

**ARTIFICIAL INTELLIGENCE AND INSTRUCTIONAL DELIVERY IN
BUSINESS EDUCATION: LECTURERS' PERSPECTIVES IN THE
CONTEXT OF TEACHER'S EDUCATION TRANSFORMATION IN
COLLEGES OF EDUCATION IN ANAMBRA**

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Abstract

The study explored the perceived role of Artificial Intelligence (AI) on instructional delivery of business educators in respect to teachers' education transformation. The study adopted a descriptive survey design. Four objectives and research questions guided the study. The population of the study comprised all 83 business educators, consisting of: 69 from Federal College of Education (Technical), Umuze, and 14 from Nwafor Orizu College of Education, Nsugbe. A structured questionnaire titled "Artificial Intelligence and Instructional Delivery in Business Education" (AIIDBE) was used to gather data regarding the four research questions of the study. The instrument was validated by three experts: two from Business Education from the Federal College of Education, Technical, Asaba, Delta, Nigeria, and one from Measurement and Evaluation from the same institution. A pilot test was conducted using 20 business educators from Federal College of Education, Technical, Asaba, Delta. Cronbach Alpha was used for the analysis, yielding reliability coefficients of 0.86, 0.92, 0.94 and 0.92, indicating the instrument's reliability. An online method of questionnaire administration was employed where a link was generated through Google Form and was posted to WhatsApp platforms dedicated to business educators from the two studied colleges of education, which yielded an 81% return rate. Data collected were analyzed using descriptive statistics, including mean and standard deviation, while a t-test was used for inferential analysis. The study found that AI is not fully utilized by the business educators in delivering their lectures and other academic activities. Furthermore, it was found that AI tools are highly effective and efficient for academic activities though there are challenges found that impede its integration. Those challenges are not insurmountable; through collaboration, training, and workable policy, AI integration could be achieved.

Key words: Artificial intelligence, Instructional delivery, business education, business educator, teachers' education transformation

Introduction

Artificial intelligence (AI) is rapidly reshaping numerous facets of human endeavor and the education sector is no exception. As Africa embarks on a significant educational transformation to meet the demands of the 21st century and a globally competitive landscape, the integration of AI into instructional delivery within tertiary institutions, particularly Colleges of Education, holds immense potential and warrants critical examination. In the words of Alausa, Minister of Education (2025), he emphasizes the pivotal role of innovative teaching methods in the current dispensation, especially in colleges of education to enhance teaching and learning experiences. He envisages a college of education that is connected with 21st century needs of the students. He pointed out that not only it enhances students' enrollment but also improves the learning outcomes of the student-teachers. Colleges of Education as a part of tertiary institutions in Nigeria, play a critical role in training teachers who will, in turn, shape the future workforce. The quality of instruction, and the relevance of the curriculum delivery in these institutions are therefore critical determinants of the overall educational standards and economic progress of the continent (UNESCO, 2022). Little wonder the clamoring for an upgrade to degree-awarding tertiary institution, that buttresses the key role it plays in Nigerian education space. Colleges of Education offer several disciplines of which Business Education is one of them.

Business Education is one of the vocational courses that encompasses: accounting, management, marketing, entrepreneurship, office management technology, and other related disciplines. Ndineche (2004) describes Business Education as learning in content areas to include education: for office occupation, distributive and marketing occupation, accounting occupation, business teaching, and business administration. This programme is particularly vital for fostering the human capital needed to drive innovation, create employment, and enhance economic

sustainability in African nations (African Union, 2024). Osuala (2004) refers to it as a programme of instruction that consists of two parts: one, office education - a vocational programme for office careers through initial, refresher, and upgrading education; and two general business education - a programme to provide students with information and competencies needed by all in managing personal business affairs and in using the services of business. Similarly, Okoli and Okolo (2024) describes Business Education as an educational programme that equips individuals with the skills, knowledge, attitudes and values necessary for effective participation in business activities and economic development, either as employees or entrepreneurs. Referring the programme as a discipline for training competent teacher, Ohio State University (2024) defines Business Education Teacher programme as one that prepares individuals to become business educators in public and private school settings, which was designed to equip graduates with the skills necessary for careers in education and training. In the context of this study, Business Education refers to a component of teacher education programmes offered in colleges of education and universities, aimed at equipping pre-service teachers with the pedagogical and technical competences to teach business-related subjects such as accounting, commerce, marketing, office practice, and entrepreneurship as well as getting them ready for exploitation in the field of business as a professional. Effective Business Education requires both the theoretical foundation and practical application of business knowledge should be embedded in the pedagogical process.

