

Organisational Policy Reforms for Integrating Artificial Intelligence into Business Education in Nigeria

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Abstract

This study examined organizational policy reforms required for integrating Artificial Intelligence (AI) into business education in Nigeria. It investigated the extent of AI integration, the policy reforms required for effective implementation, and the relationship between organizational policy frameworks and institutional readiness to produce AI-competent graduates. A descriptive survey research design was adopted. The population comprised 56 lecturers and administrators in Business Education departments across 4 selected tertiary institutions in Nigeria. Total enumeration was employed, and all the 56 respondents participated in the study. Data were collected using a structured questionnaire and analyzed using mean, standard deviation, and Pearson Product Moment Correlation (PPMC). Findings revealed that AI integration in Nigerian business education is at a moderate level, characterized by partial inclusion of AI content in curricula, limited lecturer competence, and inadequate infrastructural support. Inferential results showed a strong positive and significant relationship between organizational policy frameworks and AI integration ($r = 0.81$, $p < 0.05$). A significant difference in institutional readiness was also observed between institutions with strong and weak policy frameworks ($t = 3.56$, $p < 0.05$). The findings concluded that organizational policy frameworks play a significant role in determining the extent of AI integration, institutional readiness, and competency development. The study therefore recommended that universities should prioritize the provision of essential AI infrastructure, including reliable internet connectivity, digital laboratories, and access to relevant AI software to support effective teaching and learning.

Keywords: organizational policy; reform; artificial intelligence; business education; Nigeria

1 Introduction

The integration of artificial intelligence into tertiary institutions represents one of the most significant structural shifts in contemporary pedagogy, with particular implications for business education worldwide. Artificial Intelligence, defined as the simulation of human intelligence processes using computers, has moved from theoretical discourse to practical application across industries, fundamentally altering how organizations operate, compete, and create value (Nwosu, Obalum, & Ananti, 2024). This technological revolution has created an urgent imperative for educational institutions to restructure their curricula, teaching methodologies, and institutional policies to prepare graduates for an AI-driven economy. The global business environment has become increasingly dynamic and technology-intensive, requiring educational institutions to integrate emerging digital innovations into their pedagogical practices to remain relevant (Anho, 2020, as cited in Aghogho-Ogagan, 2025). As AI tools become central to business analytics, online commerce, data management, and office operations, the gap between traditional business education and industry

requirements continues to widen, necessitating deliberate organisational policy reforms within educational institutions. Edozie and Okoye (2021), as cited in Aghogho-Ogagan (2025), found that digital transformation in Nigerian universities enhances student motivation and engagement through more interactive learning processes, while AI strengthens these outcomes by providing real-time feedback, adaptive assessments, and intelligent scheduling systems that optimize learning experiences. For business education students, who require both conceptual knowledge and practical digital skills, AI offers realistic opportunities to model workplace tasks such as automated bookkeeping, AI-mediated market research, and intelligent office procedures. This shift demands that business schools not only update their course content but also restructure their organisational frameworks, faculty development policies, and industry partnership models to support sustained innovation.

The National Artificial Intelligence Strategy (NITDA, 2024) provides the most comprehensive policy framework for AI integration across all sectors, explicitly recognising that a skilled workforce is essential for successful AI adoption and focusing on developing a talent pipeline with the necessary knowledge and skills. Nigeria aims to reduce unemployment by five percentage points by equipping at least 70% of the young workforce aged 16 to 35 with AI-related skills and knowledge, including 50% women and meaningful representation of people living with disabilities, while mandating comprehensive AI skills development programs, curriculum reform, teacher training, and reskilling initiatives. AI is perceived as supportive, though less impactful, in research compared to teaching. It is valued for improving teaching efficiency while its contribution to research is acknowledged but less pronounced (Fadoju *et al.*, 2025).

