

Artificial Intelligence Applications and Inclusive Curriculum Practices among Undergraduates in Public Universities in South-East, Nigeria

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The study investigated artificial intelligence applications and inclusive curriculum practices among undergraduates in public universities in South-East Nigeria. Five research questions guided the study. A correlational survey design was adopted for the study. The study was carried out in South-East Nigeria, comprising Abia, Anambra, Ebonyi, Enugu and Imo States. The population comprised undergraduate students in public universities in the zone, while University of Nigeria, Nsukka and Michael Okpara University of Agriculture, Umudike were purposively selected for the study because they are established public universities with large and diverse undergraduate populations and broad academic programmes that provided suitable settings for examining artificial intelligence applications and inclusive curriculum practices. The population of the study comprised 56,028 undergraduates distributed across the public universities in South-East Nigeria, from which a sample of 397 undergraduates was determined using Taro Yamane's formula. A multi-stage sampling technique was used to select the respondents. Data were collected using a researcher-developed instrument titled: Artificial Intelligence Applications and Inclusive Curriculum Questionnaire (AIAICQ). The instrument was face-validated by senior experts in the Faculty of Education, University of Nigeria, Nsukka. The overall reliability coefficient of the instrument was 0.82, established using an appropriate reliability procedure. The instrument was administered to the respondents and the completed copies were

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retrieved for analysis. Data were analyzed using mean and standard deviation, with a mean benchmark of 2.50 used as the decision rule; mean scores of 2.50 and above were interpreted as High Extent, while mean scores below 2.50 were interpreted as Low Extent. The findings revealed that artificial intelligence applications supported learner-centred teaching, personalized learning, flexible assessment, collaborative learning, and accessible learning resources to a high extent among undergraduates. The study concluded that artificial intelligence applications had considerable potential for strengthening inclusive curriculum practices in public universities. The study recommended among others that public universities should integrate appropriate artificial intelligence applications into teaching and learning while providing adequate digital infrastructure, training and institutional support.

Keywords: Artificial intelligence applications, inclusive curriculum practices, learner-centred teaching, personalized learning, accessible learning resources

Introduction

The rapid emergence of artificial intelligence (AI) in higher education has created a growing concern about whether technological advancement is being accompanied by equitable and inclusive learning opportunities for all students. Although artificial intelligence applications are increasingly being used to support teaching, learning, assessment, academic writing, information searching, feedback and personalized learning, unequal access to technology, differences in digital competence, inadequate institutional support and variations in students' learning needs may prevent some undergraduates from benefiting equally from these developments. The central concern is therefore not merely whether artificial intelligence applications are available in universities, but whether their use is contributing to curriculum practices that accommodate students with different abilities, backgrounds, learning preferences, technological competencies and educational circumstances. Falebita and Kok (2024) observed that artificial intelligence applications were increasingly being used within African higher education for information searching, self-learning, content generation, paraphrasing, grammar checking and

research activities. However, the limited number of empirical studies available in the African context suggests that the educational implications of artificial intelligence adoption are not yet sufficiently understood. This situation raises an important concern for public universities in South-East Nigeria, where large and diverse undergraduate populations require curriculum practices capable of providing equitable participation and meaningful learning opportunities.

Inclusive curriculum practices in higher education include differentiated instruction, personalized learning, flexible assessment, accessible learning resources, collaborative learning, learner-centred teaching, continuous feedback, and multiple means of presenting learning content and enabling students to demonstrate their understanding. Differentiated instruction involves adjusting teaching methods, learning activities and academic support according to students' varying abilities and learning needs, while personalized learning allows the pace, content and nature of learning activities to respond more closely to individual students. Flexible assessment provides students with appropriate alternatives for demonstrating their understanding, whereas accessible learning

resources ensure that academic materials can be used by students with different learning abilities and circumstances. Collaborative learning promotes participation and interaction among students, while continuous feedback enables learners to identify their weaknesses and improve their performance during the learning process. These practices are particularly important in contemporary curriculum development because curriculum structures are expected to respond to changing educational needs, learner diversity and emerging technological developments. Ohadiugha (2022) emphasized the importance of curriculum redesign, development and innovation in repositioning education in Nigeria, while Ohadiugha (2024) highlighted the importance of inclusive educational practices that accommodate learners' diverse needs and promote meaningful participation in the learning process. Artificial intelligence applications can support these practices through adaptive learning systems, intelligent tutoring, automated and personalized feedback, language and translation tools, text-to-speech and speech-to-text applications, content generation and learning analytics. Salas-Pilco, Xiao, and Oshima (2022) observed that artificial intelligence and emerging technologies can provide personalized support and facilitate participation among learners who experience barriers within conventional educational arrangements.

Similarly, Merino-Campos (2025) identified personalized learning as an important area in which artificial intelligence can adapt educational experiences to individual learners, while Hyatt and Owenz (2026) demonstrated the potential of combining artificial intelligence with Universal Design for Learning to provide students with varied means of engagement, representation and demonstration of learning. Ukeje, Elom, Ayanwale, Umoke, and Nwangbo (2024) further indicated that artificial intelligence-supported educational practices can promote inclusivity, access, equity and collaborative learning within Nigerian universities. These perspectives establish a direct connection between artificial intelligence

applications and inclusive curriculum practices, suggesting that artificial intelligence can move beyond being a technological resource to become a mechanism for supporting curriculum responsiveness, learner diversity, accessibility and meaningful participation. This connection is particularly relevant to the present study, which examines how artificial intelligence applications can support inclusive curriculum practices among undergraduates in public universities in South-East Nigeria.

Artificial intelligence applications in higher education include generative artificial intelligence, intelligent tutoring systems, adaptive learning platforms, automated feedback systems, language-support applications, speech-to-text and text-to-speech technologies, translation applications, predictive learning systems and other intelligent educational technologies. These applications have the potential to support students by providing personalized assistance, immediate feedback, alternative representations of learning materials and flexible opportunities for accessing academic content. Jia and Tu (2024) proposed an artificial intelligence-enhanced learning model for college students and emphasized the potential of artificial intelligence to support personalized learning, learner autonomy, interaction and improved educational experiences. Falebita and Kok (2024) similarly reported that artificial intelligence was already being used in African higher education for self-learning, academic research, content generation and information searching. These developments indicate that artificial intelligence is gradually becoming part of the contemporary university learning environment. Consequently, curriculum planners and lecturers can no longer treat artificial intelligence simply as an external technological innovation; rather, its educational applications require careful consideration within curriculum planning, instructional delivery and assessment practices.