The way and manner this discipline is delivered is a concern to stakeholders looking at its technical nature. Hence the need for pedagogical shift in instructional delivery. Instructional delivery refers to the process through which educational content is communicated to students, often involving lectures, hands-on practice, field trips, discussions, multimedia resources, and assessments. Instruction depicts all the classroom activities engaged in the teaching with the aim of facilitating change in

learner's behavior (Obih et al., 2017). In other words, it entails all activities a teacher performs during teaching and learning process to ensure that stated learning objectives are achieved. Activities like content development, teaching skills, teachers' performance activities and learners' performance activities, are all expected to be carried out during instructional delivery (Okoro & Ali-Okoro, 2017). In Business Education, effective instructional delivery is crucial for skill development in areas like accounting, entrepreneurship, office technology management and marketing. Several courses in Business Education require proficiency for effective application of knowledge gained. Hence, Olupayimo and Edeh (2025) stress the need for teaching and learning process to be adequate and suitable to achieve the stated goal. Anyanwu et al. (2017) emphasize that adequacy in instructional delivery only occur when there is an appealing human environment, effective use of resources, dynamic use of teaching methods, and evaluation procedure. Effective instructional delivery in this field may require interactive and practical teaching methods that can adapt to the evolving demands of the industry and production of competent hands that can function effectively in 21st century, both in business and academic environments. Emeasoba et al. (2022) assert that traditional pedagogical practices in educational institutions are gradually giving way to new technological systems of teaching. Therefore, integration of technology in teaching and learning remains sacrosanct in this regard.

Technology such as Artificial Intelligence (AI) can play a pivotal role in enhancing instructional delivery by facilitating interactive simulations, providing personalized learning experiences, and enabling data-driven decision-making. Artificial intelligence encompasses a range of technologies that enable machines to mimic human intelligence, including learning, reasoning, and self-correction. In the Business educational context, AI applications such as intelligent tutoring systems, virtual assistants, adaptive learning platforms, and automated assessment tools have

the potential to personalize learning, provide real-time feedback and streamline administrative tasks. These technologies can address the limitations of traditional teaching methods by offering efficient solutions tailored to individual learner needs. For instance, tool like Turnitin facilitates efficient grading and plagiarism detection, allowing lecturers to focus on instructional quality. Equally, AI tools like Canvas Learning Machine System dashboards can be used for tracking students' academic progresses, SlideAI, and SpeechNote for lecture presentation. On the other hand, AI-powered chabots, virtual assistants, and adaptive learning platforms can handle routine student inquiries, freeing up lecturers' time for more complex teaching tasks. Zawacki-Richter et al. (2019) highlight that it reduces workload by automating tasks such as assessment, feedback, and plagiarism detection.

AI tools effectiveness in instructional delivery cannot be overemphasized, a survey by HolonIQ (2019) revealed that 67% of AI users claimed that it improves learner outcomes, cost effectiveness and agility of the technology informed its adoption. Similarly, it improves student engagement, higher retention rates, and enhanced learning outcomes (Holmes et al., 2022). AI also enables personalized learning paths, immediate feedback and access to a wealth of resources, which collectively contribute to a more effective educational experience that may bring required teachers' education transformation (Zawacki-Richter et al., 2019). Furthermore, it has proven that it can assist lecturers in identifying students' strengths, and weaknesses, allowing for targeted interventions and support.

Adoption of AI technologies by business educator in colleges of education varies widely, while some educators have embraced AI tools to enhance their teaching and learning experiences, others remain hesitant due to factors such as lack of awareness, insufficient training, resistance to change, and concerns about job displacement. Studies indicate that the extent of AI usage is influenced by institutional support, availability of technological infrastructure and the perceived relevance of AI

to the lecturers' teaching disciplines. However, these challenges should not undermine the potentials of AI tools in instructional delivery for its benefits outweigh the hiccups. This study investigates the role of AI in instructional delivery of business educators in colleges of education in Anambra focusing on the teachers' education transformation.

