IJMER
International Journal of Multidisciplinary and Educational Research

International Journal of Multidisciplinary and Educational Research

Prospects and Challenges of Artificial Intelligence Adoption in Educational Administration: A Literature Synthesis

Ariejovbo Goodluck Onoriode FORTUNE[1], Chibuogwu DUMEBI[2], Agbegbe Robinson OCHUKO[3] & Ese ABONOKO[4]

[1]Educational Administration and Planning, University of Africa, Bayelsa State, Nigeria.
[2]Demonstration Secondary School Mosogar, Delta State, Nigeria.
[3]Blessed Primary and Secondary School Amukpe Sapele Delta State, Nigera.
[1]gariejovbo@gmail.com
[2]dgayovwi@gmail.com
[3]agbeberobinson@gmail.com
[4]abonokoese@gmail.com

IJMER

Volume. 8, Issue. 3

September, 2025

Abstract

This literature synthesis looks at how schools and universities in Nigeria and other countries used AI between 2015 and 2024. It identifies the benefits of AI, like how it supports strategic decision, automates routine tasks, personalises student engagement, and improves governance. It also looks at the challenges faced like improper infrastructure, ethical concerns, and staff resistance. The PRISMA method is used in the study to assess global evidence and new pilots in Nigeria, showing that AI can be beneficial, but can be constrained by unstable electricity, internet access, and limited digital skills. Significant gap still persists, like the need for governance structures, tools for large language models, and impact-focused evaluations. The study ends with specific policy recommendations to help schools use AI in a more sensible and responsible fashion, like national AI education programs, investment in infrastructure and training, ethical oversight, and pilot projects tailored to the needs of each school.

Keywords: Prospects, Challenges, Artificial Intelligence, Adoption, Educational Administration.

1. Introduction and Rationale

Artificial Intelligence (AI) is changing how schools work by automating boring tasks, helping people make data-based decisions, and improving system-level governance (Luckin et al., 2016; Habila, Ishaya, & Nyagba, 2025). Colleges and universities all over the world are using AI to assist in things like making schedules, attendance tracking, and student analytics, resulting to an operational efficiency and better service delivery (Chen & Wing, 2023; Sharma et al., 2024).

AI's presence in emerging in Nigerian schools. Owoeye and Yusuff (2022) report that universities in the south-western universities are trying out AI based scheduling and student information systems, making the administration more responsive. However, systemic infrastructure problems like unreliable internet, limited access to devices, and a lack of digital skills, make it very challenging to put these plans into action (Marafa & Shehu, 2024; Abubakar, Onasanya, & Ibrahim, 2024).

The Nigerian National Artificial Intelligence Strategy (2022), and the 3MTT digital-skills program are two examples of the government's serious commitment to solving this problem. Yet, reviews show that Nigeria's educational governance framework does not have clear rules or moral oversight for using AI in government (Simon, Ojobe & Uzoigwe, 2024).

This review synthesises literature from 2015 to 2024, focusing on how AI can be used in Nigeria and international educational administration, planning, managing student performance, and governance. The goal is to first assess the pros and cons of using AI in administrative tasks currently, second, to compare the maturity levels of developed and developing systems, third to highlight limitations in the context, and third, to identify important gaps in research and policy, especially when

it comes to large-language models (LLMs), governance frameworks, and strong impact evaluations specific to Nigerian institutions.

2. Methodology

2.1. Search Strategy

A structured search was done using Scopus, Web of Science, PubMed, MDPI and arXiv to find articles published between 2015 and 2014. Some of the keywords used include "AI educational administration", "artificial intelligence Nigeria education governance", "AI student analytics administration", and "AI strategic planning education". Reference lists of key studies and grey literature, like the Nigeria National AI strategy and conference reports were also reviewed to get a better idea of the policy context.