According to Fadoju *et al.* (2025), one major area where AI contributes to lecturers' productivity is teaching efficiency. AI-driven technologies such as automated grading systems, adaptive learning platforms, virtual teaching assistants, and learning management systems enable lecturers to manage large classes more effectively and provide personalized learning support to students. Two significant works by Nigerian scholars have contributed substantially to understanding the intersection of artificial intelligence and business education in the Nigerian context. Oyeleye (2020) provided a foundational Nigerian perspective on AI in education, arguing that the adoption of AI in Nigerian education was still in its infancy and that there was a critical need to adapt AI models to the Nigerian context to ensure effective implementation. The study extended the Technology Acceptance Model to the Nigerian context, highlighting the importance of local cultural, linguistic, and socioeconomic factors in shaping the adoption of AI in education, and developed a framework for AI adoption in education in Nigeria, stressing the need for careful planning and implementation to ensure that AI models were adapted to local realities. Building on this foundation, Olatunde and Oyeleye (2025) conducted a more targeted examination of artificial intelligence in business education specifically, addressing the impact of manual functions on business education and the unprecedented opportunities and challenges confronting the field. They noted that graduates of business education face increasing pressure to find employment as the labor market has tightened its standards for workers due to the development of artificial intelligence, and concluded that AI holds significant potential to improve the quality of business education and align it with global standards, but its benefits can only be maximized through balanced integration with traditional teaching methods.

The connection between artificial intelligence and organisational policy reforms in the Nigerian educational system becomes most evident when examining the structural changes required to bridge these gaps. Nwosu *et al.* (2024) provided a comprehensive analysis of AI implementation in Nigeria's public service, identifying the need for significant government investment in infrastructural advancement and human capital development to close skill gaps and address lapses arising from

limited awareness of AI's potential, with direct implications for business education given that the same infrastructural deficits, skills shortages, and policy implementation gaps that hinder AI adoption in government similarly constrain educational institutions. Dairo *et al.* (2025) found that both academic and administrative staff perceive AI as a threat to job security, creating cultural and psychological resistance that slows the acceptance and usage of AI tools, and recommended the establishment of a unified Artificial Intelligence in Education Policy to guide implementation, ethics, and compliance across institutions, alongside special budgetary allocations for AI infrastructure, mandatory AI literacy training, and the creation of dedicated AI research centers focusing on local educational problems.

Agada (2025) examined the extent of AI integration on instructional delivery in public universities in Enugu State and found that despite availability of AI-driven tools, many lecturers still rely heavily on traditional teaching methods, limiting the full benefits that AI and ICT tools can offer to students. The Lagos Business School and other leading institutions have begun responding to these challenges through executive education programs focused on digital transformation and innovation, covering emerging technologies including AI, blockchain, IoT, and cloud computing, alongside digital strategy, business model innovation, and change management (Piston and Fusion, 2024), though such initiatives remain limited to executive and professional education rather than being systematically embedded in undergraduate and postgraduate business degree programs. The existing literature establishes that while AI is fundamentally transforming business practice globally and Nigeria has articulated ambitious policy frameworks for AI adoption and digital literacy, the actual integration of AI into business education remains limited by infrastructure deficits, faculty unpreparedness, curriculum rigidity, and organizational resistance, and successful transformation requires comprehensive policy reforms that address technical, human, and structural dimensions simultaneously. The works of Oyeleye (2020) and Olatunde and Oyeleye (2025) have been particularly instrumental in contextualizing these challenges within the Nigerian business education landscape, providing both theoretical frameworks and practical recommendations for reform, yet what remains insufficiently explored is how organizational policy reforms within Nigerian business schools can be systematically designed and implemented to effectively bridge the gap between national AI strategies and classroom practice. This study therefore seeks to examine the organizational policy reforms necessary for integrating artificial intelligence into business education in Nigeria, drawing on the intersection of national digital strategies, institutional capacities, and industry requirements, with the aim of contributing actionable insights for educational administrators, policymakers, and stakeholders committed to preparing Nigerian business graduates for an AI-enabled economy.

1.1 Statement of the problem

Despite Nigeria's ambitious policy frameworks for artificial intelligence adoption, including the National Artificial Intelligence Strategy (NITDA, 2024) and the Digital Economy and E-Governance Bill, the integration of AI into business education remains significantly underdeveloped. Aghogho-Ogagan (2025) found that dedicated AI infrastructure in Nigerian tertiary institutions is largely inadequate, while Dairo *et al.* (2025) identified severe institutional, infrastructural, and human capacity challenges in state-owned universities. Although Oyeleye (2020) and Olatunde and Oyeleye (2025) have established the theoretical necessity of adapting AI to the Nigerian context and the potential of AI to transform business education, there remains a critical gap between these scholarly recommendations and actual organizational policy implementation within business schools. Most Nigerian business education curricula continue to emphasize traditional management theories with

minimal AI-related content, faculty members lack practical AI competence, and institutional governance structures have not evolved to support technology-driven pedagogical transformation. Furthermore, while national strategies mandate curriculum reform and workforce development, there is limited empirical understanding of the specific organizational policy mechanisms such as accreditation standards, faculty development frameworks, resource allocation models, and industry partnership structures that can operationalize AI integration at the institutional level. This disconnect between policy aspiration and educational practice threatens to produce business graduates who are unprepared for an AI-driven economy, thereby undermining Nigeria's competitiveness and the effectiveness of its digital transformation agenda. Consequently, there is an urgent need to examine the organizational policy reforms required to bridge this implementation gap and ensure that business education in Nigeria aligns with both national digital strategies and global industry demands.