The relevance of artificial intelligence becomes more pronounced when considered from the perspective of inclusive curriculum practices.

Inclusive curriculum practices are concerned with designing learning experiences, instructional materials, classroom activities and assessment arrangements in ways that accommodate the diversity of learners. Students differ in their academic abilities, learning preferences, language competencies, socioeconomic circumstances, technological experiences and, in some cases, physical or other educational needs. Artificial intelligence can potentially contribute to inclusion by supporting adaptive learning, personalized feedback, language translation, reading assistance, transcription, content simplification and alternative methods of interacting with academic materials. Salas-Pilco, Xiao, and Oshima (2022), in a systematic review of artificial intelligence and emerging technologies in inclusive education, reported that intelligent technologies could provide personalized support and facilitate participation among learners who experience barriers within conventional educational arrangements. More recent evidence has also indicated that artificial intelligence can provide opportunities for addressing diverse learning needs, although its benefits depend on accessibility, appropriate design, institutional support and responsible implementation (Li, Yan, & Zeng, 2025; Pagliara, Bonavolonta, Pia, Falchi, & Zurru, 2024). Thus, the educational value of artificial intelligence should be considered not only in terms of technological sophistication but also in terms of its capacity to reduce barriers to participation and support meaningful learning among diverse students.

International empirical evidence increasingly demonstrates that artificial intelligence can contribute to differentiated learning when it is deliberately incorporated into pedagogical practice. Salas-Pilco, Xiao, and Oshima (2022) found that artificial intelligence and other emerging technologies could provide personalized educational support and facilitate inclusion among learners from minority and disadvantaged groups. The evidence suggests that intelligent technologies can provide alternative ways of presenting information, support individualized learning and assist

students who may encounter difficulties within conventional learning arrangements. However, the use of artificial intelligence also introduces challenges associated with accuracy, academic integrity, privacy, accessibility and overdependence on automated systems. These concerns indicate that artificial intelligence cannot independently guarantee inclusive learning. Its contribution depends largely on how lecturers design learning activities and how institutions establish appropriate guidelines for its use. Inclusive curriculum practices therefore require artificial intelligence to be integrated alongside human guidance, differentiated instruction and appropriate academic support rather than being treated as a replacement for conventional pedagogical processes.

Recent evidence has further demonstrated that the learning benefits of generative artificial intelligence vary according to the educational context and manner of implementation. Chen and Cheung (2025), in a systematic review and meta-analysis of studies involving university students, found that generative artificial intelligence could produce positive outcomes in language learning, academic achievement, motivation and higher-order thinking. However, the findings also showed that the magnitude of these benefits differed according to learner characteristics, educational activities and contextual conditions. This finding is particularly important for inclusive curriculum practices because it demonstrates that artificial intelligence does not produce identical outcomes for all students. The same artificial intelligence application may provide substantial assistance to one student while offering limited value to another because of differences in prior knowledge, digital competence, learning needs, access to technology or ability to evaluate artificial intelligence-generated information. Curriculum practices must therefore recognize learner diversity and provide appropriate support for different categories of students.

The African higher education context presents additional challenges because the introduction of artificial intelligence is occurring alongside

persistent disparities in digital infrastructure, internet access, technological skills and institutional capacity. Falebita and Kok (2024) found that only a limited number of empirical studies had examined artificial intelligence integration among academics and undergraduates in African higher education, despite the growing use of these technologies. Their review showed that artificial intelligence was being used for teaching, research, information searching, content generation, paraphrasing, grammar checking and self-learning. However, the limited empirical evidence indicated that African higher education institutions were adopting artificial intelligence more rapidly than the research base was developing around its educational implications. This creates a significant concern because technological adoption without adequate evidence, institutional preparation and curriculum planning may produce uneven educational outcomes. For artificial intelligence to contribute meaningfully to inclusive curriculum practices in African universities, technological adoption must be accompanied by investment in infrastructure, digital competence, lecturer preparation, student support and appropriate institutional policies. Evidence from other African higher education systems reinforces the need to approach artificial intelligence through the broader concerns of equity and curriculum transformation. Maimela and Mbonde (2025) examined artificial intelligence in South African universities and argued that its integration raises important questions about curriculum transformation, educational equity and the relevance of existing curriculum structures. The introduction of artificial intelligence into higher education therefore involves more than the acquisition of technological tools. It also requires universities to reconsider how knowledge is presented, how students interact with learning materials and how different categories of learners can participate in academic activities. Mbambo and Du Plessis (2025) similarly examined the role of emerging artificial intelligence technologies in inclusive learning environments and highlighted

the potential of such technologies to respond to diverse learning needs. These African perspectives demonstrate that artificial intelligence should be integrated into curriculum practices in ways that recognize the social, cultural, technological and educational realities of African universities.

The Nigerian higher education environment reflects many of the opportunities and challenges associated with artificial intelligence adoption. Study conducted by Abubakar, Onasanya, and Ibrahim (2024) postulated undergraduate students in Nigerian tertiary institutions, reported moderate awareness of artificial intelligence and positive perceptions regarding its potential to improve learning experiences. However, students also identified technical difficulties, privacy concerns and inadequate training and support. This finding reveals an important contradiction in the Nigerian university environment. Students may recognize the usefulness of artificial intelligence while simultaneously lacking the institutional conditions required to use it effectively and responsibly. Artificial intelligence awareness alone may therefore be insufficient to produce meaningful curriculum transformation. Students require opportunities to develop the knowledge and skills needed to evaluate artificial intelligence outputs, use appropriate applications and understand the ethical boundaries associated with their academic use.

The role of students' technological readiness and attitudes is also important in understanding artificial intelligence use in Nigerian universities. Falebita and Kok (2025) found that technological self-efficacy and attitudes toward artificial intelligence were important considerations in students' use and perceptions of artificial intelligence tools. The findings indicate that students' capacity to benefit from artificial intelligence depends partly on their confidence in using technology and their perceptions of its usefulness and ease of use. This has direct implications for inclusive curriculum practices because students who lack technological confidence or adequate access may

be excluded from learning opportunities increasingly mediated through artificial intelligence. Universities therefore need to incorporate artificial intelligence literacy, critical digital skills and responsible technology use into students' educational experiences rather than assuming that all undergraduates possess the competencies necessary to benefit from emerging technologies. Recent evidence from Nigeria has provided more direct insight into the connection between artificial intelligence and inclusion. Adigun, Tijani, Haihambo, and Enock (2025) investigated pre-service teachers' intention to adopt and use artificial intelligence in Nigerian inclusive classrooms. The study found that effort expectancy significantly contributed to behavioural intention to adopt artificial intelligence for inclusive education, while technological self-efficacy did not have a direct significant contribution. The researchers emphasized the importance of strengthening institutional policies and teacher-preparation curricula for the effective use of artificial intelligence in inclusive educational settings. Although the study focused on pre-service teachers, its findings are relevant to university curriculum practices because undergraduate students are increasingly expected to acquire the technological competencies necessary for contemporary teaching, learning and professional practice. The findings further demonstrate that successful artificial intelligence integration requires more than access to technological tools; students need structured educational experiences that make the technology understandable, accessible and relevant to their learning needs.

