SSR Journal of Artificial Intelligence (SSRJAI)

OPEN ACCESS

Volume 2, Issue 3, 2025 Journal homepage: https://ssrpublisher.com/ssrjai/ ISSN: 3049-0413
Email: office.ssrpublisher@gmail.com

Perceived Influence of AI-Enhanced Delivery of Course Contents on Learning Outcome of Business Education Students in South Western Federal Universities, Nigeria

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Received: *15.08.2025* | ***Accepted:*** *29.08.2025* | ***Published:*** *7.09.2025*

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DOI: *10.5281/zenodo.17073800*

Abstract **Original Research Article**

This study investigates the perceived influence of AI-Enhanced Delivery of course contents on learning outcomes of Business Education students in South Western Federal Universities, Nigeria, leveraging a survey research design with a population of over 3500 students, data collected from a sample of 300 students using a stratified random sampling technique, findings reveal that students have positive perceptions about AI-Enhanced Delivery of course contents, AI-Enhanced Delivery of course contents is seen as a useful tool for managing adapting learning content, the underlisted results suggest that AI-Enhanced Delivery of course content is perceived to be effective in handling varying levels of content difficulties (Mean = 3.3, SD = 0.7), findings also reveal that AI-Enhanced Delivery of course content is useful in managing distance learning programmes efficiently (Mean = 3.2, SD = 0.6). furthermore, the result of a chi-square test indicates no significant difference in perceptions of learning outcomes between AI-Enhanced Delivery of course content and traditional delivery methods as we have ($p = 0.790 > 0.05$), testing the null hypothesis of no significant difference, the study recommends that South Western Federal Universities in Nigeria leverage AI-Enhanced Delivery of course contents as alternative tool for teaching and learning Business Education courses to facilitate effective learning outcomes in Business Education in South Western Federal Universities, Nigeria.

Keywords: AI-driven-delivery, learning Outcome, course content.

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BACKGROUND TO THE STUDY

The development of Artificial Intelligence is revolutionizing the education sector, creating both opportunities and challenges for stakeholders in the sector.

AI is new innovations world of Technology. AI-Enhanced Delivery of course contents are changing the conventional or traditional methods of teaching and learning especially in Business Education Course content and it's essential for learners to understand the implications of this development on learning outcome of the course content.

Business Education is an academic field focuses on teaching students the principles and practices of business management, finance, marketing, and entrepreneurship. With the advent of AI, business schools can now leverage AI-Enhanced Delivery of course contents to enhance student learning outcomes (Kim et al., 2019).

AI-Enhanced Delivery of course contents refers to the use of Artificial Intelligence (AI) technologies to support teaching and learning. This approach leverages AI-powered tools and platforms to provide personalized, flexible, and accessible learning experiences for students, often remotely (Ifenthaler & Yau, 2020). AI-Enhanced Delivery of course contents can also enable lecturers to tailor their teaching to the needs of individual students, improving student learning of course contents vis-a-vis learning outcomes across disciplines particular Business Education.

AI-Enhanced Delivery of Business Education Course content refers to the use of Artificial Intelligence (AI) technologies to deliver Business Education course contents to students. This approach leverages AI-powered

platforms, tools, and systems to provide personalized, interactive, and engaging learning experiences for students.

The integration of Artificial Intelligence (AI) in education has been transforming teaching and learning landscapes worldwide. According to Selwyn (2019), AI's potential to personalize learning experiences, enhance student engagement, and streamline educational processes makes it a significant area of interest in Educational Research (ER). In the context of Business Education in South Western universities, Nigeria, understanding the perceived influence of AI-Enhanced Delivery of course contents on learning outcomes is crucial for optimizing educational strategies.

Education Strategies with respect to Business Education plays pivotal roles in equipping students with the skills and knowledge necessary for Nigeria's economic development. As noted by Oviawe (2020), the discipline is critical for fostering entrepreneurship, management practices, and overall economic growth in Nigeria. The advent of AI in education could further enhance the delivery of Business Education by making learning more adaptive and responsive to individual student needs especially in the South Western Universities.

In South Western Universities in Nigeria where there is a growing emphasis on leveraging technology for educational enhancement, examining the perceived influence of AI-driven learning on learning outcomes of Business Education Students (BES) becomes imperative. According to Ifijeh and Yusuf (2020), Nigerian universities are increasingly exploring digital technologies to improve teaching and learning.

Therefore, understanding students' perceptions of AI-Enhanced Delivery in this context can provide insights into how AI tools can be effectively integrated to support learning outcomes in Business education, it is on this premise that this study is designed to investigate the perceived influence of AI-Enhanced Delivery of course contents on learning outcome of business education students in South Western Federal Universities, Nigeria.

Statement of the Problem

The integration of Artificial Intelligence (AI) in education is transforming teaching and learning landscapes. In the context of Business education in South Western universities, Nigeria, there is a need to understand the perceived influence of AI-driven learning of course contents on learning outcomes. Despite the potential of AI to personalize learning experiences, enhance student engagement, and streamline educational processes (Selwyn, 2019), there is a gap in understanding how Business education students in this region perceive AI-Enhanced Delivery of course contents and its impact on their learning outcomes as a result of the inadequacies this study is design to investigate the perceptions of Business Education students on AI-Enhanced Delivery of course content on their learning outcome.

Research Question:

Does learning outcome under AI-Enhanced Delivery of course content differ from the traditional mode of teaching and learning?