Statement of the Problem

The integration of Artificial Intelligence (AI) into instructional delivery holds significant promise for enhancing teaching and learning in Business Education. Globally, AI technologies are increasingly embedded in educational systems—initially for administrative tasks, but now for pedagogical applications such as adaptive learning platforms, intelligent tutoring systems, and immersive simulations (Khosravi et al., 2022; Holmes et al., 2021). These tools offer unprecedented opportunities for personalized learning, real-time feedback, and experiential instruction aligned with 21st-century learning demands.

However, in many developing countries, including Nigeria—and specifically within Colleges of Education in Anambra State—AI remains underutilized. Business educators often continue to rely on traditional, didactic teaching approaches characterized by heavy dependence on printed materials and teacher-centred methods. This not only hampers students' digital competence and engagement but also increases the workload of educators—who must manually develop instructional content, source physical teaching materials, deliver lessons, and assess student performance without digital support. These factors contribute to stress and burnout, ultimately reducing instructional effectiveness and educator well-being (Obidiebube et al., 2025; Frontiers in Education, 2025).

This raises critical questions: Is the non-adoption of artificial intelligence tools in instructional delivery due to limited awareness of their benefits, or are there systemic challenges impeding their integration in Colleges of Education?

Furthermore, there remains a noticeable gap in research that captures the experiences, perceptions, and preparedness of Business Education lecturers in adopting AI tools for instructional delivery.

This study, therefore, seeks to bridge this gap by investigating the perceived role of AI in the instructional delivery of Business Education programmes in public Colleges of Education in Anambra State.

Objectives of the Study

The main objective of the study is to investigate the influence of Artificial Intelligence on the instructional delivery of Business Education focusing on teacher's education transformation. Specifically, the study aims to:

1. examine the extent of Artificial Intelligence tools usage by business educators in Business Education instructional delivery in public colleges of education in Anambra,
2. explore the effectiveness of Artificial Intelligence tools in instructional delivery in Business Education in public colleges of education in Anambra,
3. identify challenges business educators face in integrating AI in Business Education curriculum delivery in colleges of education in Anambra,
4. suggest strategies for improving AI integration in Business Education instructional delivery in colleges of education in Anambra.

Research Questions

The following research questions were raised to guide the study:

1. What is the extent of AI tools usage for instructional delivery in Business Education in public colleges of education in Anambra State?
2. How effective are AI tools in instructional delivery of Business Education in public colleges of education in Anambra State?

3. What are the challenges business educators face in integrating AI tools for Business Education instructional delivery in public colleges of education in Anambra State?
4. What are the strategies for improving AI tools integration in Business Education instructional delivery in Anambra State?

Hypotheses

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

H₀₁: There is no significant difference between the mean responses of lecturers at the Federal College of Education (Technical), Umuze and Nwafor Orizu College of Education, Nsugbe regarding the extent of AI tools usage for instructional delivery in Business Education.

H₀₂: There is no significant difference between the mean responses of male and female lecturers at the Federal College of Education (Technical), Umuze and Nwafor Orizu College of Education, Nsugbe on the extent of AI tools usage for instructional delivery in Business Education.

Methods

The study adopted descriptive research design. The study was carried out in Anambra state in Federal College of Education (Technical), Umuze and Nwafor Orizu College of Education, Nsugbe. The population of the study was 83 comprised 69 business educators from Federal College of Education (Technical), Umuze and 14 business educators from Nwafor Orizu College of Education, Nsugbe. No sampling was conducted due to manageable size of the population. a structured questionnaire titled “Artificial Intelligence and Instructional Delivery in Business Education (AIIDBE)” was developed by the researchers and was validated by three experts two from the department of Measurement and Evaluation and one from Business Education. The instrument contained thirty-seven items, with rating scales ranging from Strongly Agree (4) to Strongly Disagree (1).

A pilot test was conducted using 20 business educators from Federal College of Education (Technical), Asaba. Using Cronbach Alpha analysis, a coefficient of 0.86, 0.92, 0.94 and 0.92 were obtained respectively for the four research questions indicating reliability of the instrument for the study. The instrument was administered and retrieved through Google form generated link. The return rate was 81% which was considered adequate for the study. The data were analyzed using descriptive statistic and compared mean. Mean and standard deviation were used to answer the research questions and the decision was that any mean score below 2.50 is assumed as disagree while 2.50 and above is seen as agree. Also t-test was used to test the hypotheses at 0.05 level of significance. When the p-value was found to be equal or less than 0.05 alpha levels, the null hypothesis is rejected, however, a p-value greater than 0.05 is deemed as accepting the null hypothesis. These analyses were carried out with the aid of SPSS version 25.