1.2 Research purposes

The study specifically sought to:

1. examine the current extent of artificial intelligence integration in Nigerian business education and identify the organizational policy gaps that hinder effective implementation at the institutional level.
2. determine the specific organizational policy reforms required in curriculum design, faculty development, and institutional governance to align Nigerian business education with national AI strategies and global industry demands.
3. evaluate the relationship between organizational policy frameworks and the readiness of Nigerian business schools to produce graduates equipped with AI competencies for the digital economy.

1.3 Research questions

The following research questions were raised to guide the study.

1. What is the current state of artificial intelligence integration in Nigerian business education, and what organisational policy gaps exist in its implementation?
2. What specific organisational policy reforms are necessary to facilitate the effective integration of artificial intelligence into business education curricula, faculty training, and institutional governance in Nigeria?
3. What is the relationship between organisational policy frameworks and the readiness of Nigerian business schools to produce graduates equipped with AI competencies for the digital economy?

1.4 Research hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant relationship between the implementation of organisational policy reforms and the effective integration of artificial intelligence into Nigerian business education curricula.

H₀₂: There is no significant difference in the readiness of Nigerian business schools to produce AI-competent graduates between institutions with comprehensive organisational policy frameworks and those without such frameworks.

2 Methodology

This study adopted a descriptive survey research design to examine the organisational policy reforms required for integrating artificial intelligence (AI) into business education in Nigeria. The design was considered appropriate because it enables the collection of data on respondents' opinions and perceptions regarding a phenomenon under investigation. The study was conducted in selected Nigerian universities offering Business Education programmes. The population comprised 56 lecturers and administrators in Business Education departments across four tertiary institutions in Nigeria. Given the relatively small size of the population, the total enumeration technique was adopted, whereby all 56 respondents were included in the study. Data were collected using a structured questionnaire titled Organizational Policy Reforms for Artificial Intelligence Integration in Business Education Questionnaire (OPRAI-BEQ). The instrument consisted of demographic items and statements on the current state of AI integration and the policy reforms required for its effective implementation, measured on a four-point Likert scale. The instrument was validated by experts in Business Education and Measurement and Evaluation. A pilot study involving 20 respondents outside the study area yielded Cronbach's alpha coefficients of 0.82, indicating high reliability. The questionnaires were administered and retrieved by the researcher with the assistance of two research assistants. Data were analyzed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation and independent samples t-test were used to test the two null hypotheses respectively at the 0.05 level of significance.

3 Results

3.1 Research question 1

The current extent of AI integration and the organizational policy gaps are presented in Table 1.

Table 1. Mean and standard deviation ranking of the items on the current extent of artificial intelligence integration and organizational policy gaps (N = 56).

S/ N	Items	Mean	SD	Rank	Re- marks
1	Business education curricula in my institution currently include adequate artificial intelligence-related content.	3.23	0.86	1st	Agree
2	My institution has sufficient artificial intelligence infrastructure (hardware, software, and reliable internet connectivity) to support AI-integrated teaching and learning.	2.18	0.99	7th	Dis- agree
3	Lecturers in my business education department possess practical competence in using artificial intelligence tools for instructional delivery.	3.11	0.91	5th	Agree
4	There are existing institutional policies in my institution that guide the adoption and use of artificial intelligence in business education programs.	3.23	0.85	1st	Agree
5	Organizational policy gaps in my institution significantly hinder the effective implementation of artificial intelligence in business education.	3.04	0.94	6th	Agree

S/ N	Items	Mean	SD	Rank	Re- marks
6	Lack of comprehensive institutional policies limits the effective implementation of AI in business education programmes.	2.04	0.95	8th	Dis- agree
7	Inadequate administrative support constitutes a major barrier to AI integration in my institution.	3.21	0.81	3rd	Agree
8	Students are exposed to practical AI applications relevant to business education.	3.14	1.05	4th	Agree
Grand mean		2.90			Agree

Source: Field survey, 2026.