2.2. Inclusion and Exclusion Criteria

The inclusion criteria are studies that focused on how AI is used in administration, planning, decision support, managing student performance, or governance; empirical investigations, systematic reviews, or methodological analyses; Nigeria and international contexts, and published between 2015 to 2024.

Exclusion criteria were studies narrowly focused on classroom teaching methods like adaptive learning and automated tutoring, non-administrative AI applications, opinion pieces without empirical or systematic basis, and pre-2015 publications.

2.3. Data Extraction

A template was used to keep track of each study's metadata (authors, year, country), AI domain, methodology (pilot, survey, or SLR), outcomes, and policy or governance implications. This aided consistency in comparison of prospects (automation, decisions, support, governance, etc), challenges (infrastructure, ethics, organisational barriers etc), and policy domains.

2.4. Synthesis Approach

The thematic synthesis had three parts: coding, categorising, and aggregating findings into four AI-prospect and three challenge themes. Comparative analysis was done to compare developed-system contexts (e.g. U.S., EU), with Nigeria and other developing nations. A gap analysis found understudied areas like LLM-based administrative tools and governance frameworks.

Following the PRISMA guidelines, clarity and replicability of process was ensured. The protocol was based on systematic reviews in generator AI and educational analytics (Nzenwata e al., 2004; Moher et al., 2009; Maia et al., 2023).

3. Limitations

Some of the limitations this study faces is that there could be a language bias because only publications in English are included, grey literature vary in methodological rigor, and there are only limited primary research on LLMS application in school management and ethical governance in Nigeria. This methodology ensures that this literature synthesis has a transparent and replicable foundation.

4. Prospects of AI Adoption

4.1. Administrative Efficiency and Routine Automation

AI is increasingly being able to handle important office tasks such as making schedules, keeping track of attendance, billing, and routine inquiries, thereby cutting down the amount of manual labour and possible errors (Sa ad et al.,2025; Research Parks, 2025; Acropolium, 2025). AI-powered scheduling systems can reduce conflicts by as much as 40%, and make classrooms around the world, 20-35% more useful and fun (Research Parks, 2025). Even with the infrastructure limitations in Nigeria, AI chatbots now handle admissions communication through WhatsApp, significantly boosting efficiency (CloudApperAI, 2025; De Simone et al., 2025).

4.2. Strategic Planning and Decision Support

AI-powered Decision Support Systems (DSS) are becoming useful tools in strategic planning, enrolment prediction and management, budget management, and resource allocation (Zhang & Goyal, 2024; Aniekan et al., 2024). A 2024 study shows that more than 70% of administrators in the survey

reported improved efficiency with AI, although there are still worries about data privacy and quality (Zhang & Goyal, 2024). Advanced multianalytics are also useful in planning sustainable campuses in the long-term, by assessing students, finances, and operational data concurrently (Mohammed-Shittu, 2025).

4.3. Personalized Student Support Systems

AI tools like early warning systems, chatbots, tutoring assistants, and mental health monitoring tools are making teach more individualised and useful to students who need it (Jotverse, 2024). Nigerian Defence Academy students were able to get more involved with an AI chatbot, although with limitations in real-time performance (Adamu, 2025). Another chatbot at the National Open University solved 64% of problems, reducing attrition (Okoro & Ogundele, 2025). Adaptive Intelligent Tutoring Systems use feedback in real time to help people all over the world using adaptive learning algorithms (Liu et al., 2025; Sajja et al., 2023).

4.4. Governance & Ethical Leadership Tools

Wu et al. (2024) and Mantymaki et al. (2022) say that ethics boards, oversight committees, and audits are influencing the use of AI in educational administration. The hourglass model of organization is a multi-tiered system of AI governance. Transparency indices e,phasises the importance of clear data provenance, interpretability, and stakeholder accountability across the AI lifecycle in education (Chaudhry et al., 2022; Mantymaki et al., 2022). In Nigeria, there is a general effort to get the government to make a national AI policy, and UNILAG is piloting an ethical AI policy focused on academic integrity and critical thinking. There is still a lack of framework for the entire sector, similar to the EU AI act pr U.S.-based institutional frameworks (Sheme, 2025; Vanguard, 2025; Technology Times, 2025; Wu et al., 2025).

