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FACTORS INFLUENCING LECTURERS' USE OF AI IN TEACHING BUSINESS EDUCATION IN HIGHER INSTITUTIONS IN ANAMBRA STATE

Nwafor, Chinedu A.

Accounting Education Dept.

School of Business Education, Federal College of Education (Tech), Umunze

Vivian I. Uka

Accounting Education Dept.,

School of Business Education, Federal College of Education (Tech), Umunze

and

Chioma Ezeobi

Commerce and Cooperative Education Dept.,

School of Business Education, Federal College of Education (Tech), Umunze

Abstract

This study investigated factors influencing lecturers' use of AI in teaching Business Education in higher institutions in Anambra State, Nigeria. Three specific purposes and three research questions guided the study. Descriptive survey research design was adopted for the study. The population comprised of all the 158 Business Educators in the four public higher institutions offering Business Education in Anambra state - Nnamdi Azikiwe University Awka (NAU), Chukwuemeka Odumegwu Ojukwu University, Igbariam (COOU), Nwafor Orizu College of Education, Nsugbe (NOCEN) and Federal College of Education (Tech), Umunze (FCETU). The entire population was used for the study; census sampling technique was employed. A 24-item structured questionnaire

was used to collect data from the respondents. The instrument was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument was pilot tested to ensure the reliability and the data collected was analyzed using Cronbach's Alpha. Overall reliability coefficient of 0.73 was obtained. Data were analyzed using mean and standard deviation with a cut-off point of 2.50. Findings revealed that perceived usefulness influences AI adoption with lecturers' recognizing AI's capacity to enhance learning outcomes, personalize instruction, and streamline lesson planning. Perceived ease of use was found to positively impact adoption, with intuitive interfaces, compatibility with existing teaching routines, and accessible support bolstering lecturers" willingness to integrate AI. Exposure to credible AI-related information through workshops, scholarly publications, and peer networking significantly enhances lecturers' awareness and positive attitudes toward AI adoption. The study concluded that all three factors - perceived usefulness, perceived ease of use, and exposure to credible AI-related information - positively impact AI usage in Business Education teaching. It was recommended among others that university management should establish ongoing hands-on AI workshops for staff members.

Keywords: Artificial Intelligence, Business Education, Technology, Perceived Usefulness, Teacher Adoption

Introduction

The integration of Artificial Intelligence (AI) into the educational landscape has revolutionized traditional pedagogical practices, enabling new levels of personalized, data-driven, and adaptive learning. AI, defined broadly as the simulation of human cognitive processes by machines (Baker et al., 2019), has been increasingly employed to support instruction, automate tasks, enhance student engagement, and provide real-time feedback (Chiu et al., 2023; Mello et al., 2023). AI has the potential to enhance instructions. For instance, ChatGPT, a chatbot created by OpenAI, simplifies the integration of AI in teaching and learning (Lo, 2023). ChatGPT employs natural language processing to generate human-like responses to user prompts, making it a valuable tool for creating exam-style questions, addressing homework assignments, drafting academic essays, and automatically generating educational content (Zhai, 2022). Distinguished from its predecessors by its optimization for dialogue, ChatGPT is particularly adept at engaging in human-like conversations, contributing to its rapid adoption, reaching over one million users within five days of its release (De Angelis et al., 2023). Since then, the evolution of large language models

(LLMs) like OpenAI's GPT series, Google's PaLM, and Anthropic's Claude models, along with their APIs, has been exponential. These advancements have enabled various third-party services to offer customized solutions (Yang et al., 2024). For example, MagicSchool provides teachers with over 60 AI tools for lesson planning, content creation, and student support, powered by multiple models (MagicSchool, 2024). There is a consensus that AI is profoundly transforming our world (Niemi, 2021).

As AI technology evolves, it is revolutionizing communication, lifestyle, work environments, and notably, education (Chiu et al., 2021). This transformation has sparked significant interest in understanding and enhancing the integration of AI for educational purposes (Chen et al., 2020). AI has demonstrated substantial potential in supporting students' self-learning, enhancing literacy development, and improving learning outcomes through technologies like chatbots and predictive models (Ouyang et al., 2023; Wu & Yu, 2023; Xia et al., 2023). For instance, Dai (2023) underscores the pedagogical benefits of AI, including clarifying concepts through interactive learning experiences, enhancing understanding and skill acquisition, and fostering critical thinking. Similarly, Wu et al. (2023) show that AI interventions can enhance self-regulation and knowledge construction in blended learning environments, thereby boosting student motivation and engagement. Across global education systems, AI is being explored for its potential to transform both teaching and learning through tools such as intelligent tutoring systems, automated grading software, and generative technologies like ChatGPT (Lo, 2023; Zhai, 2022; Feuerriegel et al., 2024). AI has revolutionized teaching particularly teaching of Business Education.

