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All correspondence should be directed to:

Editor

Prof. S. D. Osaat

Department of Educational Foundations

University of Port Harcourt, P.M.B 5323, Port Harcourt, Rivers State, Nigeria.

Sunday.osaat@uniport.edu.ng

osaatsundan@gmail.com

+234 803 673 1057

+234 703 440 6894

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University of Port Harcourt, Rivers State, Nigeria
oputacfine@gmail.com
08034636661

Peki College of Education, Accra, Ghana
aseyramkafui@gmail.com
+233244024485

&

Abetifi Presbyterian College of Education, Accra, Ghana
smagyemang@abetifi.coe.edu.gh
0242171519

Abstract

This study examined creating sports literacy through artificial intelligence for effective sports marketing in public universities in Accra, Ghana. Two research objectives and corresponding research questions were used for the study just as the descriptive design was adopted. Also, the theory of human capital guided it. Data was got from both primary and secondary sources. A self-prepared instrument titled, “Creating Sports Literacy through Artificial Intelligence for Effective Sports Marketing in Public Universities in Accra Questionnaire (CSLAIESMPUAQ)” was used to collected data from the 400 respondents. Findings showed that both physical and health education and sports participation contribute positively to sports marketing and both can be generated using Artificial Intelligence. It was therefore recommended among others that teaching physical and health education through AI should be promoted in public universities in Accra to enhance the knowledge of students towards sports and its marketing, the curriculum for physical and health education should be improved in order to accommodate current trends such as sponsorship, branding, advertising, social / public relations, etc., federal government in collaboration with education stakeholders should train the physical and health education teachers on the use of AI in their discipline periodically for their continual development, which will be handy during teaching - learning sessions as well as intramural and intermural sports and that AI computers and ICT facilities

should be made available in public universities which will be useful during teaching and practice.

Key words: Artificial Intelligence, Sports Literacy, Sports Marketing and Physical and Health Education.

Introduction

In recent times, the use of Artificial Intelligence (AI) in institutions of learning in facilitating knowledge has elicited great excitements in the society. Being that its relevance cuts across all courses including physical and health education, school administrators are queuing into it to promote sports literacy which becomes a springboard for sports marketing. A welcome development, the use of AI in this regard, is expected to take sports marketing in schools to another level.

Sports refers to the various activities that people engage in, from childhood to adulthood which assist to promote their acquisition of mental, physical, emotional, spiritual and aesthetic wellbeing in order for them to contribute meaningfully to the development of the society. Okediji (2018) averred that sports can be categorised into athletics, gymnastics, individual sports, team sports, rhythms dance, martial arts and combative sports. These include football, volleyball, hockey, etc. In tertiary institutions, they are designed and translated into subjects such as physical and health education which form part of education curriculum in different countries including Ghana.

Sports is a business that if properly managed, will bring development (Jona et al, 2012). The developmental properties of sports in public universities may not be harnessed if not well managed and marketed using marketing tools. Financial resources required for developmental projects for and in schools and society could be generated through sports. A country's level of development can be seen in its sports industry and producers in sports industry need the consumers to remain in business (Eksteen, 2012). Hence, the sports industry covers the market in which the products offered to its buyers are sports fitness, recreation or leisure-related and may be activities, goods, services, people, places or ideas. The human and material resources for sports need to be managed and marketed for sports development (Elendu, 2018).

Marketing means a social managerial process by which individuals and groups obtain what they need and want through creating, offering and exchanging products of value with other persons or organisations (Mokhtar et al, 2021). Sports marketing implies the marketing of sports, using the marketing mix variables to communicate the essence of sports participation and spectatorship to potential consumer or identifiable demographic markets. It is the application of marketing ideologies in the sports industry for sports development in educational institutions and the society in extension. Football marketing has been categorised into two - the selling of football merchandises and services directed at patrons of sports through sports promotions (Akyeampong, 2015).

Sports literacy comprises all bodily activities and teachings / knowledge that go beyond rivalry sports. It has grown from a non-competitive weekend entertainment into a highly

competitive industry (**Akinola & Adetunji, 2021**). The rate at which its growth has happened in recent times requires innovative and efficient sports administration. This is where the use of AI comes in, AI is now used by sports administrators in schools to promote sports literacy. It is also important that students are fully exposed and introduced into the use of artificial intelligence in sports. Through core subjects such as physical and health education, sports varieties are introduced to students using AI and making them sports literates in the process. This means that students' awareness about sports increases as they are thought and exposed to the dynamics, intricacies and rudiments of sports through AI. It further shows that sport literacy is necessary to enhance sports marketing in schools. How best to create more sports awareness among students through AI, which will help create better sports marketing opportunities becomes the reason for the study.

Objectives of the Study

The objectives are to:

- (i) identify how AI can be used to teach physical and health education for the promotion of sports marketing in public universities in Accra, Ghana.
- (ii) find out how AI can be used to enhance athletes' participation for the promotion of sports marketing in public universities in Accra, Ghana.

Research Questions

The research questions are:

- (1) How can AI be used to teach physical and health education for the promotion of sports marketing in public universities in Accra, Ghana?
- (2) How can AI be used to enhance athletes' participation for the promotion of sports marketing in public universities in Accra, Ghana?

Conceptual Review

Concept of Artificial Intelligence

Artificial Intelligence (AI) is generating more excitement in the society due to its multi-purpose functions which includes sports literacy. AI is changing the way people live and work. It is gaining momentum in the education and training spaces as more products and services that use AI become available. After acknowledging that AI has been adopted relatively slowly in educational settings, its usefulness in sports literacy and marketing cannot be denied (Mokhtar et al, 2021).