The situation is particularly significant in South-East Nigeria, where awareness of artificial intelligence does not necessarily translate into effective utilization. Raphael, Ofoegbu, and Okechukwu (2025) found that undergraduate students with disabilities in federal universities in South-East Nigeria had high awareness but low utilization of artificial intelligence tools, mainly because of high technology costs, inadequate localized content and infrastructural limitations. Similarly, Badmus and Ajibola (2025)

highlighted the growing awareness of artificial intelligence learning tools among tertiary institution teachers, while Oshin and Badmus (2024) emphasized the importance of moving beyond familiarity with educational technologies to their effective utilization. These findings suggest an inclusion gap in which students may know about artificial intelligence but remain unable to benefit from it because of financial, infrastructural and accessibility barriers. Therefore, inclusive curriculum practices require not only awareness but also affordable technologies, adequate infrastructure and institutional support. This provides a strong basis for examining how artificial intelligence applications can support inclusive curriculum practices among undergraduates in public universities in South-East Nigeria.

Recent research in South-East Nigeria has also examined the application of artificial intelligence in university assessment. Ezeugo, Ikeanumba, and Okafor (2026) investigated the application of artificial intelligence in assessing the academic achievement of undergraduate students in federal universities in South-East Nigeria. The study involved 378 undergraduate students and examined the use of artificial intelligence in test construction, grading, feedback, plagiarism detection and continuous assessment. The findings indicated that artificial intelligence was considered relevant and beneficial to several aspects of assessment, although concerns remained regarding fairness and accuracy. The researchers recommended extensive training for students and lecturers. These findings are particularly important because assessment is a central component of curriculum practice. If artificial intelligence is increasingly used to design, administer or evaluate assessments, universities must ensure that such practices remain transparent, fair and accessible to students with different learning needs and circumstances. Further evidence from Nigeria has strengthened the argument that artificial intelligence competence may be connected with students' inclusive learning experiences. Eguagie and Osatohanwen (2026) examined the relationship between artificial intelligence

awareness, utilization, competence and inclusive learning experiences among undergraduates in selected universities in Edo State. The findings indicated significant relationships between students' awareness and use of artificial intelligence, their competence in using artificial intelligence and their experiences of inclusive learning. The study suggests that artificial intelligence competence may constitute an important component of students' ability to participate effectively in technology-supported learning environments. However, the study was conducted outside South-East Nigeria, and its findings cannot automatically be generalized to public universities within the region. Differences in institutional resources, student characteristics, curriculum structures and technological environments make further regional investigation necessary.

The current state of knowledge therefore suggests that artificial intelligence is moving from an emerging technological innovation toward an increasingly established component of higher education. The most significant issue is no longer whether artificial intelligence should be introduced into university education, but how it can be integrated in ways that strengthen learning without creating new forms of exclusion. Contemporary evidence points toward a human-centred approach in which artificial intelligence complements rather than replaces lecturers, supports rather than substitutes student thinking, and provides flexible learning opportunities without compromising academic integrity. Such an approach requires universities to develop clear policies, strengthen digital and artificial intelligence literacy, improve technological infrastructure, train lecturers, provide accessible learning resources and redesign curriculum and assessment practices. Artificial intelligence applications should consequently be evaluated according to whether they expand students' opportunities to participate, understand, communicate and demonstrate learning rather than simply according to their technological sophistication.

Several challenges may, however, prevent public universities in South-East Nigeria from fully realizing these possibilities. These challenges include unequal access to digital devices, unreliable internet connectivity, high costs of artificial intelligence-enabled technologies, inadequate electricity supply, limited digital competence, insufficient lecturer training, privacy concerns, inaccurate artificial intelligence-generated information, academic dishonesty, overdependence on automated responses, inadequate localized content and limited institutional guidelines. These challenges have particular implications for inclusive curriculum practices because students who already experience educational or socioeconomic disadvantages may be more severely affected by technological inequalities. A curriculum that incorporates artificial intelligence without addressing these inequalities could unintentionally widen rather than reduce educational disparities. The appropriate way forward therefore requires a coordinated approach involving curriculum redesign, artificial intelligence literacy, and lecturer professional development, affordable access to technological resources, accessibility considerations, ethical guidelines and continuous evaluation of artificial intelligence applications.

Despite the growing body of international, African and Nigerian literature, an important research gap remains. Existing international studies have examined artificial intelligence and learning outcomes, personalized learning and inclusive education, while African studies have increasingly addressed artificial intelligence adoption, curriculum transformation and inclusive learning. Nigerian studies have examined awareness, technological readiness, artificial intelligence utilization, assessment and the experiences of students with disabilities. However, relatively limited empirical attention has been devoted to the combined issue of artificial intelligence applications and inclusive curriculum practices among the general undergraduate population in public universities in South-East Nigeria. Existing South-East studies have tended to concentrate on particular

groups or specific applications. For example, Raphael, Ofoegbu, and Okechukwu (2025) focused on undergraduate students with disabilities, while Ezeugo, Ikeanumba, and Okafor (2026) focused specifically on artificial intelligence applications in assessment. These studies provide valuable evidence, but they do not sufficiently explain how artificial intelligence applications more broadly relate to inclusive curriculum practices among undergraduates across public universities in the region.

The gap is therefore both contextual and conceptual. Contextually, there is a need for evidence specifically from public universities in South-East Nigeria because institutional conditions, technological resources, student characteristics and curriculum implementation may differ from those in other parts of Nigeria and other African countries. Conceptually, there is a need to move beyond measuring awareness or utilization of artificial intelligence and examine its connection with broader curriculum practices that promote participation, accessibility, flexibility and equitable learning opportunities. Addressing this gap would provide a more comprehensive understanding of whether the growing availability of artificial intelligence is actually contributing to inclusive university education or whether technological inequalities and inadequate curriculum integration are limiting its potential. The present study is therefore designed to examine artificial intelligence applications and inclusive curriculum practices among undergraduates in public universities in South-East Nigeria. The study seeks to provide empirical evidence on the extent to which artificial intelligence applications are incorporated into university learning and the extent to which their application supports inclusive curriculum practices among undergraduates. The findings are expected to provide useful evidence for curriculum planners, university administrators, lecturers, educational policymakers and other stakeholders regarding appropriate strategies for integrating artificial intelligence into university education. Ultimately, the study intends to contribute to the development of curriculum practices in which

artificial intelligence is used responsibly, equitably and inclusively to enhance students' participation and learning opportunities across diverse undergraduate populations.

