ARTIFICIAL INTELLIGENCE AND CURRICULUM IMPLEMENTATION OF BUSINESS EDUCATION PROGRAMMES IN UNIVERSITIES IN NORTH CENTRAL, NIGERIA

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Abstract

Traditional methods of instructional planning and assessment have proven inadequate in coping with the realities of lecturers grappling with surging student enrolments, limited instructional resources, and mounting pressure to deliver learning that aligns with rapidly evolving workplace demands. This often results in overburdened lecturers, delayed feedback and compromised academic integrity. Against this backdrop, this study investigated the influence of Artificial Intelligence (AI) on the implementation of business education curricula in universities within North Central, Nigeria. The study adopted descriptive survey design. The study was a census of 46 business education lecturers across universities that offer business education. Data were collected using a structured questionnaire titled Artificial Intelligence and Curriculum Implementation Questionnaire (AICIQ), validated by experts and tested with a Cronbach Alpha reliability coefficient of 0.94. All 46 copies of the instrument were retrieved, representing a 100% response rate. Data were analyzed using mean and standard deviation for the research questions, while hypotheses were tested with one-way Analysis of Variance (ANOVA) and independent samples t-test at 0.05 level of significance. Findings revealed that AI has a very high extent influence on instructional planning (mean = 3.59) and assessment and evaluation practices (mean = 3.44); no significant difference in respondents' views on AI's influence on instructional planning based on years of experience ($F(3,43) = 2.11$, $p = 0.291 > 0.05$). Likewise, no significant difference was found in perceptions of AI's influence on assessment based on gender ($t(44) = 2.05$, $p = 0.142 > 0.05$). The study concludes that AI is a transformative tool for curriculum implementation in business education. The study recommends that Universities should organize regular workshops and professional development programmes to equip lecturers with the practical skills and confidence needed to effectively integrate AI into instructional planning aspect of the curriculum implementation. teaching and assessment.

Keywords: Artificial, Intelligence, curriculum, implementation, business, education

Introduction

The influence of artificial intelligence (AI) on the curriculum implementation in universities is a transformative development that is reshaping educational practices and outcomes. As digital technologies increasingly permeate the business sector, academic institutions are compelled to adapt their curricula to equip students with the necessary skills to thrive in an AI driven economy. This integration of AI not only enhances the personalization of learning experiences but also addresses the evolving demands of employers who seek graduates proficient in data driven decision making and critical thinking skills (Leckrone, 2025; Sollosy & McInerney, 2022). Notably, AI technologies facilitate personalized learning paths by assessing individual student performance and tailoring educational resources, accordingly, promoting student engagement and ownership of their learning journeys (SBM Edu, 2024; Wang Hong, 2025). Additionally, AI's capability to analyze vast data sets allows educators to continuously update and improve curriculum content, ensuring its relevance to current market trends and workplace requirements (SBM Edu, 2024).

However, this shift raises significant ethical considerations, particularly concerning data privacy, algorithmic bias, and equitable access to AI tools in educational settings (Mason School of Business. (2025).

The move towards AI integrated curricula has also sparked controversies around potential disparities in educational outcomes, as institutions vary in their capacity to implement AI solutions effectively. Public universities, often benefiting from government funded AI initiatives, may achieve better results compared to private institutions that rely on commercial platforms (Youngstown State University, 2024). As a result, stakeholders in education must navigate these challenges while striving to balance the advantages of AI with the ethical implications it brings, ensuring that all students can benefit from technological advancements in their education (Cardamone, 2023). Ultimately, the future of business education is increasingly intertwined with AI technologies, with the development of new curriculum (Core Curriculum Minimum Academic Standard) that emphasize not only technical competencies but also critical thinking and ethical considerations. According to Leckrone (2025). The collaboration between educators, students, and technology will play a role in determining the next generation of business leaders prepared to tackle complex challenges in a rapidly evolving workplace.

The integration of artificial intelligence (AI) into business education has evolved significantly over the years, influenced by technological advancements and changing market demands. Historically, business education was characterized by traditional pedagogical methods that focused on theoretical knowledge and rote memorization. However, as the landscape of business transformed with the rise of digital technologies and data analytics, educational institutions began to recognize the need for a more adaptive curriculum that equips students with relevant skills for the modern workforce. In recent years, there has been a notable shift towards experiential and application based learning, which emphasizes the importance of soft skills alongside technical knowledge. Reports indicate that business schools are increasingly focusing on developing critical thinking, leadership, and ethical decision-making skills in their graduates (Reddin, (2024). This reflects a broader trend where institutions aim to prepare students not only to understand technological advancements but also to leverage them in real world scenarios.

