



## ARTIFICIAL INTELLIGENCE IN UNIVERSITY EDUCATION IN NIGERIA: PROSPECTS AND CHALLENGES

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### Abstract

This paper examines the benefits and challenges of integrating Artificial Intelligence (AI) to university education in Nigeria. It focused on practical implications for educators, students, researchers, and policymaker within the Nigerian educational system. The integration of Artificial Intelligence (AI) generative and analytical tools in university a transformative teaching, learning, and research. These AI tools offer numerous prospects, including personalised learning, intelligent tutoring systems, automated assessment, data-driven curriculum development, and forecasting through analytics. These technologies are revolutionising how students acquire academic skills, develop innovative mindsets, and respond to dynamic market environments. The paper is a review of literature published between 2020 and 2025 that critically examines current tools such as chatbots, machine learning algorithms, natural language processing, and generative AI platforms, evaluating their effectiveness in university education. The paper highlighted both successful applications and the barriers to widespread adoption. However, significant challenges persist. These include ethical concerns, data privacy issues, poor funding as reflected in low and inadequate power supply and digital infrastructure, The paper concluded with recommendations for integrating AI literacy among faculty members, providing infrastructures for digital devices and power supply, ensuring AI literacy and use among students, and fostering further research on AI among scholars in universities.

**Keywords:** Prospects, Challenges, Artificial Intelligence, University Education, Entrepreneurship Education

### Introduction

The development and introduction of Artificial Intelligence (AI) has on all fields of education. AI has been able to redefine the functions of machines across all facets of education by enabling machines to learn concepts and make decisions, thereby enhancing their efficacy in solving complex problems in education. This achievement has had significant implications for educational outcomes in Nigerian tertiary institutions, AI tools are being used for general educational purposes, such as improving teaching and learning through personalised teaching and adaptive platforms, and to enhance administrative efficiency through automated processes for admissions, registration, and grading. Other general applications of AI tools in Nigerian tertiary institutions include advanced data analysis for student performance tracking, the use of virtual labs for practical learning, and the use of AI for exam malpractice detection (Temitope et al., 2025). In the field of business and entrepreneurship education, it has been reported that, in addition to the general application of AI in education, tertiary institutions in Nigeria have leveraged AI tools to develop students' AI-related skills for the modern workforce (Enwedo, 2025). Mumi et al., 2025; Ocen et al., 2025; Ovie, 2026.

As part of its 2030 agenda for sustainable development, the United Nations (UN, 2015) noted that AI holds the potential to address major educational challenges and to redefine teaching and learning practices. This assertion is particularly aimed at advancing Sustainable Development Goal on quality education by the year 2030. In the context university education, AI holds promising opportunities that tend to brighten the future of these fields such as personalised learning, data-driven insights, and innovative simulation tools. However, despite the potential positive outcomes



of these opportunities, they also come with challenges, including new ethical considerations, uncertainty regarding access and equity, and concerns about academic integrity (Hwang et al., 2020; Ali et al., 2024; Machucho & Ortiz, 2025). These challenges are expected in developing countries like Nigeria, where there are already existing problems related to ethics, integrity, infrastructural deficit, power problems, and poor data management (Nonum & Nonum, 2023; Olise, 2025).

### **Concept of Artificial Intelligence (AI)**

Artificial Intelligence (AI) is a branch of computer science that aims to create systems capable of performing tasks that typically require human intelligence. These tasks include learning, reasoning, problem-solving, perception, and language understanding. AI encompasses various subfields such as machine learning, which focuses on algorithms that allow computers to learn from and make predictions based on data. Another significant subfield is natural language processing, which involves the interaction between computers and human languages, enabling machines to understand, interpret, and generate human language. Computer vision, yet another important area, enables machines to interpret and make decisions based on visual input from the world. According to Benko and Lanyi, as cited in Wamba-Taguimdje et al. (2020), artificial intelligence involves a range of principles and methodologies aimed at developing machines capable of replicating human intelligence. Artificial intelligence serves as a cornerstone of the 4th Industrial Revolution, driving innovations that transform industries and redefine the future of work. The 4th Industrial Revolution, characterised by the fusion of technologies blurring the lines between the physical, digital, and biological spheres, marks a significant shift in how we live, work, and interact with each other. Central to this revolution are advancements in artificial intelligence, robotics, the Internet of Things, and biotechnology, which collectively drive unprecedented levels of innovation and efficiency in various sectors (Xu et al., 2018).