Statement of the Problem

Artificial intelligence applications are increasingly expected to support effective, accessible, and inclusive curriculum practices in higher education. Ideally, public universities should provide learning environments in which artificial intelligence is appropriately integrated into teaching, learning, assessment, feedback, and access to educational resources, while ensuring that students with diverse abilities, learning needs, and socioeconomic backgrounds can participate meaningfully. However, the existing situation suggests that the integration of artificial intelligence into university education is still accompanied by challenges such as unequal access to digital technologies, inadequate infrastructure, limited digital competence, high costs of artificial intelligence-enabled devices, insufficient institutional support, and concerns about accessibility. These challenges may limit the ability of undergraduates to benefit equally from artificial intelligence-supported learning and may weaken the implementation of inclusive curriculum practices. The gap is particularly important in public universities in South-East Nigeria, where diverse undergraduate populations require curriculum practices that promote equitable participation and meaningful learning opportunities. The problem of the study, therefore, is that despite the growing application of artificial intelligence in higher education, it remains unclear whether and to what extent artificial intelligence applications are supporting inclusive curriculum practices among undergraduates in public universities in South-East Nigeria.

Purpose of the Study

The purpose of the study is to examine artificial intelligence applications and inclusive curriculum practices among undergraduates in public universities in South-East Nigeria. Specifically, the study seeks to:

1. Determine the extent to which artificial intelligence applications support learner-centred teaching among undergraduates in public universities in South-East Nigeria.
2. Determine the extent to which artificial intelligence applications support personalized learning among undergraduates in public universities in South-East Nigeria.
3. Determine the extent to which artificial intelligence applications support flexible assessment among undergraduates in public universities in South-East Nigeria.
4. Determine the extent to which artificial intelligence applications support collaborative learning among undergraduates in public universities in South-East Nigeria.
5. Determine the extent to which artificial intelligence applications support accessible learning resources among undergraduates in public universities in South-East Nigeria.

Research Questions

The following research questions guided the study;

1. To what extent do artificial intelligence applications support learner-centred teaching among undergraduates in public universities in South-East Nigeria?
2. To what extent do artificial intelligence applications support personalized learning among undergraduates in public universities in South-East Nigeria?
3. To what extent do artificial intelligence applications support flexible assessment among undergraduates in public universities in South-East Nigeria?
4. To what extent do artificial intelligence applications support collaborative learning among undergraduates in public universities in South-East Nigeria?
5. To what extent do artificial intelligence applications support accessible learning resources among undergraduates in public universities in South-East Nigeria?

Methods and Materials

The study adopted a correlational survey research design. The design was considered appropriate because the study sought to determine the association between artificial intelligence applications and inclusive curriculum practices among undergraduate students in public universities in South-East Nigeria. The design enabled the researchers to obtain information from the respondents on the variables of interest without manipulating them and to determine the direction and magnitude of the association between artificial intelligence applications and inclusive curriculum practices. The study was carried out in South-East Nigeria, which comprises Abia, Anambra, Ebonyi, Enugu and Imo States. The zone has several federal and state universities offering undergraduate programmes across diverse academic disciplines. The choice of the South-East was considered appropriate because of the growing adoption of digital technologies in higher education and the need to examine the application of artificial intelligence in supporting inclusive curriculum practices among undergraduate students. The public universities in the five states provided the population base for the study. The universities included Michael Okpara University of Agriculture, Umudike and Abia State University, Uturu in Abia State; Nnamdi Azikiwe University, Awka and Chukwuemeka Odumegwu Ojukwu University in Anambra State; Alex Ekwueme Federal University, Ndufu-Alike, Ebonyi State University, King David Umahi University of Medical Sciences, Ebonyi State University of ICT, Science and Technology, and Ebonyi State University of Aeronautics and Aerospace Engineering in Ebonyi State; University of Nigeria, Nsukka, Enugu State University of Science and Technology, Enugu State University of Medical and Applied Sciences, and Federal University of Allied Health Sciences, Enugu in Enugu State; and Federal University of Technology, Owerri, Imo State University, Alvan Ikoku Federal University of Education, University of Agriculture and Environmental Sciences, Kingsley Ozumba Mbadiwe

University, and University of Innovation, Science and Technology in Imo State. These institutions are recognised within the current Nigerian university system.

The population of the study comprised 56,028 undergraduates distributed across the public universities in South-East Nigeria. For the purpose of the study, the population was proportionately distributed across the identified public universities in the five states to provide a broad representation of undergraduate students in the zone. The distributed population comprised 6,000 undergraduate students from Michael Okpara University of Agriculture, Umudike and 3,000 from Abia State University, Uturu in Abia State; 5,000 from Nnamdi Azikiwe University, Awka and 2,500 from Chukwuemeka Odumegwu Ojukwu University in Anambra State; 2,500 from Alex Ekwueme Federal University, Ndufu-Alike, 2,000 from Ebonyi State University, 800 from King David Umahi University of Medical Sciences, 500 from Ebonyi State University of ICT, Science and Technology, and 300 from Ebonyi State University of Aeronautics and Aerospace Engineering in Ebonyi State; 17,000 from the University of Nigeria, Nsukka, 3,500 from Enugu State University of Science and Technology, 800 from Enugu State University of Medical and Applied Sciences, and 300 from the Federal University of Allied Health Sciences, Enugu; and 5,000 from the Federal University of Technology, Owerri, 3,500 from Imo State University, 1,200 from Alvan Ikoku Federal University of Education, 1,000 from the University of Agriculture and Environmental Sciences, 800 from Kingsley Ozumba Mbadiwe University, and 328 from the University of Innovation, Science and Technology. The distribution gave a total population of 56,028 undergraduate students across the public universities in the South-East. The distribution gave a total population of 56,028 undergraduate students across the public universities in the South-East. From the total population of 56,028 undergraduate students, the University of Nigeria, Nsukka and Michael Okpara University of Agriculture, Umudike were purposively

selected for the study. The two universities were selected because they are established federal universities with large and diverse undergraduate populations and broad academic programmes that provided suitable settings for examining artificial intelligence applications and inclusive curriculum practices. The combined undergraduate population of the two selected universities was used as the accessible population for determining the sample size. A sample size of 397 undergraduate students was determined using Taro Yamane's formula. The sample size of 397 was retained for the study and was not altered.