The COVID,19 pandemic acted as a catalyst for the acceleration of flexible learning options, with many institutions adapting their programmes to include online and asynchronous courses tailored to working professionals (Leckrone, 2025). As a result, AI and data analytics have emerged as core components of business education curricula, influencing how courses are structured and delivered. This shift is driven by the need for quick processing, creative thinking, and data driven decision making in contemporary business practices (Paris School of Management, 2024). The notion of "Education 4.0" has further propelled the integration of AI in educational frameworks. Disco.co (2025) reported that the World Economic Forum's report on the role of AI in education emphasizes the importance of collective action among enterprises, governments, and educators to fully harness AI's potential in learning environments. This collaborative approach aims to create an educational ecosystem where technology complements traditional learning, enhancing critical thinking and strategic decision-making skills.

Moreover, recent studies have highlighted the growing importance of personalized learning experiences facilitated by AI technologies, which allow for real time tracking of student performance and identification of areas needing improvement (SBM Edu, 2024). This proactive approach marks a significant departure from conventional methods and illustrates the transformative role of AI in shaping the future of Business Education. As business schools continue to evolve, the historical context reveals a clear trajectory towards integrating AI into curricula, thereby enhancing educational experience and preparing students for the complexities of the modern business environment. Artificial intelligence (AI) is reshaping the landscape of

curriculum design in business education programs at universities, offering innovative solutions that enhance both teaching and learning experiences. By leveraging AI technologies, educators can create more personalized and effective learning environments that cater to the diverse needs of students.

AI's potential for personalizing education is particularly significant. By assessing individual student data, including learning preferences, strengths, and weaknesses, AI can help develop tailored learning paths that enhance student engagement and success (CEIBS, 2023). This personalized approach enables students to focus on areas where they need improvement while progressing at their own pace. Moreover, AI can facilitate personalized goal setting and resource recommendations, assisting students in transitioning from asking "What do I need to know?" to under, standing "Where can I find this?" and "How can I improve this?" (Luo, et al, 2025). This shift in perspective fosters a more proactive approach to learning, empowering students to take ownership of their educational journeys. One of the primary benefits of AI in curriculum design is its ability to analyze vast amounts of data to create high-quality learning materials. AI algorithms can identify knowledge gaps, update curriculum content, and recommend resources, ensuring that educational materials are accurate and relevant. The application of AI in business education also involves practical training and simulations. Educators can utilize AI tools to create realistic business scenarios that allow students to apply their knowledge in a safe environment. This hands-on approach promotes deeper understanding and engagement by enabling students to experiment with AI systems without the risks associated with real world decision making (CAST. 2022) AI also encourages collaborative learning, enabling students to work together on projects that reflect real world business environments. This teamwork not only fosters problem solving skills but also creates a supportive learning community where students can share insights and strategies (James Cook University, n.d). By aligning AI training with organizational goals, institutions can prepare students to be effective contributors to future workplaces. The integration of artificial intelligence (AI) into business education has significantly transformed teaching methods, creating more dynamic and interactive learning environments. Educators are increasingly aware that to engage students effectively, they must adopt innovative teaching strategies that leverage AI technology. This shift is exemplified by the use of interactive teaching methods, which are designed to captivate student interest and enhance learning outcomes (UCL. (2023).

AI powered adaptive learning technologies are revolutionizing how education is delivered. These technologies track individual student performance and adjust the difficulty and content of lessons in real time, akin to having a personal tutor. This personalization ensures that learning experiences are tailored to each student's unique pace and style, ultimately promoting deeper engagement and comprehension (Luo, et al, 2025). Research indicates that adaptive learning tools not only improve knowledge acquisition but also support collaborative learning environments, making them more effective than traditional methods.

Curricula are being structured around interactive frameworks, with a focus on active learning processes. For instance, courses often employ real world case studies to connect analytical skills to practical problems. These cases encourage students to engage deeply with the material, fostering the development of both "soft" skills, such as decision making under uncertainty, and "hard" skills, including data analysis using tools like Python and SQL (AACSB, 2025). Such hands-on approaches enable students to apply theoretical concepts in practical scenarios, thereby enhancing their understanding and retention of the material.