5. Challenges of AI Adoption

5.1. Infrastructure and Capacity Limitations

Nigeria is unable to use AI in schools because there is a lack of necessary infrastructure. For example, many schools in rural areas lack constant access to the internet and electricity (Spursmedia, 2025; TheCable, 2024). Schools lack servers, cloud systems, and hardware because of the lack of financial ability to purchase and maintain them to (Disciplines.ng, 2025). An insufficiency of skilled workers and brain drain also worsens the situation, as many colleges and universities lack the technical knowhow of AI tools, all together, making it hard to use AI-enabled systems in Nigerian educational administration.

5.2. Ethics, Privacy and Bias Risks

Possible moral dilemmas that exist with using AI in educational systems include wrong collection of data, bias of data, lack of transparency, and possible breach of privacy. AI systems often collect a number of student data without permission, which is a big privacy concern (Khan, 2025; Evolve Digitas, 2024). AI models trained on skewed datasets will perpetuate bias in grading, admissions, and student support (Mondaq, 2022). Many algorithms are black-box systems, making accountability harder. These points to the importance of transparency indices (Chaudhry et al., 2022). Though clamoured for, there is still a lack of structured governance on AI use in education (Awarri, 2024; Guardian Nigeria, 2025).

5.3. Organizational Resistance and Change Management

Many employees resist the use of AI in the office because of their concerns over losing their jobs to AI, lack of trust in the algorithmic decision making, and a lack of needed digital skills (Daddie et al., 2025; Business Insider, 2025). A study in Nigeria found that the main barriers to adoption of AI by teachers include inadequate funding (listed by 42.3% of participants) infrastructural deficiencies (listed by 25%), and a lack of technical skills (listed by 15%). However, most teachers considered it a good idea (Festus & Ogunrinbokun, 2023). Strategies like human-in-the-loop designs and transparent algorithmic processes have been recommended to improve acceptance (Dietvorst et al., 2015; Yeomans et al., 2019). Nigeria needs a structured change management plans that focus on capacity building, openness, and flexibility to different cultures in order to reduce resistance to change.

5.4. Comparative Insights: Developed vs. Developing Contexts

Comparing the use of AI in education administration across developed systems like the U.S. and EU, with developing systems like Nigeria, points out the substantial disparities in infrastructure, policy readiness, and cultural fit.

5.5. Governance and Policy Frameworks

Leading US institutions, like the Big Ten universities, have set up multi-layered AI governance systems that include ethics boards, role-based oversight, and audit trails (Wu et al., 2024). Cross-national frameworks in the US, Japan, and China also have an impact on how institutional policies are made (Li et al., 2025). Nigeria's AI policy, on the other hand, remains scattered. There is no general rule across all sectors yet, like the EU AI Act, but national agencies like NITDA and UNILAG suggest guidelines for ethics and privacy (Awarri, 2024; Sheme, 2025).

5.6. Infrastructure and Investment

Advanced systems work better with widespread digital access and cloud infrastructure set up. For example, California State University has a custom ChatGPT Edu on 23 campuses, with over 460,000 users. Conversely, Nigeria still struggles with electricity and internet as only 22% of rural homes have electricity, and only 60% of urban homes have internet access (Spursmedia, 2025).

5.7. Organizational Readiness and Cultural Acceptance

The U.S. mandates that all degrees must include AI literacy, just like Ohio State University's AI fluency curriculum (2025), pushing cultural acceptance from the top down (The Guardian, 2025). Nigeria, on the other hand, is testing out policies and teacher-training programs, but on a large scale, AI literacy is still not widespread, and staff resistance continues without national mandates (Spursmedia, 2025; Sheme, 2025).