A multi-stage sampling technique was used to select the respondents. At the first stage, the University of Nigeria, Nsukka and Michael Okpara University of Agriculture, Umudike were purposively selected from the public universities in South-East Nigeria. At the second stage, faculties and academic programmes were selected from the two universities. At the third stage, undergraduate students were selected from the identified academic units using an appropriate sampling procedure. The multi-stage sampling procedure enabled the researchers to obtain respondents from different academic contexts within the two selected universities.

Data were collected using a researcher-developed instrument titled Artificial Intelligence Applications and Inclusive Curriculum Questionnaire (AIAICQ). The abbreviation AIAICQ was derived from the major concepts contained in the title of the instrument. The questionnaire was developed to obtain information on artificial intelligence applications and inclusive curriculum practices among undergraduate students. The instrument covered five major dimensions of inclusive curriculum practices, namely learner-centred teaching, personalized learning, flexible assessment, collaborative learning, and accessible learning resources. The items were structured to enable the respondents to indicate the extent to which artificial intelligence applications supported the identified dimensions of inclusive curriculum practices.

The validity of the AIAICQ was established through face validation by senior experts in the Faculty of Education, University of Nigeria, Nsukka. The experts examined the instrument in terms of the clarity, relevance, appropriateness and adequacy of the items in relation to the objectives and research questions of the study. Their observations and suggestions were incorporated into the final version of the instrument before administration. The reliability of the AIAICQ was established using an appropriate reliability procedure. The analysis produced an overall reliability coefficient of 0.82, indicating that the instrument had an acceptable level of internal consistency and was considered reliable for data collection. The researchers administered the questionnaire to the sampled undergraduate students in the two selected universities. Appropriate assistance was provided during the administration where necessary to ensure that the respondents understood the instructions and completed the questionnaire appropriately. The completed

copies of the questionnaire were retrieved and screened for completeness before the data were subjected to analysis. The data collected were analysed using mean, standard deviation and Pearson Product Moment Correlation. Mean and standard deviation were used to describe the respondents' responses concerning the extent of artificial intelligence applications and inclusive curriculum practices, while Pearson Product Moment Correlation was used to determine the association between artificial intelligence applications and inclusive curriculum practices. The analysis was guided by the five research questions formulated for the study. A mean benchmark of 2.50 was used as the decision rule for interpreting the descriptive findings. Mean scores of 2.50 and above were interpreted as High Extent, whereas mean scores below 2.50 were interpreted as Low Extent. For the correlational analysis, the direction and magnitude of the correlation coefficient were used to determine the nature and strength of the association between the variables.

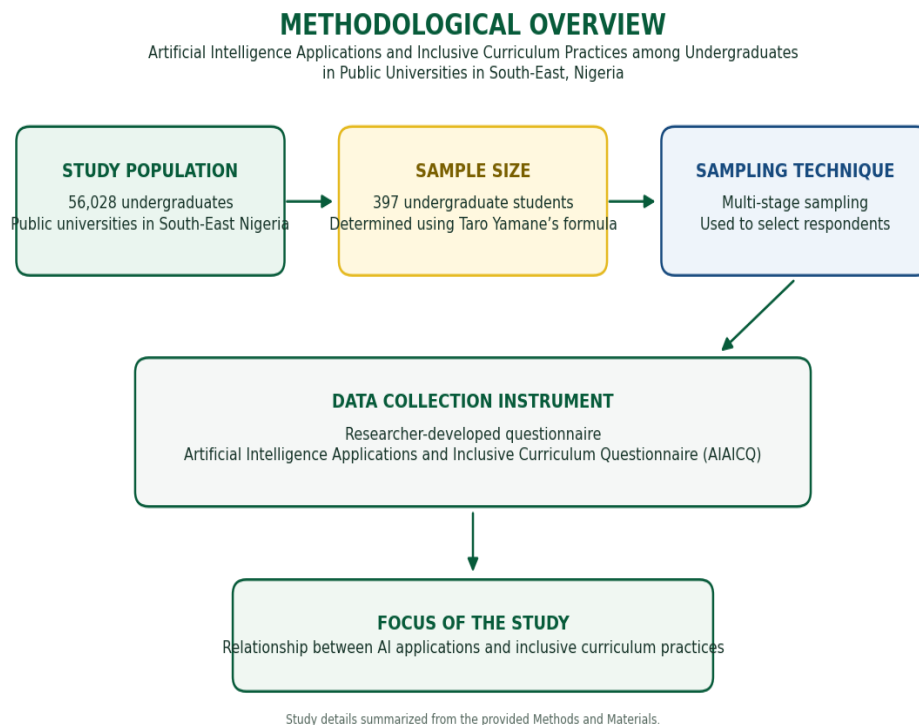


Figure 1: Summary of the Study Population, Sampling Procedure, and Data Collection Instrument

The chart above presents a summary of the methodological procedures adopted for the study. It shows that the study involved a population of 56,028 undergraduates, from which 397 respondents were selected using Taro Yamane's formula. The figure further indicates that a multi-stage sampling technique was employed for respondent selection, while data were collected using the researcher-developed Artificial Intelligence Applications and Inclusive Curriculum Questionnaire (AIAICQ).