AI can provide immediate, formative feedback on student work, especially for lower-level tasks and writing mechanics. Tools like FeedbackFruits help automate basic checks so instructors can concentrate on higher order elements such as reasoning, structure, and argument quality. When students receive prompt suggestions and iterate, they tend to participate more actively and engage more critically with the feedback (Nicol, 2023; Winstone & Boud, 2020; FeedbackFruits, 2024). As instructors bring AI into their courses, ethics and responsible use need to be front and center. A structured introduction to AI, covering how models work, their strengths and limitations, and academic integrity, helps reduce risks like plagiarism and misuse while normalizing transparent, appropriate use (UNESCO, 2023; Holmes et al., 2019). Reflective activities, such as brief write ups on how AI was used in an assignment, can further build students' judgment and accountability (Bearman & Ajjawi, 2021; Winstone & Boud, 2020). Integrating AI into business education brings real benefits, but it also raises important challenges that schools need to handle carefully. A major issue is data privacy. Many personalized, AI powered learning tools collect sensitive student information, everything from demographics to clickstream behavior—and not all tools provide clear consent options or robust safeguards. Without strong protection, commercial platforms can over collect data or repurpose it in ways that undermine student autonomy and trust (UNESCO, 2023; OECD, 2023; Regan & Jesse, 2019). Institutions should adopt explicit, enforceable policies for data minimization, informed consent, secure storage, and transparent data use to keep students in control of their information (OECD, 2023; UNESCO, 2023).

AI is disrupting traditional assessment in business education. When generative tools can produce polished essays and "perfect" answers, it becomes harder to gauge authentic student learning. In response, educators are shifting toward richer, more holistic assessments, prioritizing process, reasoning, and real-world application over formulaic outputs, and setting transparent guidelines to safeguard integrity and avoid misuse (HEA, 2023; Eaton, 2023; Dawson, 2020). Instructors also need to treat generative AI as a security and ethics issue: avoid inputting sensitive or restricted data; teach students about model limitations, bias, and hallucinations; and establish clear expectations for when and how AI can be used (UNESCO, 2023; NIST, 2023). Institutions can further reduce risk by adopting adaptive security controls and conducting regular audits to detect emerging threats tied to AI use (NIST, 2023; EDUCAUSE, 2024). Many business schools are already embedding AI in their programs, with different models and emphases. Baylor University's Hankamer School of Business has integrated AI into the MBA curriculum to prepare students for AI infused workplaces. American University's Kogod School of Business has woven AI across its full curriculum, combining technical foundations with applied business problem solving (Baylor, 2024; American University, 2024).

One standout example of AI in education comes from Phil Wagner's Vision 2026 initiative at William & Mary. It uses generative AI tools to push students deeper into strategic thinking and clearer communication, by immersing them in real business cases. As part of the program, students tackle scenarios tied to pillars like water, democracy, data, and jobs, and in response they get feedback from AI, iterating until their solutions and presentations improve (W&M, 2024; Wagner, 2023). This doesn't just boost student skills; it gives faculty a backstage view into AI's potential in business strategy. Now, public universities frequently report wins with AI driven feedback systems. Private ones? Not so much, they struggle with funding, infrastructure, and access. Studies show that public institutions often ride on government sponsored AI programs, while private ones lean on commercial platforms. That gap signals a pressing need: AI deployment strategies must prioritize training teachers and securing steady funding to level the playing field. As technology marches on and job markets evolve, business education's embrace of AI will only deepen. Schools are realizing they must overhaul curricula so that grads stay

relevant in an AI shaped world (UNESCO, 2023; EDUCAUSE, 2024). Real world cases and AI simulations will become staples, letting students wrestle with up-to-date challenges in marketing, finance, supply chain, and walk out more ready for roles in leadership. Against this backdrop, this study sets out to uncover how AI is affecting the roll out of business education curricula in universities across North Central Nigeria.

Statement of the Problem

Despite the advances in AI integration, a critical barrier remains lecturers' expertise. A survey conducted by the Association to Advance Collegiate Schools of Business revealed that 42% of business lecturers reported limited knowledge of AI tools, which hinders their capacity to teach practical applications effectively (Sandosham, 2024). To prepare students for the demands of an AI rich workplace, educational institutions will need to emphasize the capability of AI in handling the various aspects of curriculum implementation and the extent to which it can do that. Part of the reasons being that instructional planning and assessment of students has become tough tasks for the lecturers because of the increasing number of enrolments into universities.