Results

Research Question One: What is the extent of AI tools usage for instructional delivery in Business Education in public colleges of education in Anambra State?

Table 1: Mean Ratings and Standard Deviations of the Lecturers' Responses on the extent of AI Tools Usage for Instructional Delivery of Business Education in Public Colleges of Education in Anambra State

S/N	Items	N	Mean	Std. Deviation	Decisions
	As a Business Educator I have used:				
1	Grammarly or spell-checking tools to provide feedback on student project writing.	67	2.69	.891	Disagree
2	Canvas LMS dashboards to track student progress.	67	2.16	.480	Disagree
3	ChatGPT for developing lecture materials.	67	3.03	.887	Agree
4	SlideAI.io to enhance my lecture slides.	67	2.12	.769	Disagree
5	Capsim for experiential learning.	67	2.01	.639	Disagree
6	IBM Watson Studio for data analysis.	67	2.16	.593	Disagree
7	Adaptive learning platforms that adjust content based on individual student needs.	67	2.46	.703	Disagree

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8	Speechnote for lectures delivery.	67	2.55	.840	Disagree
9	Questionwell for generating quizzes	67	2.24	.698	Disagree
10	QuickBooks for teaching the recording of accounting transactions.	67	2.28	.867	Disagree
	Valid N (listwise)	67			
	Grand Mean		2.37		Disagree

Data presented in Table 1 shows the AI tools used by business educators in colleges of education in Anambra. It reveals that only Chat GPT was only used by the educators with mean score of 3.03 while others with varying means ranging from 2.01 to 2.69 were not in use. The grand mean of 2.37 shows that business educators are not adequately integrating artificial intelligence in instructional delivery. Consequently, the homogeneity of the respondents as seen through the standard deviation values.

Research Question Two: How effective are AI tools in instructional delivery of Business Education in public colleges of education in Anambra State?

Table 2: Mean Ratings and Standard Deviations of the Lecturers' Responses on the Effectiveness of AI Tools in Instructional Delivery of Business Education in Public Colleges of Education in Anambra State

S/N	Items	N	Mean	Std. Deviation	Decisions
11	Save time in lesson planning	67	3.52	.503	Agree
12	Make lesson preparation more efficient.	67	3.36	.483	Agree
13	Enable more inclusive instructional delivery.	67	3.30	.551	Agree
14	Facilitate personalized learning experiences.	67	3.54	.502	Agree
15	Automate administrative tasks, reducing educator workload.	67	3.49	.533	Agree
16	Aid experiential learning through simulations and virtual environments.	67	3.28	.545	Agree
17	Help in developing problem-solving skills.	67	3.25	.472	Agree
18	Facilitate instructors in the creation of digital lessons.	67	3.27	.539	Agree
19	Promote collaboration and communication between students and educators by enabling real-time feedback.	67	3.18	.548	Agree
20	Enhance student engagement through interactive learning experiences.	67	3.09	.484	Agree
	Valid N (listwise)	67			
	Grand Mean		3.33		Agree

Table 2 shows the effectiveness of AI tools in enhancing instructional delivery of business education. All the items in the table was agreed upon as the effectiveness of AI with mean scores ranging from 3.09 to 3.54. The grand mean of 3.33 indicates that artificial intelligence tools are has the capacity to enhance instructional delivery of business education. Also the standard deviations show consistency in the business educators' responses indicating proficiency of the tools.

Research Question Three: What are the challenges Lecturers face in integrating AI tools for Business Education instructional delivery in public colleges of education in Anambra State?

Table 3: Mean Ratings and Standard Deviations of the Business Educators' Ratings on the Challenges of Integrating AI Tools For Business Education Instructional Delivery in Public Colleges of Education in Anambra State

S/N	Items	N	Mean	Std. Deviation	Decision
21	Insufficient training on how to use AI tools.	67	3.66	.509	Agree
22	There is inadequate institutional support for using AI in teaching.	67	3.49	.504	Agree
23	Poor internet access hinders my use of AI tools.	67	3.52	.533	Agree
24	Lack of access to necessary devices to use AI effectively.	67	3.42	.527	Agree
25	Ethical concerns of AI in education.	67	3.18	.626	Agree
26	Uncertainty about the accuracy of AI-generated content.	67	3.01	.749	Agree
27	The absence of national guidelines on AI in teaching discourages its use.	67	2.99	.807	Agree
28	Difficulty in finding AI tools that are specifically relevant to Business Education	67	3.03	.816	Agree
29	The cost of acquiring AI tools is a major barrier.	67	3.30	.652	Agree
30	Resistance to change rooted in fear of job loss	67	3.13	.672	Agree
	Valid N (listwise)	67			
	Grand Mean		3.27		Agree