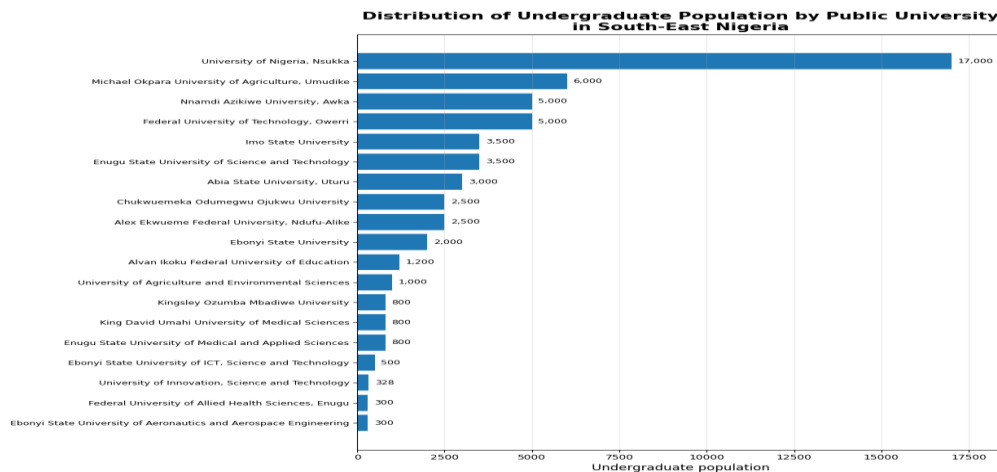


Figure 2: Distribution of Undergraduate Population by Public University in South-East Nigeria

The chart above illustrates the distribution of the 56,028 undergraduate population across the public universities in South-East Nigeria. The University of Nigeria, Nsukka recorded the highest population of 17,000 students, followed by Michael Okpara University of Agriculture, Umudike with 6,000 students. Nnamdi Azikiwe University, Awka and the Federal University of Technology, Owerri each had 5,000 students, while the remaining institutions recorded varying population sizes. The distribution

demonstrates the differences in undergraduate enrolment across the institutions and provides the population base from which the study sample of 397 undergraduates was determined.

Results

Research Question 1: To what extent do artificial intelligence applications support learner-centred teaching among undergraduates in public universities in South-East Nigeria?

Table 1: Mean and Standard Deviation of Responses on the Extent to which Artificial Intelligence Applications Support Learner-Centred Teaching among Undergraduates

S/N	Item Statement	Mean ($\bar{X}$)	Std. Dev. (SD)	Decision
1	Artificial intelligence applications allow me to learn at my own pace.	3.42	0.61	HE
2	Artificial intelligence applications enable me to choose learning materials that suit my learning needs.	3.38	0.65	HE
3	Artificial intelligence applications provide immediate feedback on my learning activities.	3.51	0.58	HE
4	Artificial intelligence applications help me identify areas where I need further learning support.	3.35	0.67	HE

5	Artificial intelligence applications enable me to take greater responsibility for my learning.	3.46	0.62	HE
6	Artificial intelligence applications enable me to participate actively in learning activities.	3.31	0.69	HE
7	Artificial intelligence applications provide learning support based on my individual learning needs.	3.40	0.64	HE
Aggregate Score		3.40	0.64	HE

Data in Table 1 show that artificial intelligence applications support learner-centred teaching among undergraduates to a high extent, with an overall mean of $\bar{X} = 3.40$ and standard deviation of $SD = 0.64$. Since $\bar{X} = 3.40 > 2.50$, the result indicates a High Extent (HE). The relatively low $SD = 0.64$ indicates that the responses were fairly close to the mean. The finding therefore shows that artificial intelligence applications support learner-centred teaching by enabling

students to learn at their own pace, select suitable learning materials, receive immediate feedback, identify areas requiring support, take greater responsibility for learning, participate actively, and receive learning support based on individual needs.

Research Question 2: To what extent do artificial intelligence applications support personalized learning among undergraduates in public universities in South-East Nigeria?

Table 2: Mean and Standard Deviation of Responses on the Extent to which Artificial Intelligence Applications Support Personalized Learning among Undergraduates

S/ N	Item Statement	Mean ($\bar{X}$)	Std. Dev. (SD)	Decision
1	Artificial intelligence applications allow me to access learning content that matches my individual learning needs.	3.44	0.62	HE
2	Artificial intelligence applications allow me to learn according to my preferred pace.	3.47	0.59	HE
3	Artificial intelligence applications provide learning activities that suit my level of understanding.	3.39	0.64	HE
4	Artificial intelligence applications recommend learning materials based on my areas of difficulty.	3.32	0.68	HE
5	Artificial intelligence applications help me receive individualized explanations of difficult concepts.	3.48	0.57	HE
6	Artificial intelligence applications enable me to practise topics according to my learning needs.	3.41	0.63	HE
7	Artificial intelligence applications help me monitor my learning progress and identify areas for improvement.	3.36	0.66	HE
Aggregate Score		3.41	0.63	HE

Data in Table 2 show that artificial intelligence applications support personalized learning among undergraduates to a high extent, with an overall mean of $\bar{X} = 3.41$ and standard deviation of $SD = 0.63$. Since $\bar{X} = 3.41 > 2.50$, the result indicates a High Extent (HE). The relatively low $SD = 0.63$ indicates that the responses were fairly close to the mean. The finding therefore shows that artificial intelligence applications support personalized learning by providing learning content, activities, explanations, practice

opportunities and learning materials that respond to students' individual learning needs, pace and areas of difficulty.

Research Question 3: To what extent do artificial intelligence applications support flexible assessment among undergraduates in public universities in South-East Nigeria?

Table 3: Mean and Standard Deviation of Responses on the Extent to which Artificial Intelligence Applications Support Flexible Assessment among Undergraduates

S/N	Item Statement	Mean ($\bar{X}$)	Std. Dev. (SD)	Decision
1	Artificial intelligence applications provide different ways for me to demonstrate my understanding of course content.	3.36	0.67	HE
2	Artificial intelligence applications provide immediate feedback on my assessment tasks.	3.49	0.58	HE
3	Artificial intelligence applications provide assessment activities that match my level of understanding.	3.28	0.71	HE
4	Artificial intelligence applications allow me to practise assessment tasks before formal examinations.	3.43	0.63	HE
5	Artificial intelligence applications help me identify mistakes in my assessment tasks.	3.45	0.60	HE
6	Artificial intelligence applications provide opportunities for me to improve my responses after receiving feedback.	3.33	0.69	HE
7	Artificial intelligence applications support assessment activities that accommodate my individual learning needs.	3.25	0.73	HE
Aggregate Score		3.37	0.66	HE

Data in Table 3 show that artificial intelligence applications support flexible assessment among undergraduates to a high extent, with an overall mean of $\bar{X} = 3.37$ and standard deviation of $SD = 0.66$. Since $\bar{X} = 3.37 > 2.50$, the result indicates a High Extent (HE). The relatively low $SD = 0.66$ indicates that the responses were fairly close to the mean. The finding therefore shows that artificial intelligence applications support flexible assessment through immediate feedback, varied ways of demonstrating

understanding, opportunities for practice and improvement, identification of mistakes, and assessment activities that accommodate students' individual learning needs.

Research Question 4: To what extent do artificial intelligence applications support collaborative learning among undergraduates in public universities in South-East Nigeria?