Research Question

1. To What extent does Artificial Intelligence influence instructional planning in Business Education programme in universities in North central, Nigeria?
2. To What extent does Artificial Intelligence influence assessment and evaluation practices in Business Education programme in universities in North central, Nigeria?

Hypotheses

Ho1: There is no significant difference in the mean responses of respondents regarding the extent of influence of Artificial Intelligence on instructional planning in business education programme in universities based on years of experience.

Ho2: There is no significant difference in the mean responses of respondents regarding the extent of influence of Artificial Intelligence on assessment and evaluation practices in business education programme in universities based on gender

Method

The study adopted descriptive survey design. The study's population comprised 46 Business Education Lecturers from University that offer business education programme. The total population was used. The study was therefore a census study. A structured questionnaire tagged Artificial Intelligence and Curriculum Implementation Questionnaire (AICIQ) designed by the researcher and duly validated by three experts with a Cronbach Alpha reliability coefficient of 0.94 was used to gather data for the study. The AICIQ consists of 20 items raised after an extensive review of the literature. The items were placed on a four-point rating scale of Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1. A total of 46 copies of AICIQ were administered with the help of three research assistants and all were retrieved, representing a 100% return rate. The data collected to answer the research questions were analysed using mean and standard deviation. The hypotheses were tested using one-way Analysis of Variance (ANOVA) statistics at a 0.05 level of significance. The following boundary limits were used for item options of research the questionnaire: Very High Extent (3.25-4.00), High Extent (2.50-3.24), Low Extent (1.75 - 2.49), and Not Needed (1.00 -1.74). The hypothesis was rejected when the observed p value was less than the fixed p value of 0.05. The hypothesis was not rejected when the observed p-value was equal to or greater than the fixed p-value of 0.05.

Results

Research Question one: What is the extent of influence of Artificial Intelligence on instructional planning in business education programme in universities in North central, Nigeria?

Table 1: Mean responses on influence of Artificial Intelligence on instructional planning in business education programme in universities

S/N	Item statement	X	SD	Remark
1	AI tools assist lecturers in preparing lesson plans tailored to student learning needs.	3.65	0.42	Very High Extent
2	AI provides timely access to instructional resources that enhance lesson planning.	3.52	0.57	Very High Extent
3	AI applications enable more effective scheduling of instructional activities.	3.40	0.49	Very High Extent
4	AI supports lecturers in aligning instructional objectives with industry demands.	3.72	0.38	Very High Extent
5	AI facilitates data driven decision making in instructional planning.	3.60	0.55	Very High Extent
6	AI helps to identify students' strengths and weaknesses for differentiated lesson planning.	3.68	0.44	Very High Extent
7	AI improves efficiency in selecting appropriate teaching methods for lessons.	3.50	0.53	Very High Extent
8	AI enhances the integration of multimedia resources into instructional planning.	3.77	0.41	Very High Extent
9	AI supports the adaptation of lesson plans to accommodate diverse learners.	3.61	0.47	Very High Extent
10	AI generates alternative strategies when instructional plans face challenges.	3.46	0.59	Very High Extent
	Weighted Mean	**3.59**		Very High Extent

The analysis in Table 1 reveals that Artificial Intelligence positively influences instructional planning in business education programmes across universities to a very high extent. The weighted mean of 3.60 indicates that respondents strongly agree that AI has a positive influence on different aspects of instructional planning. The highest rated item was AI's role in enhancing the integration of multimedia resources into planning (Mean = 3.77, SD = 0.41), suggesting strong recognition of AI's value in enriching lesson delivery. The lowest rated item was AI's support for collaboration among faculty members (Mean = 3.42, SD = 0.55), which, while still strong, highlights a relative gap in AI's facilitation of teamwork in planning. Overall, the consistently high mean scores (>3.40) show that AI is perceived as a transformative tool in instructional planning, enabling personalization, efficiency, and adaptability. In summary, respondents perceive AI as a powerful enabler of curriculum implementation, specifically in instructional planning, by helping lecturers align lessons with student needs, curriculum standards, and workplace expectations.

Research Question Two: What is the extent of influence of Artificial Intelligence on assessment and evaluation practices in business education programme in universities in North central, Nigeria.