6. Gaps and Research Agenda for Nigeria/Africa

While AI has made progress in school administration, significant gaps still persist, especially in Nigeria and Africa. Some of them include:

6.1. Limited Studies on LLM-Enabled Administrative Tools

There is limited research on the application of LLMs like GPT-4 in administrative tasks like writing syllabi, creation of policy documents, compliance reports, and stakeholder communications (Kramer, Leavens, & Scarlat, 2024; Liu & Sun, 2023). With global interest in application of LLMs for administrative tasks like US universities and offices, but there is a lack of peer-reviewed research from Nigeria.

6.2. Deficient Governance Framework

Most Nigerian companies lack structured Ai governance frameworks like the hourglass model and the EU AI Act (Mantymaki et al., 2022). A 2024 survey found that Nigerian colleges and universities lack official ethics board, transparency protocols, and audit policies, unlike emerging global standards.

6.3. Scarcity of Impact-Evaluation Studies

There are only a few studies that investigate the effects of AI on the quality of decision, cost savings, and administrative performance in Nigerian institutions. Although pilot projects show promise, they do not have rigorous methodologies or outcome evaluation, therefore, limiting the evidence available for policymakers.

7. Recommendations for Future Research

Conduct experimental or quasi-experimental tests on AI administration tools, such as LLM-based report generation.

Create and test institutional governance models, like ethics board and audit trails.

Explore localization of AI systems for Nigerian educational administrative needs, with a focus on language inclusivity, and infrastructural resilience.

These research areas are important in finding ways to transform Nigeria's AI use in the administrative context, and foster relevant adoption.

8. Conclusion and Policy Recommendations

This synthesis shows that AI can transform how schools work by automating tasks, planning, supporting students in a personalised style, and ensuring ethical governance. However, systematic issues like insufficient infrastructure, lack of staff, data privacy concerns, and weak oversight still make it hard for people to adopt AI, especially in Nigeria.

9. Policy Recommendations

9.1. Establish a National AI Policy for Education

It is necessary to ensure general knowledge of AI policy, so that Nigerian colleges and universities can build infrastructure, improve digital skills, and set moral standards (Okamgba, 2024; ODeLAN, 2025).

9.2. Invest in Digital Infrastructure and Skills Development

Strategic investment is needed to close this digital divide. This includes, easing access to electricity in rural areas, extending internet broadband, and creating initiatives ti train teachers. All of these things align with UNESCO's plans for AI capacity building in the public sector (UNESCO, 2025).

9.3. Implement Governance and Ethical Oversight

Nigerian organisations should create ethics boards, use structured governance frameworks like the hourglass model, and ensure that their audits transparency protocols are modelled after international best practices (Mantymaki et al., 2022; Awarri, 2024).

9.4. Enable Impact-Evaluation and Localised Solutions

Pilot programs that use LLM-based administrative tools should be funded, outcome-focused evaluations should be ensured, and custom solutions that address Nigeria-specific concerns like language, infrastructure, and equity, should be recommended (Awarri, 2024).

References

Abubakar, U., Onasanya, S. A., & Ibrahim, H. A. (2024). Student perspectives and impact of AI integration in pedagogical practices in Nigerian tertiary institutions. Advances in Mobile Learning Educational Research, 4(2), 1135–1148. https://doi.org/10.25082/AMLER.2024.02.008

Acropolium. (2025, January). 6 AI use cases in education: Benefits & applications. Acropolium Blog. Retrieved July 2025, from https://acropolium.com/blog/6-ai-use-cases-in-education-transforming-the-learning-experience

ADAMU, H. (2025). DEVELOPMENT OF AN AI-POWERED CHATBOT FOR STUDENT SUPPORT AT THE NIGERIAN DEFENCE ACADEMY POSTGRADUATE SCHOOL (Doctoral dissertation, NIGERIAN DEFENCE ACADEMY, KADUNA).