Table 4: Mean and Standard Deviation of Responses on the Extent to which Artificial Intelligence Applications Support Collaborative Learning among Undergraduates

S/N	Item Statement	Mean ($\bar{X}$)	Std. Dev. (SD)	Decision
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1	Artificial intelligence applications help me communicate with other students during learning activities.	3.31	0.70	HE
2	Artificial intelligence applications support the sharing of learning materials among students.	3.44	0.62	HE
3	Artificial intelligence applications help me contribute ideas during group learning activities.	3.38	0.66	HE
4	Artificial intelligence applications facilitate group discussions on course-related topics.	3.35	0.68	HE
5	Artificial intelligence applications help students work together to solve academic problems.	3.47	0.59	HE
6	Artificial intelligence applications support collaborative completion of academic tasks.	3.29	0.72	HE
7	Artificial intelligence applications enable me to receive and provide learning support from other students.	3.40	0.64	HE
Aggregate Score		3.38	0.66	HE

Data in Table 4 show that artificial intelligence applications support collaborative learning among undergraduates to a high extent, with an overall mean of $\bar{X} = 3.38$ and standard deviation of $SD = 0.66$. Since $\bar{X} = 3.38 > 2.50$, the result indicates a High Extent (HE). The relatively low $SD = 0.66$ indicates that the responses were fairly close to the mean. The finding therefore shows that artificial intelligence applications support collaborative learning by facilitating communication, sharing of learning materials,

group discussions, exchange of ideas, joint problem-solving, collaborative academic tasks, and peer learning support.

Research Question 5: To what extent do artificial intelligence applications support accessible learning resources among undergraduates in public universities in South-East Nigeria?

Table 5: Mean and Standard Deviation of Responses on the Extent to which Artificial Intelligence Applications Support Accessible Learning Resources among Undergraduates

S/ N	Item Statement	Mean ($\bar{X}$)	Std. Dev. (SD)	Decision
1	Artificial intelligence applications help me access learning materials at any time and from different locations.	3.46	0.61	HE
2	Artificial intelligence applications make difficult learning materials easier for me to understand.	3.39	0.65	HE
3	Artificial intelligence applications provide learning materials in formats that are convenient for me to use.	3.34	0.68	HE
4	Artificial intelligence applications help me locate relevant academic information quickly.	3.51	0.57	HE
5	Artificial intelligence applications support the conversion of learning content into accessible formats.	3.27	0.73	HE

6	Artificial intelligence applications help me access explanations when lecturers or other learning resources are not immediately available.	3.42	0.63	HE
7	Artificial intelligence applications provide learning support that helps me overcome difficulties in accessing academic resources.	3.35	0.67	HE
Aggregate Score		3.39	0.65	HE

Data in Table 5 show that artificial intelligence applications support accessible learning resources among undergraduates to a high extent, with an overall mean of $\bar{X} = 3.39$ and standard deviation of $SD = 0.65$. Since $\bar{X} = 3.39 > 2.50$, the result indicates a High Extent (HE). The relatively low $SD = 0.65$ indicates that the responses were fairly close to the mean. The finding therefore shows that artificial intelligence applications support access to learning resources by helping students obtain academic materials at different times and locations, understand difficult content, locate relevant information, access convenient formats, and obtain additional explanations and learning support when needed.

Discussion

The findings of the study revealed that artificial intelligence applications support learner-centred teaching among undergraduates in public universities in South-East Nigeria to a high extent. This finding indicates that artificial intelligence applications provide opportunities for students to learn at their own pace, select learning materials according to their needs, receive immediate feedback, identify areas requiring further support, and take greater responsibility for their learning. The finding is in consonance with Jia and Tu (2024), who explained that artificial intelligence-enhanced learning can provide personalized learning experiences and support students' active engagement in the learning process. Similarly, Abubakar, Onasanya, and Ibrahim (2024) found that students in Nigerian tertiary institutions perceived artificial intelligence integration as capable of improving pedagogical practices and enhancing students' learning experiences. The finding also agrees with Merino-Campos (2025), who identified personalized and adaptive

learning as important contributions of artificial intelligence to higher education. However, Falebita and Kok (2025) observed that the effective use of artificial intelligence tools among undergraduates depends considerably on technological readiness, self-efficacy and students' attitudes. This suggests that although artificial intelligence applications can support learner-centred teaching to a high extent, the benefits may depend on students' ability and willingness to use the available technologies effectively. The finding therefore suggests that artificial intelligence applications can strengthen learner-centred teaching by shifting greater responsibility for learning towards students while providing individualized academic support.

The findings of the study further revealed that artificial intelligence applications support personalized learning among undergraduates in public universities in South-East Nigeria to a high extent. The result shows that artificial intelligence applications provide learning content, explanations, practice opportunities and learning materials that respond to students' individual learning needs, preferred pace and areas of difficulty. The finding is in consonance with Merino-Campos (2025), who found that artificial intelligence has considerable potential for personalized learning in higher education through the adaptation of learning experiences to individual students. Similarly, Chen and Cheung (2025), in their systematic review and meta-analysis, established that generative artificial intelligence can contribute to university students' learning outcomes, particularly when the technology is appropriately integrated into learning processes. Jia and Tu (2024) also emphasized the capacity of artificial intelligence-enhanced learning to create more individualized

and adaptive learning experiences for college students. The finding is further supported by Salas-Pilco, Xiao, and Oshima (2022), who reported that artificial intelligence and emerging technologies can provide personalized support for learners who experience barriers within conventional educational arrangements. Nevertheless, Falebita and Kok (2025) indicated that technological readiness, self-efficacy and attitudes influence students' use of artificial intelligence tools. This implies that the availability of personalized artificial intelligence applications alone may not guarantee effective personalized learning unless students possess the necessary competence and confidence to use them. The finding therefore demonstrates that artificial intelligence applications have substantial potential for making learning more responsive to individual differences among undergraduates.

The findings of the study also revealed that artificial intelligence applications support flexible assessment among undergraduates in public universities in South-East Nigeria to a high extent. The result indicates that artificial intelligence applications provide immediate feedback, opportunities for practice, assistance in identifying errors, opportunities to improve responses and assessment support that accommodates individual learning needs. The finding is in consonance with Ezeugo, Ikeanumba, and Okafor (2026), who examined the application of artificial intelligence in the assessment of academic achievement among undergraduate students in the South-East Zone of Nigeria and established the relevance of artificial intelligence to contemporary assessment practices. Similarly, Abubakar, Onasanya, and Ibrahim (2024) reported that students perceived artificial intelligence integration as capable of improving pedagogical practices within Nigerian tertiary institutions. The finding also agrees with Chen and Cheung (2025), whose systematic review and meta-analysis showed that generative artificial intelligence can contribute positively to university students' learning outcomes when appropriately integrated into educational

processes. Pagliara, Bonavolonta, Pia, Falchi, and Zurru (2024) further emphasized that artificial intelligence can contribute to inclusive education by supporting more flexible and responsive educational practices. However, the high extent observed in the present study should be interpreted alongside the need for responsible assessment practices, since excessive dependence on artificial intelligence may raise concerns about academic integrity, authenticity of students' work and the validity of assessment outcomes. The finding therefore suggests that artificial intelligence can make assessment more flexible and responsive while requiring appropriate institutional guidelines for its educational use.