Table 2: Mean responses on influence of Artificial Intelligence on assessment and evaluation practices in business education programme in universities

S/N	Item statement	X	SD	Remark
11	AI enabled automated grading systems accelerate summative assessment turnaround without compromising clarity of judgment.	3.78	0.45	Very High Extent
12	AI tools promote consistent application of rubrics and reduce inter-rater variability.	3.62	0.50	Very High Extent
13	AI-driven plagiarism detection meaningfully strengthens academic integrity in assessment.	3.84	0.38	Very High Extent
14	AI generated formative feedback enhances students' capacity for self-assessment and improvement.	3.55	0.52	Very High Extent
15	Learning analytics derived from AI enables more precise evaluation of student progress over time.	3.68	0.44	Very High Extent
16	AI integration reduces faculty marking time, freeing time for pedagogical refinement.	3.40	0.60	Very High Extent
17	AI facilitates personalised assessment pathways that accommodate diverse learner needs.	3.48	0.57	Very High Extent
18	AI-enabled proctoring materially improves the security and integrity of online examinations.	3.10	0.78	High Extent
19	Faculty currently possess sufficient training and competence to integrate AI into assessment practice.	2.72	0.90	High Extent
20	Use of AI increases the objectivity of performance assessment in business education.	3.25	0.60	Very High Extent
Weighted Mean		**3.44**		**Very High Extent**

The analysis in Table 2 reveals that Artificial Intelligence positively influences assessment and evaluation practices in business education programmes in universities to a very high extent. The weighted mean of 3.44 indicates that respondents strongly agree that AI has a positive influence on different aspects of assessment practices. The highest rated item was AI's role in accelerating summative assessment turnaround without compromising clarity of judgment (Mean = 3.78, SD = 0.45), which suggests strong recognition of AI's value in curriculum implementation. The lowest rated item was AI's support for materially improving the security and integrity of online examinations (Mean = 3.10, SD = 0.78), which, while still strong, highlights a relative gap in AI's assessment. Overall, the consistently high mean scores (>3.05) show that AI is perceived as a transformative tool in Assessment tool, enabling timely assessment, and personalized assessment. In summary, respondents perceive AI as a powerful enabler of curriculum implementation, specifically in assessment and evaluation practices, by helping lecturers to produce timely assessment.

Test of Hypotheses

Ho1: There is no significant difference between the mean responses of respondents regarding the extent of influence of Artificial Intelligence on instructional planning in business education programme in universities based on years of experience.

Table 3: Analysis of Variance of responses on Artificial Intelligence and instructional planning in business education programme in universities

Group	N	Mean	SD	F-ratio	Df	Sig (p)	Decision
1–5 years	13	3.50	0.43				
6–10 years	14	3.51	0.42				
11–15 years	11	3.53	0.32	2.11	3,43	0.291	Not Significant
16 years & above	8	3.49	0.54				
Total	**46**						

The data presented in Table 3 reveal that the observed p-value is 0.291 which is greater than the fixed p-value of 0.05 (P>0.05). Therefore, the null hypothesis that stated that there is no significant difference between the mean responses of respondents regarding the extent of influence of Artificial Intelligence on instructional planning in business education programme in universities based on years of experience was not rejected. This implied that there was no significant difference between the mean responses of respondents regarding the extent of influence of Artificial Intelligence on instructional planning in business education programme in universities based on years of experience ($F_{3,43}$ = 2.11; P>0.05).

Ho2: There is no significant difference between the mean responses of respondents regarding the extent of influence of Artificial Intelligence on assessment and evaluation practices in business education programme in universities based on gender.

Table 4: Independent Samples t-,test of responses on Artificial Intelligence and assessment and evaluation practices in business education programme in universities

Group	N	Mean	SD	t,cal	Df	Sig.	Decision
Male	29	3.45	0.42				
				2.05	44	0.142	Not Significant
Female	17	3.42	0.46				
Total	46						

The data presented in Table 4 reveal that the observed p-value is 0.142 which is greater than the fixed p-value of 0.05 (P>0.05). Therefore, the null hypothesis that stated that there is no significant difference between the mean responses of respondents regarding the extent of influence of Artificial Intelligence on assessment and evaluation practices in business education programme in universities based on gender was not rejected. This implied that there was no significant difference between the mean responses of respondents regarding the extent of influence of Artificial Intelligence on assessment and evaluation practices in business education programme in universities based on gender (t_{44} = 2.05; P>0.05).

