improving efficiency and reducing writing time (Mean = 4.20), reducing plagiarism cases (Mean = 4.12), and the overall contribution of AI tools to research productivity (Mean = 4.18). These results suggest that lecturers strongly associate AI usage with enhanced originality, faster research processes, and improved productivity in academic work. However, the lowest rating was recorded in the area of enhancement of critical thinking and analytical writing skills (Mean = 3.12). This finding indicates that while AI tools are effective in improving the technical and mechanical aspects of research such as grammar, accuracy, plagiarism detection, and time management, their role in fostering deep cognitive skills like critical reasoning and analytical writing remains limited. This highlights the need for a balanced approach where AI tools complement, rather than substitute, the intellectual and creative efforts of researchers.

Table 3: summary of Pearson Correlation between Utilization of AI Tools and Research Productivity

Variables	N	R	p-value	Decision
Utilization of AI Tools & Research Productivity	150	0.642	0.000	Significant

The data in Table 3 present the correlation coefficient (r = 0.642) shows a strong positive relationship between the utilization of AI tools and research productivity. The p-value (0.000) is less than 0.05, indicating statistical significance. Thus, the null hypothesis (H_{01}) is rejected, and it is concluded that the utilization of AI tools significantly relates to research productivity among Business Education lecturers in Nigerian universities. The Summary of Hypotheses Testing revealed that there is a significant positive relationship between AI utilization and research productivity.

Hypothesis Two

H_{02}: The use of AI tools does not significantly influence the accuracy, efficiency, and quality of research output in Business Education programs in Nigerian universities.

Table 4: Regression Analysis of the Effect of AI Tools on Research Output

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	18.72	1	18.72	42.85	0.000
Residual	64.93	148	0.44		
Total	83.65	149			

The data presented in Table 4 revealed the regression result shows that AI tool utilization accounts for 47.4% of the variance in research output (accuracy, efficiency, and quality). The F-value (42.85) with a p-value of 0.000 indicates the model is statistically significant at the 0.05 level. Therefore, the null hypothesis (H_{02}) is rejected, and it is concluded that the use of AI tools significantly influences the accuracy, efficiency, and quality of research output in Business Education programs. The Summary of Hypotheses Testing revealed that the use of AI tools significantly influences the accuracy, efficiency, and quality of research output.

Discussion of the Findings

The extent to which business education lecturers and students utilize artificial intelligence tools (e.g., ChatGPT, Grammarly, Turnitin) in conducting academic research in Nigerian universities.

The findings of this study revealed that Artificial Intelligence (AI) tools have a highly positive effect on the accuracy, efficiency, and overall quality of research outputs among Business Education lecturers in Nigerian universities. With a cluster mean of 3.89 and a standard deviation of 0.82, the study established that lecturers perceive AI tools as significantly beneficial to their research productivity, particularly in areas such as improving efficiency and reducing writing time, ensuring originality through plagiarism detection, and contributing to overall research quality. These findings are consistent with those of Okoro and Balogun (2023), who reported that AI tools such as Grammarly and ChatGPT substantially improved the grammatical accuracy, coherence, and clarity of students' academic work. The high mean scores obtained in this study for grammar improvement (Mean = 4.15 in Table 1) and efficiency gains (Mean = 4.20 in Table 2) corroborate

their assertion that integrating AI tools into academic routines enhances clarity and saves time. This alignment reinforces the role of AI as a valuable assistant in refining academic writing.

The findings also agree with Adebayo and Musa (2022), who found that AI tools such as QuillBot and Turnitin helped students with paraphrasing and plagiarism detection. In this study, plagiarism reduction was rated highly (Mean = 4.12), affirming their observation that AI can safeguard originality in research. However, both their study and the present one highlight a critical gap: the lack of training on responsible use. In the present study, training on effective use of AI tools was rated lowest (Mean = 2.89 in Table 1), underscoring that while lecturers utilize AI tools, many lack formal orientation or capacity-building opportunities. This points to a systemic challenge that must be addressed to ensure responsible and ethical use of AI in research. Furthermore, the results of this study align with Chinedu and Ayoola (2021), who emphasized that AI tools enhance research support services, including information retrieval and referencing. This is supported by the high ratings given to the role of AI in improving referencing accuracy and providing structural support for academic writing. However, Chinedu and Ayoola also noted infrastructural challenges as a barrier to AI integration. While this present study did not specifically focus on infrastructure, the lecturers' concern about limited training indirectly echoes the broader systemic issues—such as insufficient institutional support—that can constrain effective AI use in academia.

Despite the overwhelmingly positive ratings, this study also found that AI tools contribute less to the development of critical thinking and analytical writing skills (Mean = 3.12). This suggests that while AI tools excel in addressing mechanical aspects of research—grammar, plagiarism checks, time efficiency—they may not directly foster deeper cognitive abilities. This nuance provides an important contrast to the optimism of earlier studies, by showing that overreliance on AI could risk neglecting the intellectual and creative processes that remain central to academic research. In sum, the findings of this study both confirm and extend existing literature. They reinforce the evidence that AI tools significantly enhance research efficiency, clarity, and originality, while also highlighting persistent gaps in training and a limited impact on higher-order cognitive skills. This underscores the need for a balanced integration of AI tools, complemented by deliberate institutional policies that build capacity and safeguard critical intellectual engagement in Business Education research.