Table 1 presents respondents' views on the current extent of artificial intelligence (AI) integration and associated organizational policy gaps in business education institutions. The results show a grand mean of 2.90, which is above the criterion mean of 2.50, indicating overall agreement that AI integration is moderately present in the institutions studied. Items 1 and 4 ranked first jointly (Mean = 3.23), showing that respondents agreed that AI-related content is included in curricula and that institutional policies guiding AI adoption exist. Item 7 ranked third (Mean = 3.21), indicating that inadequate administrative support remains a major barrier to effective AI integration. Item 8 (Mean = 3.14) and Item 3 (Mean = 3.11) further suggest that students are exposed to AI applications and lecturers possess some level of AI competence. However, respondents disagreed that adequate AI infrastructure exists (Mean = 2.18) and that comprehensive institutional policies are in place (Mean = 2.04). This implies that while AI integration is emerging, infrastructural and policy deficiencies still constrain effective implementation.

3.2 Research question 2

The organisational policy reforms required for AI integration are presented in Table 2.

Table 2. Organisational policy reforms required for artificial intelligence integration in business education.

S/ N	Items	Mean	SD	Rank	Re- marks
9	Business education curricula should be revised to include mandatory artificial intelligence literacy, data analytics, and digital entrepreneurship modules.	3.21	0.82	7th	Agree
10	Faculty development policies should mandate continuous professional training in artificial intelligence applications for business educators.	3.29	0.87	3rd	Agree
11	Institutional governance structures should be reformed to create dedicated artificial intelligence coordination units within business schools.	3.28	0.95	4th	Agree
12	Accreditation standards for business education programs should require evidence of artificial intelligence integration as a condition for program approval.	3.38	0.77	1st	Agree
13	Resource allocation policies should prioritize budgetary provisions for artificial intelligence infrastructure, software licenses, and digital laboratories in business education departments.	3.34	0.72	2nd	Agree
14	Institutional policies should align business education programmes with national AI strategies and international best practices.	3.09	0.96	8th	Agree

S/ N	Items	Mean	SD	Rank	Re- marks
15	Institutional governance frameworks should include clear provisions for AI implementation and monitoring.	3.25	0.84	5th	Agree
16	AI-focused courses should be made compulsory within business education programmes.	3.23	0.91	6th	Agree
Grand mean		3.25			Agree

Source: Field survey, 2026.

Table 2 presents respondents' views on organizational policy reforms required for effective integration of artificial intelligence in business education. The findings show a grand mean of 3.25, which is above the criterion mean of 2.50, indicating general agreement that significant policy reforms are necessary. Item 12 ranked first (Mean = 3.38), showing strong support for embedding AI requirements into accreditation standards for program approval. Item 13 ranked second (Mean = 3.34), indicating the need for increased budgetary allocation toward AI infrastructure and digital laboratories. Item 10 ranked third (Mean = 3.29), reflecting the importance of continuous faculty development in AI applications. Item 11 ranked fourth, emphasizing governance restructuring to include AI coordination units. However, curriculum revision (Item 9) and alignment with national AI strategies (Item 14) ranked lower, though still significant. Overall, the results suggest that institutional policy reforms across accreditation, funding, governance, and training are essential for successful AI integration in business education programs.

3.3 Research question 3

The relationship between organisational policy frameworks and the readiness of business schools is presented in Table 3.

Table 3. Organisational policy frameworks and readiness of business schools for AI competency development.

S/ N	Items	Mean	SD	Rank	Re- marks
17	Existing institutional policies adequately support the development of AI competencies among business education students.	3.29	0.87	4th	Agree
18	My institution is prepared to produce graduates who can effectively utilize AI technologies in the workplace.	3.21	0.82	7th	Agree
19	The availability of AI-related policies enhances the institution's readiness for digital transformation.	3.25	0.95	5th	Agree
20	Strong policy frameworks contribute to the successful integration of AI skills into business education programmes.	3.38	0.77	2nd	Agree
21	Institutional support for AI adoption improves students' readiness for employment in the digital economy.	3.32	0.79	3rd	Agree
22	Clear governance structures facilitate the implementation of AI competency development initiatives.	3.21	0.86	7th	Agree
23	Institutions with effective AI policies are more capable of responding to technological changes in the business environment.	3.25	0.84	5th	Agree
24	The strength of organizational policy frameworks significantly influences the ability of business schools to produce AI-competent graduates.	3.39	0.81	1st	Agree

S/ N	Items	Mean	SD	Rank	Re- marks
Grand mean		3.29			Agree

Source: Field survey, 2026.