In Nigeria, where digital transformation in higher education is gaining momentum, Business Education stands out as a field ripe for AI integration. Business Education focuses on equipping learners with practical and theoretical knowledge in areas such as accounting, marketing, entrepreneurship, and information management, domains that can be significantly enriched through AI technologies. Applications such as automated financial simulations, intelligent assessment tools, and data analytics platforms can enhance the teaching and learning of Business Education by offering personalized learning pathways, virtual collaborative environments, and real-time feedback systems (Kasneci et al., 2023; Cukurova et al., 2023).

These advantages come with some concerns about encouraging teachers to use AI in their work (Bai et al., 2021; Cukurova et al., 2023; Wang et al., 2021). These concerns often involve teachers' readiness and the potential impact on their teaching roles, stemming from a lack of familiarity with AI tools, uncertainty about their effectiveness, and fears of being replaced or overshadowed by technology, among other factors. Additionally, teachers may worry about the time and effort required to learn and integrate AI into their practices, as well as ethical considerations like data privacy, algorithmic bias, academic integrity, and student autonomy (Kyrpa et al., 2024). Without sufficient institutional support, training, and alignment with teaching goals, these concerns can lead to resistance or superficial implementation (Gabby et al., 2017; Velander et al., 2024). Teachers' adoption of AI technologies has remained uneven, particularly in developing contexts. This disparity is partly due to the underutilization of AI's potential in education (Luckin et al., 2022) and the insufficient consideration of teachers' roles in integrating AI into learning environments (Seufert et al., 2021). Ayanwale et al. (2022) emphasize that the effectiveness of AI in education heavily depends on teachers' readiness and positive attitudes towards the technology. Additionally, recent studies suggest that teachers often lack the necessary understanding of AI technologies and may feel disempowered by their use, which contributes to a decline in self-efficacy and reluctance to adopt these tools in the classroom (Chiu et al., 2023). For instance, despite positive perceptions of AI's potential benefits, only a minority of teachers have effectively implemented AI and ChatGPT in their classrooms, often due to a lack of readiness and knowledge (Galindo-Domínguez et al., 2023). Several studies highlight the underutilization of AI in schools due to limited technological readiness, lack of professional training, and varying perceptions of AI's usefulness (Luckin et al., 2022; Galindo-Domínguez et al., 2023; Kyrpa et al., 2024). While global initiatives from China's education modernization policies to AI-centered grants in the U.S. are promoting AI in education (Chiu, 2021; Boninger et al., 2020), the success of these efforts ultimately hinges on the readiness and willingness of educators to adopt such innovations (Seufert et al., 2021; Ayanwale et al., 2022). There are certain factors that influence the readiness and willingness of educators to adopt AI in teaching. These constructs are grounded in the Technology Acceptance Model (TAM), which has been extensively validated in educational technology

research (Davis, 1989; Granić & Marangunić, 2019). They include: Perceived Usefulness and AI Adoption; Perceived Ease of Use and AI Integration and Exposure to AI Information and Teacher Awareness, among others.

Perceived usefulness is a key determinant of technology acceptance, reflecting the belief that the use of a particular system enhances job performance (Davis, 1989). In the context of Business Education, lecturers who perceive AI tools as beneficial for simplifying complex concepts, improving student engagement, and supporting assessment are more likely to adopt them. Research has shown that when teachers recognize the pedagogical value of AI in aligning with instructional goals, their attitudes toward its adoption become more favorable (Almusaed et al., 2023; Lindner et al., 2019). Instructors in Business Education who understand how AI can support data analysis, automate routine tasks, and enable interactive simulations may view it as a transformative force, thereby increasing their intent to integrate such technologies into teaching.