Aniekan, U. R., Chukwudi, U. M., & Imoh, S. G. (2024). Application of Artificial Intelligence in Educational Planning.

Awarri. (2024). AI ethics and bias in Nigerian education: Ensuring fairness in learning technologies. Retrieved July 2025, from https://www.awarri.com/ai-ethics-and-bias-in-nigerian-education-ensuring-fairness-in-learning-technologies

Business Insider. (2025, March). Companies' biggest barrier to AI isn't tech — it's employee pushback. Retrieved July 2025, from https://www.businessinsider.com/how-to-prevent-employee-skepticism-push-back-gen-ai-2025-3

Chaudhry, M. A., Cukurova, M., & Luckin, R. (2022). A transparency index framework for AI in education. arXiv. https://doi.org/10.48550/arXiv.2206.03220

Chen, M., & Wing, S. (2023). Automating the day: AI in academic scheduling and resource management. Administrative Sciences, 13(4), 65–78. https://doi.org/10.3390/admsci13040065

CloudApper AI. (2025, January 8). AI-powered assistant for student and parent support in educational institutions. CloudApper. Retrieved July 2025, from https://www.cloudapper.ai/ai-assistant/ai-powered-assistant-for-student-and-parent-support-in-educational-institutions/

Daddie, J. A., & Iheanyichukwu, A. V. (2025). Leveraging Artificial Intelligence (AI) for Educational Development in Nigeria: Examining the Challenges and Opportunities. Journal of Social Science, 2(2). https://doi.org/10.61796/ijss.v2i2.42

De Simone, M. E., Barron, M., Mosuro, W., Dikoru, E., & Manolio, F. (2024, September 18). From chalkboards to chatbots in Nigeria: 7 lessons to pioneer generative AI for education. World Bank Blogs. Retrieved July 2025, from https://blogs.worldbank.org/en/education/From-chalkboards-to-chatbots-in-Nigeria

De Simone, M. E., Tiberti, F., Mosuro, W., Manolio, F., Barron, M., & Dikoru, E. (2025, January 9). From chalkboards to chatbots: Transforming learning in Nigeria, one prompt at a time. World Bank Blogs. Retrieved July 2025, from https://blogs.worldbank.org/en/education/From-chalkboards-to-chatbots-Transforming-learning-in-Nigeria

de Souza Zanirato Maia, J., Bueno, A. P. A., & Sato, J. R. (2023). Applications of artificial intelligence models in educational analytics and decision making: A systematic review. World, 4(2), 288-313.

Dietvorst, B. J., Simmons, J. P., & Massey, C. (2015). Algorithm aversion: People erroneously avoid algorithms after seeing them err. Journal of Experimental Psychology: General, 144(1), 114–126.

Discipline.ng. (2025). Innovations & Tech Impact on Ed. Administration in Nigeria. Disciplines. Retrieved July 2025, from https://disciplines.ng/innovations-tech-impact-on-ed-administration/

Evolve Digitas. (2024, August 23). Ethical considerations of AI in education: Balancing innovation and privacy. Retrieved July 2025, from https://evolvedigitas.com/2024/08/23/ethical-considerations-of-ai-in-education-balancing-innovation-and-privacy/

Festus, O., & Ogunrinbokun, B. E. (2023). Sociocultural and Digital Communication Challenges in AI Adoption for Classroom Communication: Insights from Nigerian Colleges of Education. Language, Technology, and Social Media. https://doi.org/10.70211/ltsm.v3i1.115

Habila, F., Ishaya, G., & Nyagba, J. (2025). Smart real-time attendance system for Nigerian universities. Journal of Information & Organisational Sciences, 49(1), 121–138. Retrieved from https://jios.foi.hr/index.php/jios/article/view/2541

Jotverse. (2024). AI Early Warning Systems Detect At-Risk Students. Jotverse. Retrieved from https://www.jotverse.com/ai-early-warning-systems-detect-at-risk-students/

Khan, W. N. (2025). Ethical challenges of AI in education: Balancing innovation with data privacy. Journal of AI in Education: Innovations, Opportunities, Challenges, and Future Directions, 1(1).