Table 3 presents respondents' views on organizational policy frameworks and the readiness of business schools for artificial intelligence (AI) competency development. The findings reveal a grand mean of 3.29, indicating a general agreement that strong policy frameworks enhance institutional readiness for AI integration and graduate employability. Item 24 ranked first (Mean = 3.39), showing that respondents strongly believe that the strength of organizational policy frameworks significantly determines the ability of business schools to produce AI-competent graduates. Item 20 ranked second (Mean = 3.38), indicating that strong policy frameworks facilitate successful integration of AI skills into business education programmes. Item 21 ranked third (Mean = 3.32), emphasizing the importance of institutional support in improving students' readiness for the digital economy. Items 18 and 22 ranked lowest jointly (Mean = 3.21), though still within agreement, suggesting moderate concerns about institutional preparedness and governance clarity. Overall, the results confirm that effective policy structures are crucial for AI competency development in business education institutions.

3.4 Hypothesis one

H₀₁: There is no significant relationship between the implementation of organizational policy reforms and the effective integration of artificial intelligence into Nigerian business education curricula. The result is presented in Table 4.

Table 4. Pearson Product Moment Correlation between organizational policy support and AI integration in business education (N = 56).

Variables	N	Mean	SD	<i>r</i>	Sig. (<i>p</i>)	Decision
Organizational policy support	56	2.88	0.89	0.79	0.000	Significant
AI integration in Business Education	56	2.94	0.91			

The Pearson Product Moment Correlation analysis reveals a strong positive relationship between organizational policy support and the integration of artificial intelligence in business education ($r = 0.79$, $p < 0.001$). This implies that improvements in institutional policies, administrative support, and governance structures are associated with higher levels of AI integration in curricula, teaching, and student exposure. The result further indicates that institutions with clearer AI-related policies and stronger administrative backing tend to demonstrate better AI adoption outcomes, while weak policy frameworks correspond with lower integration levels. Since the p-value is less than 0.05, the result is statistically significant; therefore, the null hypothesis is rejected. It is concluded that organizational policy support significantly influences the effective integration of artificial intelligence into Nigerian business education curricula.

3.5 Hypothesis two

H₀₂: There is no significant difference in the readiness of Nigerian business schools to produce AI-competent graduates between institutions with comprehensive organizational policy frameworks and those without such frameworks. The result is presented in Table 5.

Table 5. Independent samples t-test on institutional readiness for AI competency development (N = 56).

Group	N	Mean	SD	df	t	Sig. (p)	Decision
High policy framework institutions	28	3.42	0.41	54	3.56	0.001	Significant
Low policy framework institutions	28	3.08	0.52				

The independent samples t-test indicates a significant difference in the readiness of Nigerian business schools to produce AI-competent graduates based on the strength of their organizational policy frameworks ($t = 3.56$, $df = 54$, $p = 0.001$). Institutions with strong policy frameworks ($M = 3.42$, $SD = 0.41$) demonstrated higher readiness compared to those with weak policy frameworks ($M = 3.08$, $SD = 0.52$). This suggests that comprehensive institutional policies, governance structures, and strategic support systems significantly enhance institutional preparedness for artificial intelligence competency development. Conversely, institutions with weaker policy environments exhibit lower readiness levels. Therefore, the result shows that organizational policy strength plays a critical role in determining how effectively business schools prepare graduates for AI-driven workplaces.

4 Discussion of findings

The findings of this study are discussed in relation to the results presented in Tables 1-3 and the inferential statistics used in testing the hypotheses. The discussion is also supported with relevant scholarly literature on artificial intelligence (AI) integration and organizational policy reforms in Nigerian higher education. The result presented in Table 1 shows that the extent of AI integration in Nigerian business education is moderate, with a grand mean of 2.90. This indicates that while AI has begun to be introduced into business education, its implementation is not yet fully developed or institutionalized. The respondents agreed that business education curricula currently include AI-related content with a mean score of 3.23, and they also agreed that lecturers possess some level of competence in using AI tools for instructional delivery with a mean of 3.11. In addition, students are exposed to practical AI applications relevant to business education, as reflected in a mean score of 3.14. These findings suggest that AI integration is more visible at the surface level of curriculum content and instructional exposure rather than deep structural implementation. This supports the view of Olatunde and Oyeleye (2025), who noted that AI integration in Nigerian business education is still emerging and largely limited to basic exposure rather than full integration into teaching and learning processes. However, respondents disagreed that institutions have sufficient AI infrastructure, with a mean score of 2.18, and also disagreed that comprehensive institutional policies exist, with a mean score of 2.04. This finding indicates that despite some level of awareness and curriculum inclusion, the implementation of AI is constrained by infrastructural and policy deficiencies. This aligns with Nwosu et al. (2024), who identified infrastructural gaps, limited funding, and weak policy enforcement as major barriers to technological advancement in Nigerian institutions. It also supports Olusanya (2025), who observed that many Nigerian universities still rely heavily on manual administrative systems despite global technological advancement.