The impact of artificial intelligence tools on the accuracy, efficiency, and quality of research output in business education programs.

The results of this study revealed that the use of Artificial Intelligence (AI) tools has a highly positive effect on the accuracy, efficiency, and overall quality of research outputs among Business Education lecturers in Nigerian universities. With a cluster mean of 3.89 and a standard deviation of 0.82, it was established that lecturers perceive AI tools as significantly beneficial to their research activities. Notable impacts were observed in improving efficiency and reducing writing time (Mean = 4.20), reducing plagiarism cases (Mean = 4.12), and overall contribution to research productivity (Mean = 4.18). These findings suggest that AI tools are strongly associated with originality, faster research processes, and enhanced productivity in academic work. These results are in agreement with the study of Nwachukwu and Ekpo (2023), who found that business education lecturers who adopted digital tools achieved higher publication rates and citations. This aligns with the current findings, which emphasize the productivity benefits of AI, particularly in enabling lecturers to complete tasks more efficiently and produce higher-quality outputs.

Similarly, the findings support the work of Lawal and Omisore (2022), who observed that AI applications in literature reviews, data analysis, and referencing boosted overall research output. In the present study, lecturers rated AI highly in enhancing efficiency and ensuring originality, which resonates with Lawal and Omisore's observation that AI strengthens both the technical and methodological aspects of research. The findings also align with Akpan and Ibrahim (2021), who reported that postgraduate students who used AI tools regularly improved their research quality,

met deadlines, and reduced plagiarism, thereby contributing to a more productive research culture. The high ratings for plagiarism reduction (Mean = 4.12) and timely completion of tasks mirror these observations, reinforcing the view that AI tools foster accountability and academic integrity in research.

However, the present study extends existing literature by highlighting the limitations of AI in fostering deep cognitive skills. The lowest rating was recorded in the enhancement of critical thinking and analytical writing (Mean = 3.12). While earlier studies primarily emphasized productivity and efficiency gains, this study introduces a cautionary note: AI tools are more effective in improving the technical and mechanical aspects of research than in cultivating higher-order intellectual skills. This suggests that overreliance on AI could potentially weaken researchers' engagement in critical reasoning and creative problem-solving. Overall, this study corroborates prior findings that AI tools are invaluable in boosting productivity, reducing plagiarism, and ensuring efficiency in research. At the same time, it underscores the need for a balanced approach that leverages AI to complement, rather than replace, the intellectual and analytical contributions of Business Education lecturers.

Conclusion

This study investigated the role of Artificial Intelligence (AI) in enhancing research productivity among Business Education lecturers in Nigerian universities within the South-East geopolitical zone. The findings revealed that AI tools such as Grammarly, ChatGPT, QuillBot, and Turnitin are widely utilized by lecturers and are perceived to significantly improve research quality, originality, and efficiency. High ratings were recorded in areas such as plagiarism detection, grammar improvement, efficiency, and timely completion of academic work. These results confirm that AI has become an indispensable tool for enhancing the technical and mechanical aspects of research, thereby improving the productivity and output of Business Education lecturers. However, the study also highlighted important limitations. While AI tools enhance accuracy, speed, and quality, they are less effective in fostering deep cognitive skills such as critical thinking, analytical writing, and independent reasoning. This underscores the need for a balanced approach in which AI complements rather than substitutes the intellectual and creative efforts of researchers. In conclusion, the study establishes that AI plays a vital role in strengthening research productivity in Business Education programs, but effective use requires adequate training, infrastructural support, and responsible integration into the academic process.

Recommendations

Based on the findings, the following recommendations are made:

1. Capacity Building and Training: Universities should organize regular workshops and seminars to train lecturers on the effective and responsible use of AI tools for research, particularly in areas such as data analysis, academic writing, and referencing.
2. Balanced Use of AI: Lecturers should adopt AI tools as supportive aids rather than replacements for critical reasoning and analytical writing. This ensures that originality and creativity remain central in academic research.
3. Policy Formulation and Guidelines: The Nigerian Universities Commission (NUC) and university management should develop clear policies and ethical guidelines for the use of AI in research to prevent misuse, overdependence, and academic dishonesty.
4. Infrastructure and Accessibility: Adequate ICT facilities, stable internet connectivity, and access to licensed AI-powered research platforms should be provided in universities to maximize the benefits of AI adoption.
5. Integration into Curriculum: Business Education programs should incorporate modules or courses on digital literacy and AI application in research. This will equip both lecturers and students with 21st-century research competencies.

6. Further Research: More studies should be conducted to examine the impact of AI on higher-order thinking skills and to explore strategies for integrating AI tools in a way that complements cognitive development.

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