While usefulness is essential, ease of use also plays a pivotal role in technology acceptance. Perceived ease of use involves user confidence that the technology is friendly and easy to understand and use. Teachers are more inclined to integrate AI if they find the tools user-friendly, easy to navigate, and compatible with existing pedagogical routines (C. Zhang et al., 2023). Instructors in higher institutions often face competing responsibilities, making intuitive and low-effort AI tools particularly appealing. Complex or poorly supported technologies may discourage adoption, especially among educators with limited ICT backgrounds (Limna et al., 2022). Thus, ease of use directly impacts teachers' confidence and willingness to integrate AI into Business Education classrooms.

Teachers' exposure to credible and relevant AI-related information significantly shapes their awareness, perceptions, and decisions about AI adoption. Credibility of information which refers to the extent to which the information in the message source is perceived to be competent, believable, accurate, fair, trustworthy, objective, and unbiased (Moran & Muzellec, 2017; Shin, 2022; Zimand-Sheiner et al., 2021). Providing dependable scientific information is vital for making important decisions. People are more likely to adopt and rely on information from trusted

channels which they believe to be objective and factual. Moreover, people evaluate the credibility of information based on source expertise and reliability (Moran & Muzellec, 2017; Zimand-Sheiner et al., 2021). Therefore, when the source is seen as credible, it may have a stronger impact on teachers' willingness to use AI. Such exposure to credible information may come through formal training, workshops, professional networks, or digital platforms. The more teachers are exposed to accurate and practical information about AI tools and their applications in education, the more likely they are to view these technologies as beneficial and feasible (Francke & Sundin, 2012; Moran & Muzellec, 2017). Moreover, consistent interaction with AI-related content helps educators critically evaluate its potentials and limitations, enhancing their confidence in integrating such tools into Business Education (Shin, 2022; Zimand-Sheiner et al., 2021).

Building on the Technology Acceptance Model (Davis, 1989; Granić & Marangunić, 2019) and informed by observed evidence of uneven AI integration in education, this study focuses specifically on Business Education lecturers in Anambra State's public higher institutions. By examining how perceptions of usefulness and ease of use, alongside exposure to credible AI information, shape actual classroom adoption, the research provides actionable insights for institutional stakeholders and contributes to the broader discourse on digital transformation in Nigerian higher education.

Statement of the Problem

Despite the transformative potential of AI to personalize instruction, automate routine tasks, and generate real-time feedback in Business Education, its adoption among lecturers in Nigerian higher institutions appear to be uneven and underexplored. Teachers' perceptions of usefulness and ease of use, as well as their exposure to credible AI-related information, critically shape their readiness to integrate AI. Yet, in Anambra State's four public institutions offering Business Education, observation suggest that many lecturers remain uncertain about AI's effectiveness, lack hands-on training, and fear being replaced by technology. Without adequate institutional support or clear policies, these concerns translate into superficial or resisted implementation, leaving students unable to benefit fully from AI-driven pedagogical innovations.

Consequently, Business Education students may miss out on interactive simulations, data-driven insights, and personalized learning pathways that AI can provide, while lecturers lose opportunities to streamline lesson planning and enrich classroom engagement. At the systemic level, failure to harness AI risks widening the digital divide between Nigerian institutions and global peers, undermining national goals for educational modernization. Although global studies underscore the importance of perceived usefulness, ease of use, and exposure to credible information for AI adoption, little empirical evidence exists on how these factors play out among Business Education lecturers in Anambra State. This gap hampers policymakers and institutional leaders from crafting targeted interventions. Consequently, this study investigates the influence of perceived usefulness, perceived ease of use, and exposure to credible AI-related information on lecturers' use of AI in teaching Business Education in higher institutions in Anambra State, thereby filling a critical contextual void.

Purpose of the Study

The main purpose of the study is to examine the factors influencing lecturers' use of AI in teaching Business Education in higher institutions in Anambra State. Specifically, the study sought to examine the influence of:

1. Perceived usefulness on lecturers' use of AI in teaching Business Education in higher institutions in Anambra State.
2. Perceived ease of use on lecturers' use of AI in teaching Business Education in higher institutions in Anambra State.
4. Exposure to credible and relevant AI-related information on lecturers' use of AI in teaching Business Education in higher institutions in Anambra State.

Research Questions

The following research questions guided the study. How does:

1. Perceived usefulness influence lecturers' use of AI in teaching Business Education in higher institutions in Anambra State.

2. Perceived ease of use influence lecturers' use of AI in teaching Business Education in higher institutions in Anambra State.
3. Exposure to credible and relevant AI-related information influence lecturers' use of AI in teaching Business Education in higher institutions in Anambra State.