Artificial Intelligence (AI) refers to the capability of machines to perform tasks that typically requires human intelligence, such as learning, reasoning, problem-solving, perception, and natural language understanding (Russell & Norvig, 2021). AI systems are designed to mimic human cognitive functions through algorithms and computational models that enable them to analyze data, recognize patterns, and make decisions autonomously (Nilsson, 2014). The field of AI encompasses various subfields, including machine learning, where computers learn from data without explicit programming, and deep learning, which utilises neural networks to simulate the structure and function of the human brain (Goodfellow et al., 2016). These technologies are increasingly applied in diverse domains such as healthcare, finance, transportation, and education, transforming how humans interact with technology (Ilaenlein & Kaplan, 2019). Overall, AI represents a transformative technology that continues to evolve, with ongoing research aimed at creating systems that exhibit not only intelligence but also ethical and explainable decision-making capabilities (Boden, 2016).

### **Integrating of Artificial Intelligence in University Education**

One central area in which AI can be applied to university education is personalised learning. The introduction of personalised learning can positively change the landscape of education. This approach, which differs from the traditional approach of using a uniform learning strategy for all learners, recognises that each student has unique strengths, weaknesses, learning styles, and career aspirations. Consequently, learning can be tailored to personal educational experiences and individual needs, which has the potential of significantly enhancing the effectiveness and engagement of business education. Key aspects of personalised learning in university education include AI-powered tools, adaptive learning platforms, curated learning paths, data-driven insights, mentorship and coaching, and real-world applications (Surugiu et al., 2024). AI-driven chat bots and virtual assistants can provide academic support. These tools can answer student questions, guide learners through case studies, or even role-play business negotiations, thereby unlocking creativity and reinforcing concepts. Together, these applications help simulate real-world business contexts and keep students engaged (Alabi, 2022; Zhu & Zhang, 2022). Adaptive learning platforms use technology to assess student performance in real-time, adjusting the difficulty and content of coursework to match individual progress. This ensures that students are constantly challenged yet not overwhelmed, thereby optimising their learning



trajectory. In the case of curated learning paths, personalised learning allows students to choose paths aligned with their specific career goals. This flexibility fosters a sense of ownership and motivation, leading to improved outcomes (Al-Mamary, 2025).

In addition, data-driven insights are used to track students' performance and preferences, allowing educators to provide targeted feedback and support. This data-driven approach helps identify areas where students might need extra help or where the curriculum could be improved (Rahimi & Akbari, 2023). In mentorship and coaching, personalised learning often involves close collaboration between students and mentors or coaches who provide individualised guidance and support. This personalised attention helps students navigate challenges and stay focused on their goals. Furthermore, Real-world applications of personalised learning emphasise the practical application of knowledge through case studies, simulations, and real-world projects. This helps students develop valuable skills and experience, preparing them for success in the business world (Tominc & Rožman, 2023; Widya et al., 2025 and Owie 2026).

Drawing from the diverse applications of personalised learning in business education, the following benefits can become notable (Bai et al., 2022; Bell & Bell, 2023; Vecchiarini & Somià, 2023; Iwerima & Bupo, 2024; Solórzano et al., 2024; Basseý et al., 2025; Ocen et al., 2025; Vieriu & Petrea, 2025):

1. Improved student outcomes: Personalised learning experiences lead to better knowledge retention, higher grades, and increased overall student satisfaction.
2. Enhanced Engagement and Motivation: Students can become more engaged when they feel their learning is relevant and meaningful to their individual aspirations.
3. Better Preparation for the Workplace: Personalised learning helps students develop critical thinking, problem-solving, and collaboration skills, all of which are highly valued in the modern workplace.
4. Increased Career Success: By aligning education with individual career goals, personalised learning helps students make more informed career choices and achieve greater career success.

When applied effectively, personalised learning holds promise for business education. As technology continues to advance, customised learning will become even more sophisticated and integrated into business education. With expected further advancements in AI-powered learning platforms and more sophisticated data analytics, business education will also see an even greater emphasis on personalised mentorship and coaching. The future of business education lies in embracing customised learning to create a more effective, engaging, and impactful learning experience for all students (Vecchiarini & Somià, 2023; Iwerima & Bupo, 2024).

### **AI Tools and Technologies in Business and Entrepreneurship Education**

As the development and application of AI continue to expand, a wide range of AI tools and technologies are finding applications in business and entrepreneurship education (Giuggioli & Pellegrini, 2023; Ali et al., 2024). Some of these include:

1. Large Language Models (LLMs): Generative models like ChatGPT, GPT-4, Microsoft Copilot, and Google Gemini produce human-like text and can generate explanations, summaries, or creative prompts for academic topics. Educators can use them to create discussion questions, case variations, or even draft exam questions.
2. Intelligent Tutoring Systems: AI-driven tutoring platforms such as Carnegie Learning, Knewton Alta, provide individualised instruction and practice in quantitative and analytical subjects. They adapt problem sets in areas like finance or operations management to each student's skill level.
3. Adaptive Learning Platforms: Systems such as DreamBox or Smart Sparrow monitor student responses and adjust lessons in real time.
4. Automated Grading and Feedback: Tools like Gradescope are used for structured assignments, and plagiarism detectors like Turnitin automate evaluation. Natural Language Processing



