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## **Abstract**

This paper is a discourse on blending of Artificial Intelligence and human resources towards positive learning outcomes. It is based on the authors' speculation that positive learning outcomes would be halted if careful steps are not taken to ensure a blend of artificial intelligence and human resources in tertiary education institutions. It is established that the assessment of learning outcomes are done after the learner must have been exposed to certain designed learning experiences by the teacher and other stakeholders and that this assessment is most often done by subjecting the learner to organized examinations or test. However, the authors submit here that since artificial intelligence involves programmed computer-controlled chips that can provide answers to questions and for the fact that students in tertiary institutions are noticeably using the AI provided answers in an examination, it is difficult to determine the learning outcomes from the students. The authors also submitted that without proper blending of AI and human resources, originality, independent thought, creative ideas, imaginations and sense of problem solving which are key yardsticks for measuring learning outcomes would not be guaranteed. Provoked by this state of affairs, the authors held unanimous view that emergence of artificial intelligence is welcomed in Nigeria because it has the capacity of helping the students, lecturers, non-teaching staff and major stakeholders in delivering on the mandate of tertiary education but emphasized that necessary steps must be taking to ensure careful blending of AI and human resources towards achieving positive outcomes. To do this, the authors suggested among other things that stakeholders in tertiary education should ensure adequate sensitization of both students and staff of tertiary institutions in Nigeria on the positive use of Artificial intelligence.

## Introduction

Education generally has been acknowledged as fundamental for any form of human and national development. This is true because is mostly through education, the individual members of societies are empowered with requisite knowledge, skills and competences with which they can cope with problems of life. Tertiary education particularly is paramount for the realization of high manpower need of every society. This is so because citizens receives foundational education from the pre-primary to primary and the foundational knowledge is widened and strengthened at the secondary levels but at the tertiary level of education what was done in these other level are consolidated on. Again, the diversified curriculum with which tertiary education operates enhances the training of experts in different fields of human endeavour.

Tertiary education pursues certain mandates among which are transmission of worthwhile knowledge and skills, research and overall human development. In doing this, there is always the need to follow global trends. That is to say that in training citizens, every country must not ignore global practices. On this note, Egemba (2022) submitted that globalization has placed high demand on the tertiary institutions across the world and Nigeria must rise to the responsibility of reviewing the contents and methods, human resources and overall administration of her tertiary education in other to meet the demands of the global community.

The implication of Egemba's submission is that Nigeria must have to administer her tertiary education following global practices and the authors of this paper are saying that, in addition that Nigeria must also not fail to acknowledge and consider her peculiarities as a sovereign nation. In line with the foregoing, one may agree with us that one aspect of global practice in this 21<sup>st</sup> century is the integration of Information and Communication technology in teaching and learning.

Technology has provided numerous platforms that are expected to enhance teaching and learning and while developing nations like Nigeria are striving hard to leverage on these platforms, other advanced or developed countries are upgrading or stepping into higher levels if ICT. Today, most countries of the world are not just talking of Artificial Intelligence (AI) but have fully integrated it in their education systems and Nigeria is working hard also to cue in perfectly. However, the big question that aroused the authors' interest in this topic is: How can Nigeria ensure a blend of Artificial intelligence and human resources to ensure that positive learning outcomes are realized? Effort is made in this paper to answer this important question beginning with providing insight on what Artificial intelligence, human resources and learning outcomes represent.

Artificial intelligence in this contest refers to the ability of computer systems to typically perform tasks that require human intelligence such as learning, reasoning, problem solving, speech recognition, visual perception, and translation of languages, decision-making, etc. This implies that if AI is integrated in the tertiary education it would have the capacity of assuming the role of the teacher and that of administrative and support staff of the school. Meaning that, it

has the capacity to replace in totality, human resources in the operation of the schools. Human resources are the set of people who make up the workforce of an organization, business sector, industry or economy. This again implies that if AI is integrated in tertiary education system it can coordinate both teaching and non-teaching activities in the school which may or may not breed the positive learning outcomes. Learning outcomes on the other hand refer to specific, measurable statements that define what the student should know, understand or be able to do after been exposed completely to certain learning experiences. Learning outcomes constitute the yardsticks for evaluation educational programmes. This suggests also that the approach adopted in integrating artificial intelligence in tertiary education can make or mare learning outcomes.

Tertiary education operates on diversified curriculum which is programmed for the purpose of training specialists/experts in diverse areas of human endeavour and to promote division of labour. In training students in the tertiary institutions, the lecturers are expected to develop in the students certain skills and knowledge that would make them employable. These skills constitute the learning outcomes and they include sense of reasoning, creative abilities, critical thinking skills, power of analysis and evaluation, originality of ideas, problem solving skills, ability to adapt to environmental circumstances, ethical re-orientation, among others. At the end of educational processes and practices, if the students are not able to exhibit all or some of these skills, it means that the expected learning outcomes are not achieved. The task of empowering students with these mentioned skills and others requires collaborative efforts of regulatory and quality assurance agents of the government, the lecturers; non-teaching staff which comprise administrative officers, technical staffs, data processing officers, security personnel, etc. These stakeholders constitute the human resources who are obligated especially in this era of globalization to embrace technologies like AI in its day to day operations geared towards achieving positive learning outcomes and complete human capacity development.