Kramer, M. A., Leavens, A., & Scarlat, A. (2024). Harnessing AI for efficient analysis of complex policy documents: A case study of Executive Order 14110. arXiv. https://doi.org/10.48550/arXiv.2406.06657

Li, M., Xie, Q., Enkhtur, A., Meng, S., Chen, L., Yamamoto, B. A., & Murakami, M. (2025). A framework for developing university policies on generative AI governance: A cross-national comparative study. arXiv. https://doi.org/10.48550/arXiv.2504.02636

Liu, A., & Sun, M. (2023). From voices to validity: Leveraging large language models (llms) for textual analysis of policy stakeholder interviews. arXiv preprint arXiv:2312.01202.

Liu, V., Latif, E., & Zhai, X. (2025). Advancing education through tutoring systems: A systematic literature review. arXiv. https://doi.org/10.48550/arXiv.2503.09748

Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). Intelligence unleashed: An argument for AI in education. Pearson Education.

Mafara, R. M., & Shehu, S. A. (2024). Adopting artificial intelligence (AI) in education: Challenges & possibilities. Asian Journal of Advanced Research and Reports, 18(2), 106–111. https://doi.org/10.9734/ajarr/2024/v18i2608

Mäntymäki, M., Minkkinen, M., & Birkstedt, T. (2022). Putting AI ethics into practice: The hourglass model of organizational AI governance. arXiv. https://doi.org/10.48550/arXiv.2206.00335

Mohammed-Shittu, N. (2025). Artificial Intelligence (AI)-Driven Decision Support Systems for Sustainable Administration of Public Universities in Rivers State, Nigeria. International Journal of Educational Management, Rivers State University., 1(2), 157-169.

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. PLoS Medicine, 6(7), e1000097. https://doi.org/10.1371/journal.pmed.1000097

Mondaq. (2023). Artificial intelligence (AI) in modern education – boon or bane? Navigating the opportunities and overcoming the obstacles. Retrieved July 2025, from https://www.mondaq.com/nigeria/new-technology/1634792/artificial-intelligence-ai-in-modern-education-boon-or-bane-navigating-the-opportunities-and-overcoming-the-obstacles

Nzenwata, U. J., Barn-Nzekwe, C. L., Ojelabi, E. O., et al. (2024). A Systematic Review of Generative AI in Education. Journal of Computer Sciences and Applications, 12(1), 25–30.

ODeLAN. (2025, May 21). ODeLAN calls for policy overhaul, AI integration in schools. National Open University of Nigeria. Retrieved July 2025, from https://nou.edu.ng/odelan-calls-for-policy-overhaul-ai-integration-in-schools/#:~:text=ODeLAN,%20in%20its%20recommendations,%20called%20on%20the%20government,is%20sustained%20in%20implementing%20digitisation%20strategies%20in%20education.

Okamgba, J. (2024, February 12). Stakeholders recommend AI policy for skills development. PunchNG. Retrieved July 2025, from https://punchng.com/stakeholders-recommend-ai-policy-for-skills-development/

Onuorah, B. O., Onyeakazi, J. C., & Ukwandu, E. (2025). A Chatbot Student Support System in Open and Distance Learning Institutions. Computers, 14(3), 96.

Owashi Simon, A., Ojobe, E., & Uzoigwe, M. C. (2024). Application of artificial intelligence–based technologies in educational administration: Opportunities and challenges. SSRJAI, (special issue), 1–10. Retrieved from https://ssrpublisher.com/application-of-artificial-intelligence-based-technologies-in-educational-administration-opportunities-and-challenges/

Owoeye, L. S., & Yusuff, T. O. (2022). Evaluating automated student information systems in Nigerian universities. Nigerian Journal of Educational Administration, 6(3), 99–115.