- (NLP)-based software can assess essays on business strategy or ethical reasoning for coherence and completeness.
5. Chatbots and Virtual Assistants: Domain-specific chatbots, such as those built on GPT or similar LLMs, can answer student questions about course material at any time. Mainstay is an example of an AI tutor used in classrooms. Such a tool can also simulate customer service interactions or provide prompts for negotiation exercises.
  6. Learning Analytics Software: Platforms like Knewton Alta and Edthena use AI to analyse learning data. They can highlight which business concepts most students miss, allowing instructors to intervene. Analytics tools may also predict which students are at risk of falling behind.
  7. Immersive Virtual Reality/Augmented Reality Simulations: Virtual and augmented reality applications create interactive academic scenarios. Virtual Reality games for business can be used to immerse students in a virtual marketplace or startup lab.
  8. AI Content Creation Tools: Applications such as MagicSchool AI and Eduaide.ai help instructors generate lesson plans, case studies, or quiz questions from raw text. In an education course, an instructor can use AI to automatically generate a related assignment based on a business article.
  9. Collaborative AI Tools: Some platforms enable group projects with AI assistance. This can be applied when teams of students use AI-driven mind-mapping tools or brainstorming assistants to organise ideas during startup pitch sessions.
  10. Administrative AI: Beyond the classroom, AI can be used to streamline course scheduling, predict enrollment, and manage educational resources. Chatbots may also assist with admissions or campus services, indirectly affecting the academic environment (Liu & Yushchik, 2024; Nicholas, 2025).

The variety of these tools illustrates the breadth and depth of AI technology in education. While some of the tools are cross-disciplinary, others are specifically tailored for university education contexts.

### **Prospects and Benefits of AI Integration in University Education**

Literature has shown that AI offers numerous potential prospects and benefits for university education when intelligently deployed. Such prospects and benefits can also be reaped in Nigerian tertiary institutions (Vecchiarini & Somià, 2023; Iwerima & Bupo, 2024; Solórzano et al., 2024; Vieriu & Petrea, 2025). Some of these prospects and benefits include:

1. Personalised Learning and Support: AI can tailor curricula to individual learning styles and paces, helping each student master foundational concepts before moving on. This ensures weaker students get extra help and stronger students stay challenged. When applied to education in Nigerian universities, this will significantly reduce academic and practical disparities among students and teachers while improving Nigeria's global rating in terms of quality of students, teachers, and programmes.
2. Enhanced Engagement: Interactive tools and simulations, including AI-driven games and VR scenarios, make learning more immersive. The application of these tools to education in Nigerian university students to gain hands-on experience in a risk-free environment, thereby boosting motivation and retention of material.
3. Improved Learning Outcomes: By providing immediate, targeted feedback and adaptive resources, AI helps students achieve learning objectives more efficiently. This can be positive boost for university education in Nigerian.



4. **Access and Inclusivity:** AI-driven translation and tutoring tools can overcome language barriers and support diverse learning needs. This can help underserved learners in entrepreneurship in Nigerian universities.
5. **Efficiency for Educators:** Automation of grading, scheduling, and administrative tasks allows instructors to devote more time to mentoring, curriculum development, and research. This can improve the overall quality of university education in Nigerian tertiary institutions while reducing workload.
6. **Data-Driven Decision Making:** Analysis of educational data through AI yields actionable insights. Platforms like Knewton Alta show how AI tracks student performance across various metrics, helping teachers identify learning gaps and tailor instruction. Such analytics support continuous curriculum improvement, which can be used to improve university education in Nigerian.
7. **Fostering Creativity and Innovation:** Generative AI can spark new ideas in business and entrepreneurship education projects, amplifying students' creativity. AI-generated brainstorming can help students consider novel business models or marketing strategies. This can create opportunities for students and teachers in Nigerian University Education.
8. **Global Collaboration:** Online AI-driven platforms enable collaboration across borders. Students from different tertiary institutions in Nigeria and across the globe can work together using shared AI tools, preparing them for the interconnected.

These prospects suggest a transformative impact. When implemented thoughtfully, AI can enrich pedagogy and help prepare students to excel in an AI-influenced economy.