As university lecturers and staff, the authors have experienced severally where students solely depend on AI to supply them answers to examination questions and once they were caught and the phones were cease, they could not write anything else throughout the two hours examination. These experiences suggest that without careful incorporation of artificial intelligence in the tertiary education, it will be difficult to actually assess learning outcomes. Hence, this topic is discussed in this paper. The authors intend therefore to provide more insights on the subject matter and suggest ways of blending artificial intelligence and human resources towards achieving positive learning outcome.

### **Artificial Intelligence**

Artificial intelligence refers to range of technologies that are design to perform task that ordinarily requires human intelligence. According to Jones (2024), artificial intelligence (AI) is the ability of digital computers or computer-controlled robot to perform tasks commonly associated with intelligent human beings. he further noted that artificial intelligence covers five distinctive segments namely; machine learning, natural language processing, computer vision,

robotics and expert systems. All these are controlled by computers and or programmed micro-chips. That is to say that, AI involves systematically assembled technologies meant to perform diversified task like rational man would perform. Kim (2022) perceived artificial intelligence as the intelligence of a machine or computer which enables it to imitate or mimic human capacities. He further noted that AI uses multiple technologies to equip machines to sense, comprehend, plan, execute plans and learn like a human being. That means that AI can be sensitive enough to observe environments, recognize objects, render services like teaching, correlate ideas and solve multiple problem that highly intelligent human beings may even find difficult to solve.

## **Human Resources**

Human resources constitute the set of people (human beings) who operate as the workforce of an organization, institution or firm. Jim (2019) describes human resources as the entirety of the human machinery that pilots the affairs of an organization. Uwen (2017) perceived human resources as human beings that take responsibility for the coordination other resources within an organization for the purpose of ensuring the attainment of the organization. This simply points out the fact the first, human resources are human beings that have sense of coordination and their activities determines the realization of set objectives or not. In the tertiary education, human resources can be referred to as teaching and non-teaching (administration, technical and support) staff who are responsible for both teaching of the students and overall students-personnel administration.

## **Learning Outcomes**

Learning in the first place is considered as a procedure for acquiring new knowledge, behaviours, skills, values, attitudes of preferences and it is a crucial aspect human life. Learning outcomes are therefore specific, measurements criteria for assessing the extent of actualizing educational objectives. Ogaru (2015) defined learning outcomes as the expected behaviours, skills and attitudes which the learner is expected to exhibit after series of teaching and learning activities in the school. Smart (2020) explained Learning outcomes as the end product of whole learning experiences which the learner is exposed to after a specified period of time. It can be deduced from Smart's explanation that learning outcomes is the result which the learner shows as evidence that he assimilated the whole learning experiences he or she is exposed to in an organized learning environment.

## **Tertiary Education**

Tertiary education which is sometimes referred to as high education is an aspect of education that occurs in tertiary institutions designed to equip students with more requisite skills and higher knowledge after they must have concluded secondary level of education. Tertiary education is the education given after secondary education in universities, colleges of education, polytechnics, monotechnics including those institutions offering corresponding courses (FRN, 2013). It is clearly stated in the Nigeria's National Policy on Education that the goal of tertiary shall be to contribute to national development through high level relevant manpower training;

development of skills and inculcation of proper values for the survival of the individual recipient and the society among other goals. The above review shows that tertiary education and its institutions are charged with mandate of producing highly knowledgeable and skilful manpower for national development. In order to achieve these set goals, it is therefore necessary to ensure that the learning outcomes reflect the expectations of stakeholder in line with set goals.

## Discussion

In any discourse on the integration of technology and human resources towards achieving organizational goal, one question that comes to mind is: can machines completely replace man in an organization? Is there any risk or fear that technology can do all the jobs in an organization or institution and by implication relieve human beings of their jobs? Are their possibilities of harmonious collaboration of machines and human being in achieving organization or institutional goals? These questions provoke deep thoughts on issues of blending the two for maximal productivity in any organization.

Over the years teaching and learning had taken preeminence in education institutions and it involves the teacher on one side and the learner on the other side. In tertiary education institutions teaching and learning also occur in addition to research, staff development programmes, generation and dissemination of knowledge, skills development, community services, among other things. All these are done in line with the philosophical foundations and policy framework of the tertiary education. Lecturers has been teaching, assessing their students and justifying learning outcomes which had in most cases reflected positivity. Non-teaching staff of the tertiary institutions has also been coordinating staff and students personnel administration. However, Udemadu (2017) noted that these teaching and non teaching activities has been going on for a long time in a way which may be referred to as “analogue way” until about the 18<sup>th</sup> century when their came an explosion in technological advancement.