PwC Nigeria, Lagos Business School & Microsoft. (2025, May 28). AI in Nigeria: Opportunities, challenges and strategic pathways. PwC. Retrieved July 2025, from https://www.pwc.com/ng/en/publications/ai-in-nigeria.html

Research Parks. (2025). Artificial intelligence in educational administration: Automation and efficiency gains [PDF]. International Journal of Organizational Technology, 7(1). Retrieved July 2025, from https://journals.researchparks.org/index.php/IJOT/article/download/4830/4480/12527

Sa-ad, M. M., Osafo-Apeanti, W., Owusu-Boateng, O., & Anas Seidu, S. (2025). Automated administrative tasks in education [PDF]. In M. Muniru Sa-ad et al. (Eds.), Automation in Education: Efficiency, Challenges, and Implications (pp. 31–50). Deep Science Publishing.

Sajja, R., Sermet, Y., & Cikmaz, M. (2023). Artificial Intelligence-Enabled Intelligent Assistant for Personalized and Adaptive Learning in Higher Education. arXiv. https://doi.org/10.48550/arXiv.2309.10892

Sharma, H., Soetan, T., Farinloye, T., Mogaji, E., & De Freitas Noite, M. (2024). AI adoption in universities in emerging economies: Prospects, challenges and recommendations. In AI Adoption in Universities: Emerging Economies (pp. 1–20). Keele University Repository.

Sheme, I. (2025, February 25). Higher institutions want law on comprehensive national AI policy in Nigeria. NOUN News. Retrieved July 2025, from https://nounnews.nou.edu.ng

Spursmedia. (2025). Artificial Intelligence in Education: Revolutionizing Learning in Nigeria | Applications, Challenges & Future. Spursmedia. Retrieved July 2025, from https://spursmedia.com/artificial-intelligence-in-education/

Technology Times. (2025, February 5). UNILAG mulls policy on ethical AI in academia. Technology Times. Retrieved July 2025, from https://technologytimes.ng/unilag-to-introduce-policy-on-ethical-ai-use/

TheCable. (2024). Integrating artificial intelligence into education in Nigeria. TheCable. Retrieved July 2025, from https://www.thecable.ng/integrating-artificial-intelligence-into-education-in-nigeria

The Guardian. (2025, June 9). Ohio University to make AI training compulsory for all undergraduates. Retrieved from https://www.theguardian.com/us-news/2025/jun/09/ohio-university-ai-training

The Guardian Nigeria. (2025, July 8). Unlocking AI in Nigeria: Why governance, ethics, privacy must shape our digital future. Retrieved July 2025, from https://guardian.ng/opinion/unlocking-ai-in-nigeria-why-governance-ethics-privacy-must-shape-our-digital-future

UNESCO. (2025, March 17). Advancing Nigeria's Digital Transformation: UNESCO trains the civil service on AI and digital government. UNESCO. Retrieved July 2025, https://www.unesco.org/en/articles/advancing-nigerias-digital-transformation-unesco-trains-civil-service-ai-and-digital-government

Vanguard. (2025, March 13). Experts seek establishment of legal framework on AI in Nigeria. Vanguard News. Retrieved July 2025, from https://www.vanguardngr.com/2025/03

Wu, C., Zhang, H., & Carroll, J. M. (2024). AI governance in higher education: Case studies of guidance at Big Ten universities. arXiv. https://doi.org/10.48550/arXiv.2409.02017

Yeomans, M., Shah, A., Mullainathan, S., & Kleinberg, J. (2019). Making sense of recommendations. Journal of Behavioral Decision Making, 32(4), 403–414.

Zhang, J., & Goyal, S. B. (2024). AI-driven decision support system innovations to empower higher education administration. Journal of Computers, Mechanical and Management, 3(2), 35-41.