Table 3 shows that item 21 has the highest mean score of 3.64 while item 27 has the least mean score of 2.99. All the items were agreed upon as the challenges militating against usage of artificial intelligence for instructional delivery. The grand

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mean of 3.27 indicates that there factors hindering the integration of artificial intelligence in instructional delivery. Also the consistency seen in the standard deviations indicate there is no disparity in the responses of the business educators.

Research Question Four: What are the strategies for improving the integration of AI tools in instructional delivery of Business Education in Public Colleges of Education in Anambra State?

Table 4: Mean Ratings and Standard Deviations of the Business Educators' Responses on the Strategies for Integrating AI Tools in Business Education Instuctional Delivery in Public Colleges of Education in Anambra State

S/N	Items	N	Mean	Std. Deviation	Remarks
31	AI should be integrated into the teacher education curriculum.	67	3.42	.607	Agree
32	Regular training should be organized for Business Educators on AI use.	67	3.66	.509	Agree
33	Collaborations with tech companies should be encouraged.	67	3.52	.503	Agree
34	Peer-to-peer knowledge sharing on AI should be encouraged.	67	3.39	.521	Agree
35	Periodic review of curriculum should include AI-enabled delivery strategies.	67	3.64	.483	Agree
36	Peer mentoring should be encouraged as to erase any form of job loss.	67	3.54	.502	Agree
37	Colleges of Education should invest in AI infrastructure and resources	67	3.54	.586	Agree
	Valid N (listwise)	67			
	Grand Mean		3.53		Agree

Table 4 shows that all the items highlighted were agreed upon with mean scores ranging from 3.42 to 3.66. this reveals that there strategies to employ to mitigate the challenges faced in integration of artificial intelligence in instructional delivery in public colleges of education in Anambra State. The grand mean of 3.53 also shows agreement to the strategies listed. The uniformity in the responses of the business educators was displayed by the standard deviations.

Hypothesis One

H₀₁: There is no significant difference between the mean ratings of business educator at the Federal College of Education (Technical), Umuze and Nwafor Orizu College of Education, Nsugbe regarding the extent of AI tools usage for instructional delivery in Business Education.

Table 5: Summary of t-test analysis of mean ratings of business educators on extent of AI tools usage for instructional delivery in business education in colleges of education in Anambra State with respect to institution

	Name of Institution	N	Mean	Std. Deviation	df	t	Sig(2-tailed)	Decision
EXTENT_INTEGRATION	Federal College of Education (Technical) Umuze	57	2.3526	.51204				
	Nwafor Orizu College of Education, Nsugbe	10	2.4800	.23476	65	-.769	.445	Accept Ho

The data from the table indicated that there is no significant difference between the mean response of business educators from Federal College of Education (Technical), Umuze and Nwafor Orizu College of Education, Nsugbe on extent of AI tools usage for instructional delivery in business education in colleges of education in Anambra State. The table reveals that $t = -0.760$, $df = 65$ and sig or p-value $0.445 > 0.05$ therefore the H_0 is accepted showing no significant difference in their opinions.

Hypothesis Two

H₀₂: There is no significant difference between the mean responses of male and female lecturers at the Federal College of Education (Technical), Umuze and Nwafor Orizu College of Education, Nsugbe on the extent of AI tools usage for instructional delivery in Business Education

Table 6: Summary of t-test analysis of mean ratings of male and female business educators on extent of AI tools usage for instructional delivery in business education in colleges of education in Anambra State

Lecturers		Std.		t	Sig(2-tailed)	Decision
Gender	N	Mean	Deviation			
EXTENT_IN TEGRATION	Male	22	2.3545	.59580	65	-.202
	Female	45	2.3800	.42244		
					.841	Accept Ho

The data from the table indicated that there is no significant difference between the mean rating of male and female business educators on extent of AI tools usage for instructional delivery in business education in colleges of education in Anambra State. The decision was based on $df=65$, $t=-0.202$ and sig or p-value= 0.841 which greater than 0.05 hence the null hypothesis was accepted.