The findings of the study revealed that artificial intelligence applications support collaborative learning among undergraduates in public universities in South-East Nigeria to a high extent. The result indicates that artificial intelligence applications facilitate communication, sharing of learning materials, exchange of ideas, group discussions, joint problem-solving, collaborative academic tasks and peer learning support. The finding is in consonance with Ukeje, Elom, Ayanwale, Umoke, and Nwangbo (2024), who proposed an artificial intelligence-supported Open Campus Model for South-East Nigerian universities and highlighted the potential of artificial intelligence to promote stakeholder participation, collaboration and more open educational practices. Similarly, Abubakar, Onasanya, and Ibrahim (2024) found that artificial intelligence integration could enhance pedagogical practices and students' learning experiences in Nigerian tertiary institutions. The finding also agrees with Salas-Pilco, Xiao, and Oshima (2022), who identified the potential of artificial intelligence and emerging technologies to facilitate participation and support learners who experience barriers in conventional educational settings. In addition, Mbambo and Du Plessis (2025) emphasized the role of emerging artificial intelligence in establishing inclusive learning environments in which learners can participate more meaningfully. However, Falebita and Kok

(2024) noted that successful artificial intelligence integration in African higher education requires strategic planning and consideration of institutional and technological conditions. This suggests that artificial intelligence may facilitate collaborative learning, but effective collaboration still depends on adequate digital infrastructure, students' technological competence and institutional support. The finding therefore indicates that artificial intelligence applications can extend collaborative learning beyond conventional classroom interaction by providing students with additional opportunities to communicate, exchange ideas and work together on academic tasks.

The findings of the study finally revealed that artificial intelligence applications support accessible learning resources among undergraduates in public universities in South-East Nigeria to a high extent. The result shows that artificial intelligence applications help students access learning materials at different times and locations, simplify difficult academic content, locate relevant information, access convenient learning formats and obtain additional explanations when lecturers or other learning resources are not immediately available. The finding is in consonance with Salas-Pilco, Xiao, and Oshima (2022), who found that artificial intelligence and emerging technologies have potential for improving access and participation among learners who encounter barriers in conventional educational environments. Similarly, Pagliara, Bonavolonta, Pia, Falchi, and Zurru (2024) reported that artificial intelligence can contribute to inclusive education by improving access to learning opportunities and supporting diverse learner needs. The finding also agrees with Li, Yan, and Zeng (2025), whose systematic review of empirical studies showed that artificial intelligence can support inclusive education through technologies that respond to diverse learning requirements. Hyatt and Owenz (2026) further demonstrated that combining artificial intelligence with Universal Design for Learning can provide students with multiple means of engagement, representation and demonstration

of learning. However, Raphael, Ofoegbu, and Okechukwu (2025) found that undergraduate students with disabilities in federal universities in South-East Nigeria had high awareness but low utilization of artificial intelligence tools, with high technology costs, inadequate localized content and infrastructural limitations identified as important barriers. This contrasting finding is important because it indicates that the availability or potential accessibility of artificial intelligence applications does not necessarily guarantee actual access for all students. The present finding therefore suggests that artificial intelligence can substantially improve access to learning resources, but its inclusive value will depend on affordability, infrastructure, accessible content and institutional support.

Educational Implications of the Study

The findings have important educational implications for public universities in South-East Nigeria. The high extent of support reported across learner-centred teaching, personalized learning, flexible assessment, collaborative learning, and accessible learning resources indicates that artificial intelligence applications can strengthen inclusive curriculum practices. Universities should therefore provide appropriate digital infrastructure, staff and student training, and institutional guidelines to promote effective and responsible use of artificial intelligence in teaching and learning.

Contribution to Knowledge

The study contributes to knowledge by providing empirical evidence that artificial intelligence applications can support inclusive curriculum practices among undergraduates in public universities in South-East Nigeria. The study specifically demonstrates that artificial intelligence applications can support learner-centred teaching, personalized learning, flexible assessment, collaborative learning, and access to learning resources to a high extent. The study also extends existing knowledge by highlighting the relevance of artificial intelligence to inclusive curriculum implementation within the Nigerian public university context.

Conclusion

Based on the findings of the study, artificial intelligence applications support inclusive curriculum practices among undergraduates in public universities in South-East Nigeria to a high extent. The findings show high support for learner-centred teaching, personalized learning, flexible assessment, collaborative learning, and accessible learning resources. The study therefore concludes that artificial intelligence applications have considerable potential to strengthen inclusive curriculum practices by providing individualized learning support, flexible assessment opportunities, collaborative learning experiences, and improved access to educational resources. However, the effective realization of these benefits requires adequate infrastructure, digital competence, affordability, accessibility, and institutional support.

Recommendations

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

1. Public universities should integrate appropriate artificial intelligence applications into teaching practices to strengthen learner-centred teaching by supporting active participation, learner autonomy, immediate feedback, and individual learning needs.
2. Undergraduates should make responsible and purposeful use of artificial intelligence applications to support personalized learning by obtaining individualized explanations, practising difficult topics, monitoring learning progress, and improving areas of academic weakness.
3. Lecturers should use appropriate artificial intelligence applications to support flexible assessment by providing timely feedback, practice opportunities, opportunities for correcting errors, and varied ways for students to demonstrate their understanding.
4. Public universities should promote the use of artificial intelligence applications for collaborative learning through digital platforms that facilitate communication, sharing of

learning resources, group discussions, exchange of ideas, and joint academic problem-solving.

5. University authorities should improve access to artificial intelligence-supported learning resources by providing affordable digital facilities, reliable internet connectivity, and accessible academic content that accommodates the diverse learning needs of undergraduates.

6. Lecturers should receive regular training and professional development on the effective and responsible use of artificial intelligence applications to enhance inclusive curriculum practices, personalized learning, flexible assessment, collaborative learning, and access to learning resources.

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