### **Challenges and Limitations of Integrating AI in University Education**

Despite its numerous and promising prospects and benefits, the integration of AI into business and entrepreneurship education in Nigerian tertiary institutions may face significant challenges that could limit progress (Liu & Yushchik, 2024; Nicholas, 2025). Some of these include:

1. **Digital and Power Access:** Poor and unequal access to technology and power supply can exacerbate educational inequalities. Students or institutions without high-speed internet, modern devices, or an adequate power supply may not benefit from AI-enhanced resources (Ali et al., 2024).
2. **Academic Integrity and Misuse:** AI tools can generate complete essays or answers to tasks in education. Students have been known to use AI to generate responses to academic work. This raises concerns about plagiarism and cheating. Educators worry about verifying the originality of student work. Such misuse threatens the reliability of traditional assessments.
3. **Quality of Content:** Being an experimental project, as often displayed in some AI tools, AI models can sometimes produce inaccurate or misleading information (Alabi, 2022) because they lack proper consciousness. Relying on AI outputs without critical evaluation can impair learning (Ali et al., 2024).
4. **Bias and Ethics:** AI systems may perpetuate biases present in their training data. For instance, a generative AI trained on biased sales data might suggest unfair pricing strategies. Ensuring fairness and transparency in AI is an ongoing concern. Business schools are integrating AI ethics into curricula, but developing unbiased educational AI tools remains a challenge (Ocen et al., 2025). Such problems can be more challenging in Nigerian settings where issues of trust are already a problem.
5. **Teacher Limited AI Skills:** Studies have shown that many educators in Nigerian tertiary institutions have limited experience with AI tools. Without adequate training, teachers may struggle to integrate AI into their pedagogy. Consequently, professional development programs



are needed to help instructors use AI effectively and understand its limitations (Mumi et al., 2025; Zhu & Zhang, 2022).

6. **Curriculum and Policy Limitations:** Given that education systems often move more slowly than technology, many curricula, standards, educational policies, and exams were not designed with AI in mind. Consequently, schools must revise assessment methods to ensure meaningful evaluation in an AI era. Policy and accreditation bodies also need frameworks to guide the use of AI in classrooms.
7. **Over-Reliance on Technology:** The increase in the use of AI has heightened the risk that students might become overly reliant on AI, thereby neglecting foundational skills. To this end, educators must balance AI assistance with activities that develop human skills such as critical thinking, creativity, and teamwork (Tominc & Rožman, 2023).

These challenges point to the blunt reality that, despite the huge benefits of deploying AI in business and entrepreneurship education in Nigerian tertiary institutions, concerted efforts must be made to ensure that all possible limitations are adequately addressed for the expected prospects to become a reality.

### **Implications of Integrating AI in University Education for Stakeholders**

The rise of AI in university education has implications for all stakeholders in the field, which, when implemented, will spell positive outcomes for all. These include:

1. **Educators:** Teachers and other instructors will need training and support to adopt AI tools effectively. Faculty development programs should focus on both technical skills and new pedagogical strategies. Instructors will also shift roles from sole knowledge providers to facilitators who guide students in using AI critically and creatively.
2. **Policymakers and Administrators:** School leaders, accreditation agencies, and governments must develop policies and standards for responsible AI use. This includes guidelines on data privacy, security, and equitable access. Policymakers should allocate funding for infrastructure such as broadband, devices, and an adequate and constant power supply for research on AI in education.
3. **Students:** Learners must build digital and AI literacy to use these tools effectively. While AI can enhance their work, students also need to learn to evaluate AI outputs critically. Soft skills like problem-solving, creativity, and ethical reasoning remain crucial. In preparing for the job market, students should understand how AI is used in their industries and cultivate skills that complement AI.
4. **Researchers:** The intersection of AI and education is a promising area for investigation. Scholars in education can further interrogate the potential applications of AI in the field. Researchers must design rigorous studies to evaluate AI's impact.

By engaging these stakeholders, the educational community can navigate AI's impact together, ensuring that technology enhances learning without compromising core academic values.

### **Conclusion**

In conclusion, it has been amply demonstrated that the benefits of deploying AI in university education in Nigeria far-reaching. However, the extent to which these gains can be achieved will depend on the extent to which identified challenges related to infrastructural reforms, faculty competence, and policy coherence can be surmounted.



## Suggestions

In light of the of the conclusion drawn from this study, the following suggestions are deemed appropriate:

1. Nigerian universities must develop programmes that focus on both technical skills and new pedagogical strategies to keep faculty members abreast with current trends in AI use and applications.
2. Policymakers and administrators must develop policies, standards, and guidelines for responsible AI use, such as data privacy, security, and equitable access.
3. Policymakers and administrators should allocate funding for infrastructure such as broadband, devices, and an adequate and constant power supply for research on AI in education.
4. Learners must build digital and AI literacy to use AI tools effectively.
5. Researchers in university education should further interrogate all possible applications of AI to broaden the knowledge base on AI.

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