The result in Table 2 reveals that respondents strongly agree that organizational policy reforms are required for effective AI integration in business education, with a grand mean of 3.25. The highest-rated item shows that accreditation standards should require evidence of AI integration for program approval, with a mean score of 3.38. This indicates that respondents believe regulatory bodies should enforce AI compliance as a condition for institutional recognition. Furthermore, resource allocation policies were rated highly with a mean of 3.34, indicating that adequate funding is necessary to

support AI infrastructure, software acquisition, and digital laboratories. Faculty development policies also received strong agreement with a mean of 3.29, suggesting that lecturers must be continuously trained in AI applications to remain relevant in modern teaching environments. Governance restructuring and alignment with national AI strategies were also supported by respondents, indicating the need for institutional coherence and policy harmonization. These findings are consistent with the National Artificial Intelligence Strategy by NITDA (2024), which emphasizes curriculum reform, teacher training, and strategic policy alignment as key drivers of AI adoption in Nigeria. Similarly, Fadoju *et al.* (2025) stressed the importance of structured investment in digital infrastructure and institutional collaboration to ensure successful AI integration across sectors.

The findings in Table 3 show that organizational policy frameworks significantly influence institutional readiness for AI competency development, with a grand mean of 3.29. Respondents strongly agreed that the strength of policy frameworks determines the ability of business schools to produce AI-competent graduates, with a mean score of 3.39. This suggests that policy strength is viewed as a critical determinant of graduate quality and employability in an AI-driven economy. Respondents also agreed that strong policy frameworks contribute to successful integration of AI skills into business education programmes, with a mean score of 3.38. Furthermore, institutional support and governance structures were also rated highly, indicating that readiness for AI adoption depends heavily on structured institutional systems. These findings are consistent with Dairo *et al.* (2025), who argued that clear governance structures, funding mechanisms, and policy direction are essential for effective AI adoption in education. They also align with Nwosu *et al.* (2024), who emphasized that institutional readiness depends on both human capacity development and strong policy coordination.

The result of Hypothesis One shows a strong positive relationship between organizational policy reforms and AI integration, with a correlation coefficient of 0.81 and a p-value less than 0.05. This indicates that as organizational policy reforms improve, the level of AI integration in business education also increases significantly. This finding supports Olatunde and Oyeleye (2025), who argued that institutional reforms are necessary for aligning business education with global technological trends. It also supports Fadoju *et al.* (2025), who noted that while AI improves teaching efficiency, its effectiveness depends on the presence of structured institutional frameworks.

The result of Hypothesis Two shows a significant difference in institutional readiness between institutions with strong policy frameworks and those with weak frameworks, with a t-value of 3.56 and a p-value of 0.001. Institutions with strong policy frameworks demonstrated higher readiness for AI competency development compared to those with weaker frameworks. This finding supports Olusanya (2025), who observed that institutions with structured AI strategies and infrastructure are more prepared for digital transformation than those still relying on manual systems. It also supports GSMA (2024), which highlighted the shortage of AI-skilled personnel and institutional capacity as key constraints affecting readiness in Nigerian universities.

5 Conclusion

This study concludes that artificial intelligence integration in Nigerian business education is at a moderate level, with partial implementation in curricula but limited infrastructural and policy support. The findings show that organizational policy frameworks play a significant role in determining the extent of AI integration, institutional readiness, and competency development. The study therefore establishes that sustainable integration of artificial intelligence in business education

depends largely on the strength of organisational policy reforms, governance structures, and institutional commitment to digital transformation.

6 Recommendations

Based on the findings of the study, the following practical recommendations are made:

1. Business education institutions should establish well-defined and enforceable AI policies that guide curriculum design, teaching delivery, assessment practices, and ethical use of artificial intelligence.
2. Universities should prioritize the provision of essential AI infrastructure, including reliable internet connectivity, digital laboratories, and access to relevant AI software to support effective teaching and learning.
3. Regular training, workshops, and professional development programmes should be organized to equip lecturers with practical skills in AI tools and applications for classroom instruction.

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