Hypothesis:

There is no significant difference between learning outcome under AI-Enhanced Delivery of course content and traditional mode of delivering course content

METHODOLOGY

This study employed a survey research design, using questionnaire self-administered to collect data from 300 students selected from a population of over 3500 students in South Western Universities, Nigeria. The students were selected using a stratified random sampling technique with a Cronbach's alpha of 0.85, the instrument used in the study showed a good internal consistency. The data collected were analyzed using descriptive statistics and Chi-square test for the hypothesis.

Data Analysis

AI-Enhanced Delivery of course content has positive impact on learning outcome of Business Education students in South Western Federal University, Nigeria.

Table: 1

Items	Mean	Standard Deviation
AI helps manage and scale distance learning programs efficiently.	3.2	0.6
AI-driven tools can enhance learning for students with different abilities.	3.0	0.7
AI helps me to make informed decisions based on data analytics.	3.1	0.6
AI-driven content affects student interaction positively.	3.0	0.7

Al tailors content to individual learners	3.1	0.8
AI handles varying levels of content difficulty effectively	3.3	0.7
AI provides and uses feedback for content adjustment.	3.0	0.6

Survey: 2025

Interpretation:

Based on the mean scores and standard deviations for perceptions AI-Enhanced Delivery of course contents: Respondents moderately agree that AI-Enhanced Delivery helps in various aspects of learning management and enhancement (means around 3.0 to 3.3). AI-Enhanced Delivery of course content is perceived to be most effective in handling varying levels of content difficulty effectively (Mean = 3.3, SD = 0.7). AI-Enhanced Delivery of course content is seen as helping to manage and scale distance learning programs efficiently* (Mean = 3.2, SD = 0.6).AI-driven tools enhancing learning for students with different abilities (Mean = 3.0, SD = 0.7). AI-Enhanced Delivery of course content affecting students' interaction positively (Mean = 3.0, SD = 0.7). AI providing and using feedback for content adjustment (Mean = 3.0, SD = 0.6).

H1: AI-Enhanced Delivery of course content has significant impact on teaching and learning outcomes in South Western Federal Universities, Nigeria.

Table:2

Hypothesis	Chi-square value	P-value	Level of significance
There is no significant difference between learning outcome under AI delivery of course content and traditional mode of delivery of course content	1.047	0.790	0.05

Survey (2025).

Interpretation

Since the p-value (0.790) > Level of Significance (0.05), we fail to reject the null hypothesis.

This suggests no significant difference in the perceptions of learning outcomes between AI-Enhanced Delivery of course content and traditional delivery methods.

In other words, based on this data, perceptions of learning effectiveness are similarly distributed for both AI-Enhanced Delivery of course content and traditional delivery.

DISCUSSION OF FINDINGS

Based on the mean scores and standard deviations for perceptions of AI-Enhanced Delivery of course content respondents moderately agree that AI helps in various aspects of learning management and enhancement (means around 3.0 to 3.3).

Also, AI-Enhanced Delivery of course content is perceived to be most effective in handling varying levels of content difficulty effectively (Mean = 3.3, SD = 0.7). AI is seen as helping to manage and scale distance learning programs efficiently (Mean = 3.2, SD = 0.6).

AI-Enhanced Delivery of course content tools enhancing learning for students with different abilities (Mean = 3.0, SD = 0.7). AI-Enhanced Delivery of course content influence student's interaction positively (Mean = 3.0, SD = 0.7). AI providing and using feedback for content adjustment (Mean = 3.0, SD = 0.6).

Since the p-value (0.790) > Level of Significance (0.05), we fail to reject the null hypothesis.

Besides, the result of the findings suggests no significant difference in the perceptions of learning outcomes between AI-Enhanced Delivery of course content and traditional delivery methods.

In other words, based on this data, perceptions of learning effectiveness are similarly distributed for both AI and traditional delivery.

The findings of this study align with existing research on AI-Enhanced Delivery of course content in Education. According to Selwyn (2019), AI-Enhanced Delivery of course content has the potential to personalize learning, enhance engagement, and streamline educational processes. The study supports this perspective, showing that students have positive perceptions of AI-Enhanced Delivery of course content and view AI-Enhanced Delivery of course content as a useful tool for managing and adapting learning content. Additionally, research by Zawacki-Richter et al. (2019) indicates that AI can lead to more efficient learning pathways. In line with this, the study found AI-Enhanced Delivery of course content to be effective in handling varying levels of content difficulty and managing distance learning programs efficiently. Overall, the findings suggest that AI-Enhanced Delivery of course content is viewed positively

in Business Education in South Western universities, Nigeria, with no significant difference in perceptions of learning outcomes between AI-driven and traditional delivery methods.

Implications

These findings suggest that in Business Education in South Western Universities, Nigeria: AI-Enhanced Delivery of course content is viewed as a useful tool for managing and adapting learning content as there is moderate agreement on its benefits for students' interaction and learning enhancement.

CONCLUSION AND RECOMMENDATION

Student in Nigerian South Western Universities have positive perceptions about AI-Enhanced Delivery of course content, based on the foregoing, AI-Enhanced Delivery of course content is viewed as a useful tool for managing and adapting learning content because as there is moderate agreement on AI-Enhanced Delivery of course content benefits for student interaction and learning enhancement it is therefore recommended that South Western Universities in Nigeria can leverage on AI-Enhanced Delivery of course content as alternative tools for teaching and learning Business Education Course Contents, institution should adopt the use of AI-Enhanced Delivery of course content to handle various degrees of learning challenges to facilitate effective learning outcome.

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