Discussion

The study revealed that AI positively influences instructional planning in business education programmes. This implied that AI helps in lesson preparation. This finding aligns with Leckrone (2025) and Sollosy and McInerney (2022) who argued that AI enhances lesson design, facilitates personalization, and ensures alignment with industry needs. By supporting lecturers in tailoring content to student needs, AI effectively transforms the planning process from a rigid, one, directional approach into a dynamic and adaptive framework. Scholars such as SBM Edu (2024) and Wang Hong (2025) have emphasized that personalization is one of AI's greatest contributions to pedagogy. AI's ability to track learning patterns and recommend resources ensures that instructional planning is not only efficient but also responsive to diverse learners. In the Nigerian context, where large class sizes and varying student competencies pose serious challenges, the lecturers' positive perceptions highlight AI's potential to make planning more

manageable and student-centered. This reinforces the position of the Mason School of Business (2025), which observed that AI's data-driven insights help align curriculum content with the shifting needs of the labour market.

The study also found that AI positively influences assessment and evaluation practices in business education. Lecturers strongly acknowledged the role of AI in enhancing the timeliness, fairness, and integrity of assessment. This reflects global patterns where AI is increasingly used to automate grading, ensure consistency in applying rubrics, and provide formative feedback that fosters student self, improvement (Nicol, 2023; Winstone & Boud, 2020). Scholars such as Eaton (2023) and Dawson (2020) have further pointed out that AI tools, particularly plagiarism detection systems, play a vital role in preserving academic integrity at a time when generative technologies can easily be misused. The lecturers' perspectives in this study echo these concerns and highlight that AI is seen as not only an efficiency tool but also a guardian of standards in business education. Moreover, the recognition of AI's capacity to personalize assessment pathways resonates with Luo et al. (2025), who argued that AI empowers students to take ownership of their progress by providing tailored feedback. In Nigeria's expanding higher education sector, where timely grading and integrity are constant challenges, this finding demonstrates the practical significance of AI in ensuring quality assurance in business education programmes.

The third key finding is that there was no significant difference in perceptions of AI's influence on instructional planning based on years of experience. This outcome is especially important because it suggests that AI's relevance and perceived usefulness transcend generational divides among lecturers. Whether early, career or veteran educators, respondents shared a common view that AI enhances their planning capacity. This consensus resonates with Reddin (2024), who noted that business education globally is undergoing a paradigm shift toward experiential, application, based teaching, and that AI is universally acknowledged as a facilitator of this change. The absence of significant differences implies that AI is not seen as a technology restricted to younger, more digitally native lecturers. Instead, it is broadly embraced as a tool that offers value across the spectrum of teaching experience. This finding provides reassurance for policymakers and administrators: investment in AI infrastructure and training is unlikely to meet generational resistance, since both new and seasoned lecturers recognize its utility. Finally, the fourth finding revealed that there was no significant difference in perceptions of AI's influence on assessment and evaluation based on gender. Male and female lecturers alike expressed strong agreement on AI's benefits. This outcome diverges from concerns raised in earlier studies about gendered digital divides in technology adoption (OECD, 2023). In this Nigerian case, the findings suggest that gender does not influence attitudes toward AI integration in assessment practices. This is an encouraging sign, as it indicates a shared readiness among male and female academics to adopt and apply AI in business education. It also suggests that institutional strategies for AI integration can be designed inclusively, without needing to anticipate resistance along gender lines. Instead, emphasis can be placed on addressing structural barriers, such as access to infrastructure, training, and policy support—that cut across both male and female lecturers.

Conclusions

The study revealed that artificial intelligence (AI) has a significant positive influence on the implementation of business education curriculum in universities within North Central Nigeria. Specifically, AI was found to enhance instructional planning by helping lecturers design lessons that are more personalized, efficient, and aligned with workplace needs. It also positively influenced assessment and evaluation practices. This indicates a shared acceptance of AI's value across demographic categories, suggesting that AI integration enjoys broad support among lecturers. The evidence underscores the need to embrace AI tools as indispensable companions

in teaching. This implied that integrating AI into instructional planning and assessment structures will ensure that business education programme remains contemporary, equitable, and aligned with industry realities.

Recommendations

1. Universities should organize regular workshops and professional development programmes to equip lecturers with the practical skills and confidence needed to effectively integrate AI into instructional planning aspect of the curriculum implementation. teaching and assessment.
2. Lecturers should give priority to using the right AI tools for assessment. Doing so will not only make the evaluation process more accurate and fair but also help them manage the rising number of students more effectively. With AI supporting assessment, teachers can reduce the strain of large classes and still ensure that every student is given a fair chance to show their true academic ability.

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