Research Method

A descriptive survey design was adopted for the study. This was done by seeking the opinions of Business Educators on the problem of the study. The study was carried out in the four public higher institutions in Anambra state that offer Business Education- Nnamdi Azikiwe University Awka (NAU), Chukwuemeka Odumegwu Ojukwu University, Igbariam (COOU), Nwafor Orizu College of Education, Nsugbe (NOCEN) and Federal College of Education (Tech), Umunze (FCETU). The population is 158 Business Educators, consisting of 45 Business Educators in NAU; 30 Business Educators in COOU; 66 Business Educators in FCETU and 17 Business Educators in NOCEN. The whole population was used because the size was manageable, hence, the census technique was adopted.

The instrument for data collection was a questionnaire constructed by the researchers based on the research questions. The questionnaire was made up of 24 items and was divided into three parts 1, 2 and 3. Part 1 with 8 items to elicit information on perceived usefulness and use of AI in teaching Business Education, Part 2 with 8 items to elicit information on ease of use and use of AI in teaching Business Education and part 3 has 8 items which covered Teachers' exposure to credible and relevant AI-related information and use of AI in teaching and learning. The instrument was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument was pilot tested to ensure its reliability and the data collected was analyzed using Cronbachs' Alpha. This gave a coefficient reliability of 0.73 which was considered to be high. The questionnaire was administered by the researchers using direct administration method. All the 158 copies of the questionnaire administered were retrieved but 3 copies were not duly filled and was not used for analysis. 155 copies were used for analysis.

The data obtained were analyzed using mean based on the 4-point scale ranging from strongly agree of 4 points to strongly disagree of 1 point. Any item with a mean response of 2.50 and above was considered 'agreed' while anyone with a mean response below 2.50 was considered 'disagreed'.

Results

Research Question I: How does perceived usefulness influence lecturers' use of AI in teaching Business Education in higher institutions in Anambra State?

Table 1: Mean rating of respondents on how perceived usefulness influence lecturers' use of AI in teaching Business Education in higher institutions in Anambra State

S/N	ITEMS	MEAN	SD	REMARK
	I use AI in teaching Business Education because:			
1	It would enhance my students' learning outcomes	3.30	0.80	Agreed
2	AI tools would help me deliver more effective lessons in Business Education	3.30	0.80	Agreed
3	It would make my teaching more engaging and interactive	3.38	0.73	Agreed
4	It assists me in personalizing instruction for students with diverse needs	3.39	0.73	Agreed
5	It saves me time in preparing lesson plans and materials	3.36	0.72	Agreed
6	It provides valuable insights into student performance and progress	3.35	0.76	Agreed
7	It enables me to offer more real-world examples in Business Education	3.29	0.77	Agreed
8	The benefits of using AI in teaching Business Education outweigh the costs	3.30	0.80	Agreed
	Cluster mean	3.28	0.78	Agreed

From the presentation of data in Table 1 above, all the 8 items had aggregate mean scores above the cut-off point of 2.50. This means that they were accepted by the respondents showing that they are how perceived usefulness influence lecturers' use of AI in teaching Business Education in higher institutions in Anambra State.

Research Question 2: How does perceived ease of use influence lecturers" use of AI in teaching Business Education in higher institutions in Anambra State?

Table 2: Mean rating of respondents on how perceived ease of use influence lecturers' use of AI in teaching Business Education in higher institutions in Anambra State

S/N	ITEMS	MEAN	SD	REMARK
	I use AI in teaching Business Education because:			
1	I find AI tools easy to integrate into my existing Business Education curriculum	3.11	0.92	Agreed
2	The user interface of AI tools is intuitive and user-friendly	3.27	0.83	Agreed
3	I can easily troubleshoot technical issues with AI tools	3.25	0.88	Agreed
4	AI tools require minimal technical expertise to operate effectively	3.31	0.80	Agreed
5	I can readily access support and resources for using AI tools	2.56	0.92	Agreed
6	AI tools are compatible with my existing teaching style and methods	2.61	0.87	Agreed
7	I can easily customize AI tools to fit my specific teaching needs	3.29	0.81	Agreed
8	The training and support provided for AI tools are sufficient	3.30	0.80	Agreed
	Cluster mean	3.10	0.85	Agreed

From the presentation of data in Table 2 above, all the 8 items had aggregate mean scores above the cut-off point of 2.50. This means that they were accepted by the respondents showing that they

are how perceived ease of use influence lecturers' use of AI in teaching Business Education in higher institutions in Anambra State.