Discussion of Findings

Regarding the extent of artificial intelligence usage in instructional delivery of business education, it was found that grammarly, canva LMS, SlideAi.ai, Capsim, IBM Watson Studio, Adaptive learning platforms, Speechnot, Questionwell and QuickBooks are not in use for instructional delivery of Business Education. Only ChatGPT is in use in the colleges studied. This assertion align with the findings of Ufondu and Obi (2024) that artificial intelligence are integrated in business education at low extent which as Sollosy and McInerney (2022) asserted brings about mismatch on the rate of change and reality in education section. These AI tools are really there to improve instructional delivery consequentially having positive learning outcome that influences behavior. This inadequate use hampers the effective instructional delivery which boost students' interest and engagement with resultant effect on academic performance. Also the result from the corresponding hypotheses in Table 5 and 6 showed that both institutions and regardless of gender that artificial intelligence tools are yet to be integrated in instructional delivery of Business Education.

The findings of the study on effectiveness of artificial intelligence tools in enhancing instructional delivery, revealed that AI saves time in lesson planning, make lesson preparation more efficient, enable more inclusive instructional delivery, facilitate personalized learning experiences, automate administrative, aid experiential learning through simulations and virtual environments, help in developing problem-solving skills, facilitate in creation of digital lessons, promote collaboration and enhances student engagement. This finding is consistent with the findings of Holmes et al. (2022) who found that machine learning analyzes learner behaviour and provide customize learning paths. Similarly Zawacki-Richter et al. (2019) found that AI automated administrative work, facilitate real-time feedback, streamline the assessment process and allowing educators to focus more on complex pedagogical tasks. Anchoring on Artificial intelligence tools business educators would ease off and concentrate more on complex issue of coordination and control.

Regarding the challenges business educators face in integration of artificial intelligence, it was found that insufficient training on how to use AI tools, inadequate institutional support, poor internet access, lack of access to necessary devices, ethical concerns, uncertainty on accuracy of content generated, absence of national guideline, difficulty in accessing relevant AI tools, cost of acquisition and resistance to change. The finding align with the work of Nguyen et al. (2021) who observed that digital divide with resources constrained access to AI tools. This is a fact most the AI tools cost are exorbitant that most of the business educator cannot afford for instance data subscription, purchase of premium apps for enhance result, acquiring of internet enabled handset and laptops for effective usage and more are quite challenge to business educator. The finding also agree with the findings of Baker and Smith (2019) who found that teachers incompetent in use of AI tools hindered its integration in teaching and learning. When business educators are not acquainted with the technicalities on how to navigate using AI tools, its integration will be a millage.

Though the potentials are there but cannot be accessed. The finding also consistent with the work of Luckin et al. (2016) who found that privacy, data security risk, and potential algorithm biases remain significant challenges. In the course of integration of AI tools ethical concerns remain paramount so as not infringe in people's data without authorization. Also authentication of information generated by the AI tools are source of concern.

On the strategies to mitigate the challenges facing artificial intelligence integration in instructional delivery by business educators, it was found that AI should be integrated in teacher education curriculum, conduct regular training, collaborations with tech companies, peer-to-peer knowledge sharing, peer mentoring and investment in AI infrastructure and resources. This finding is in line with the finding of Baker and Smith (2019) who advocated the need for professional training of teachers on technologies for integration in teaching and learning. Similarly, Besaw and Filitz (2019) suggest that overcoming the challenges of AI integration that government should develop a policy framework that support such programme.

Conclusion

The study highlighted the untapped potential of Artificial Intelligence (AI) in enhancing instructional delivery in Business Education within Colleges of Education in Anambra State. While lecturers recognize the relevance of AI for personalized and effective teaching, its adoption remains limited due to infrastructural deficits, lack of training, and institutional barriers. This disconnect hinders both teaching innovation and the digital preparedness of graduates. To bridge this gap, there is a need for sustained capacity building, improved digital infrastructure, and supportive policies that promote AI integration. Strengthening these areas will not only enhance instructional effectiveness but also support the broader transformation of teacher education in Nigeria.

Recommendations

Based on the findings of the study, the following recommendations are made”

1. A holistic training should be organized by management of the colleges of education as to address every concern regarding AI
2. AI should be integrated in colleges of education curriculum especially now the curriculum is under review so the business educators can comfortable use it while instructional delivery
3. Government should partner with tech companies to ensure that infrastructures are on ground to facilitate the integration of AI in teaching and learning of Business Education.

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