The emergence of the technology-driven era compelled all nations of the world to embraced technology and the implications among other things were that the world turned into a global village where information and technology rules. Yusuf and Balogun (2021) were of the opinion that this innovation placed high demands on the nations’ education (Nigeria inclusive); such that policies and programmes are consistently made to incorporate ICT in all sectors of any nation’s economy. Education sector is not left out in this scheme of things and off course stakeholders have been on a task of collaborating with ICT experts for installation of computers and other technologies to aid teaching and learning as well as the day to day administration of education in Nigeria. The authors in this paper have observed that as much as technological innovation no doubt has positive impact on all facets of the nations education, at some points it have introduced negative effect on learning outcomes. It appears that level of awareness and sensitization is not yet adequate to expose the students to the right E-learning packages that ought to improve their knowledge and skill acquisition. The implication is that there is need to enlighten the Nigerian students especially at the tertiary level of education on the positive use of



these technologies because many of them have already embraced negatively, the use of ICT platforms and mechanism. This misplacement of focus and lack of guidance is evidently introducing laziness among students especially at the tertiary education level.

One of the mandates of tertiary education is to ensure regular research and overall human capacity development which the technological innovation vis-à-vis E-research tools is expected to aid in Nigerian tertiary institutions but the students seem to show more interest on those computer applications that provides them already written works to copy than the ICT provided research applications and research tools that would help them gather empirical data for conducting researches. Ibrahim (2024) submitted that this abnormality is already affecting the quality of researches conducted by final year undergraduate students and even quality of postgraduate students' research outputs. Could it be that the use of technology is doing more harm than good? Let us leave that question for all who are involved to give individual answers.

As we try to wrap our heads on the identified negativities in trying to integrate ICT in education, the 21<sup>st</sup> century technological advancement introduced the emergence of Artificial intelligence which can be considered a higher version of ICT. The position of the authors in this paper is that this new trend no doubt is meant to exert many positive impacts on teaching, learning, research, collaboration, data collection, reporting, etc. so, it is not advisable to discard it on arrival rather it is advisable to systematically integrate the technologies as lack of careful integration of it is already showing negative effects on learning outcomes. The blend is paramount because students in Nigeria's tertiary institutions seem to have once again ignored the rightful use of artificial intelligence and such is negatively affecting the achievement of positive learning outcomes.

The authors experiences in the course of supervising semester examinations is that most of tertiary education students now depend on AI tools to answer examination question and test for continuous assessment. They depend on AI for their spelling and conceptual analysis. One may not be out of place to note on a worrisome note that the students are either not well informed or are not ready to download AI research tools that will help them conduct deep researches on matter of global concern. The implication of the poor blending of AI by students and even lecturers is that it grinds down originality of idea, independence of thought, development of critical thinking and creative abilities, decision-making abilities, learners curiosity, skills for analysis and evaluation of situations among other 21<sup>st</sup> century learning skills and outcomes expected of both lecturers and students.

With regards to non-teaching activities in the tertiary education institutions, technologies such as artificial intelligence is expected to help the staff manage data and provide quality service delivery that would promote positive learning outcomes but in recent times as the authors have experienced, some dubious non-teaching staff who are responsible for financial records or students examination records manipulate scores and falsify signatures and data with the help of this same artificial intelligence apps. On this note again, one can say that artificial intelligence

when not properly blended can cause the education sector more harm than good in terms of outcomes. The submission of the authors therefore is that as much as AI is as acceptable as a valuable technological provision that is capable of facilitating teaching, learning, and overall educational administration, its careful integration in tertiary education is a must otherwise it will thwart all yardsticks for measuring learning outcomes. Since it has been established that machines alone cannot carry out the day-to-day activities in the Nigerian tertiary education institutions; the authors' advocate that necessary steps should be taken with no further delay to ensure proper blending of artificial intelligence and human resources in Nigeria's tertiary education institutions.

### **Conclusion**

Education generally is a key to all forms of human and national development. Tertiary education in particular is fundamental in providing the manpower needs of any nation. It is therefore necessary that Nigerian citizens be empowered with knowledge and skills through effective tertiary education. In doing this, it is wise to implore all machineries that facilitate teaching, learning, research and overall human development. As the global community is now embracing artificial intelligence and integrating it in the education of citizens, it is also good for Nigeria as a nation to cue in. However, stakeholders in Nigerian education must always be conscious of the peculiarities of the nation as much they try to implement global practice. This implies that with regard to tertiary education in Nigeria, adequate and workable modalities need to be put in place to ensure a proper blend of artificial intelligence and human resources towards positive learning outcomes and for the overall human and national development in Nigeria.

### **Suggestions**

In order to ensure the blend of artificial intelligence and human resources towards positive learning outcomes in tertiary education in Nigeria, the authors consider the following steps very necessary:

1. Stakeholder should ensure adequate sensitization of both students and staff of tertiary institutions in Nigeria on positive use of Artificial intelligence.
2. Objective collaboration between the stakeholders of tertiary education and those in information and communication technology should be upheld in order to consistently harmonize regulation guidelines on use of artificial intelligence in schools.
3. Heads of tertiary institutions and the quality assurance units should ensure regular and adequate internal and external supervision of instruction and to provide adequate guide for technology-aided teaching and learning activities.
4. Strict implementation of examination guidelines/rules especially as it concerns the use of technological gadgets in examination halls and result processing should be emphasized.

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