Research Question 3: How does exposure to credible and relevant AI-related information influence teachers' use of AI in teaching Business Education in higher institutions in Anambra State?

Table 3: Mean rating of respondents on how exposure to credible and relevant AI-related information influence lecturers' use of AI in teaching Business Education in higher institutions in Anambra State

S/N	ITEMS	MEA N	SD	REMARK
	I use AI in teaching Business Education because:			
1	I regularly attend workshops or conferences on AI in education	3.40	0.68	Agreed
2	I follow AI-related blogs, podcasts, or social media accounts	3.29	0.77	Agreed
3	I have taken online courses or training programs on AI in education	3.31	0.74	Agreed
4	My school or institution provides regular updates on AI integration	3.34	0.74	Agreed
5	I network with peers who are experienced in using AI in teaching	3.35	0.71	Agreed
6	I participate in online forums or discussion groups on AI in education	3.33	0.74	Agreed
7	I read research articles or publications on AI in Business Education	3.38	0.69	Agreed
8	My institution encourages experimentation with new AI tools and technologies	3.38	0.69	Agreed
	Cluster mean	3.31	0.78	Agreed

From the presentation of data in Table 3 above, all the 8 items had aggregate mean scores above the cut-off point of 2.50. This means that they were accepted by the respondents showing that they

are all how exposure to credible and relevant AI-related information influence lecturers' use of AI in teaching Business Education in higher institutions in Anambra State.

Discussion of Findings

Respondents unanimously agreed that AI's perceived usefulness - such as enhancing learning outcomes, personalizing instruction, and streamlining lesson planning, drive their adoption of AI tools. This aligns with Almusaed et al. (2023) and Lindner et al. (2019), who found that when educators perceive a technology as directly enhancing job performance and aligning with instructional goals, their uptake rises markedly. In the present study, lecturers recognized AI's capacity to deliver interactive, real-world examples and insightful analytics (Dai, 2023; Ouyang et al., 2023), suggesting that perceived usefulness remains a cornerstone of technology acceptance in the Nigerian Business Education context.

With a cluster mean of 3.10, participants indicated that intuitive interfaces, compatibility with existing teaching routines, and accessible support bolster their willingness to integrate AI. This finding resonates with Zhang et al. (2023) and Limna et al. (2022), who emphasized that low-effort, well-supported technologies reduce anxiety and increase confidence among educators, particularly those with limited ICT backgrounds. The fact that items such as troubleshooting ease and sufficient training received high agreement underscores the need for user-friendly AI platforms and robust help-desk services in Nigerian institutions.

A cluster mean of 3.31 reflects strong agreement that regular workshops, scholarly publications, and peer networking enhance lecturers' awareness and positive attitudes toward AI. This mirrors Moran and Muzellec's (2017) emphasis on source credibility and Francke and Sundin's (2012) findings that sustained, reliable information channels are vital for informed decision-making. Participants who engaged with conferences, online forums, and institutional updates felt more

empowered to experiment with AI, reaffirming that strategic communication and professional development initiatives are critical levers for fostering technology adoption.

Conclusion

This study examined the influence of perceived usefulness, perceived ease of use, and exposure to credible AI-related information on the adoption of AI in Business Education teaching within Anambra State's public higher institutions. Employing a descriptive survey of 155 lecturers across four institutions, it revealed that all three factors influence AI usage. In sum, enhancing lecturers' perceptions of AI's pedagogical value, ensuring intuitive tool design and support, and providing reliable information channels are key to accelerating AI adoption in Nigerian Business Education.

Recommendations

The following are recommended based on the findings.

(1) University Management should establish ongoing, hands-on AI workshops and peer-mentoring programs tailored to Business Education lecturers, ensuring that practical demonstrations highlight both pedagogical benefits and ease of use.

(2) National Universities Commission (NUC) and National Commission of Colleges of Education (NCCE) should develop and enforce guidelines for AI integration in curricula, including minimum standards for tool compatibility, data privacy, and technical support frameworks, to safeguard academic integrity and promote uniform adoption across institutions.

(3) Educational Technology Associations should curate and disseminate credible AI resources such as curated reading lists, webinars, and discussion forums to maintain lecturers' exposure to the latest research and best practices, thereby fostering a sustained culture of innovation.

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