Both Russell and Norvig (2020) defined AI as the ability of computers or other machines to exhibit or simulate intelligent behaviour. It is the simulation of human intelligence processes by machines, especially computer systems. These processes include learning (the acquisition of information and rules for using it), reasoning (the use of rules to reach approximate or definite conclusions) and self-correction. AI technologies can enhance sports outcomes by providing personalised learning experiences, automating administrative tasks and facilitating access to sports resources (**Akinola & Adetunji, 2021**),

According to Poole and Mackworth (2010), AI developed as a formal academic discipline in the mid-20th century. It was first coined in 1956 at the Dartmouth Conference that was organised by John McCarthy, Marvin Minsky, Nathaniel Rochester and Claude Shannon. During the event, the participants attempted to explore the potential of machines to simulate aspects of human intelligence, leading to various research projects and the development of initial AI programs. In the years that followed, major progress was made in the development of algorithms, neural networks and symbolic reasoning.

Early AI research majored on problem-solving, natural language understanding and game playing. Key milestones included the development of programs such as the Logic Theorist (1955) and General Problem Solver (1957) which were designed to mimic human problem-solving abilities. Kumar et al (2022) commented that AI has the ability to promote sports marketing in any society by enhancing its awareness across various sectors in the society including education.

Going further, AI can be categorised in many ways depending on different characteristics and functionalities. Some of the main types of AI include:

1. Narrow AI (Weak AI)

Narrow AI connotes AI systems that are designed and trained for a specific task (Weimer, 2013). These systems operate under a limited set of constraints and are not capable of performing beyond their programmed abilities. Examples include:

- **Voice Assistants** (e.g., Siri, Alexa): They can render tasks which include setting reminders or playing music but cannot engage in complex conversations.
- **Recommendation Systems** (e.g., Netflix, Amazon): They analyse user data to suggest products or content but do not possess understanding beyond their dataset.

2. General AI (Strong AI)

General AI, also regarded as Strong AI, refers to hypothetical AI systems that possess the ability to understand, learn and apply intelligence across a wide range of tasks, similar to a human being. As of now, General AI remains theoretical and has not been realised (Poole & Mackworth, 2010).

3. Reactive Machines AI

Reactive machines are the most basic form of AI systems. They do not have memory or the ability to learn from past experiences. They simply react to current situations based on pre-defined rules. An example is IBM's Deep Blue, the chess-playing computer that could analyze positions and make decisions based on its algorithms (Tomlinson, 2001).

4. Super Intelligent AI

Super intelligent AI is a form of AI that surpasses human intelligence in practically every field, including creativity, decision-making, problem-solving and emotional intelligence (Partnership for 21st Century Skills, 2009). This level of AI is largely speculative and is

frequently discussed in the context of potential future developments and ethical considerations.

5. Cognitive AI

Cognitive AI aims to emulate human thought processes in a machine. This involves reasoning, learning and understanding context, aiming for human-like interactions in a more sophisticated manner. Cognitive AI systems often enhance decision-making and are used in fields such as education, healthcare and finance (Robles, 2012).

6. Applied AI

This implies the AI that is applied in practical applications across various industries. These systems use algorithms and data to solve specific problems. They include:

- **Natural Language Processing (NLP):** AI systems that understand and generate human language (e.g., Chatbots).
- **Computer Vision:** AI that enables machines to interpret and make decisions based on visual information (e.g., facial recognition systems).

The classifications go a long way in understanding the current state of AI technology and its future developments that may arise. Each type has its own application and ethical consideration. Hence, a major AI innovation is the development of adaptive learning platforms that customise learning contents to suit learners' pace (Mokhtar et al, 2021). In Accra, such platforms can utilise indigenous languages and contexts to facilitate comprehension and engagement. By integrating local dialects into the curriculum, these systems cater for students' linguistic backgrounds, thereby fostering a more inclusive instructional framework (Wang et al, 2019).

Using AI to Teach Physical and Health Education for the Promotion of Sports Marketing in Public Universities in Accra, Ghana

Physical and health education is a vital aspect of sports education. It contributes a lot in the development of health, physical welfare and recreation. Although, not a new field, physical and health education continues to receive several definitions. For instance, Adisa (2010) averred that physical and health education concerns itself with physical activities, which develop and maintain the human body. The attainment of its objectives depends to a great extent on the leadership responsible for its direction. The scholar also stated that many nations have used it to train their youths, which shows that physical and health education is supposed to begin at an early age.

According to Ashley (2023), physical and health education is the process of education that is connected with the development and utilisation of the individual's voluntary and purposeful movement capabilities which is directly related to one's mental, emotional, social and physical responses. It behoves that the school's physical and health education programme comprises a specialised learning environment, characterised by many planned conditions and stimuli specifically intended to induce or provide opportunities for physical, social, emotional, intellectual and other beneficial responses through which the students may

become changed, modified or educated in desirable ways as approved by the society. Hence, physical and health education has been accepted as an essential educational experience in which learners engage in regularly (Ojeaga, 2010).

Physical and health education is taught in universities aside primary, secondary schools as well as colleges. Students in universities are of different backgrounds, experience, interests, needs and goals with the aim of attaining bachelor, master or doctorate degrees after their programme. The students pursuing bachelor's degree may enroll in physical and health education to meet a requirement or as an elective; but for some medical reasons, military service, age or athletic participation may serve to exempt students from required physical education. There are also general programmes for those not majoring in physical and health education and professional programmes for those majoring in physical and health education.

The use of AI in teaching physical and health education enables the creation of intelligent tutoring systems that offer personalized feedback / learning experiences and support. These systems analyze students' performance data to identify strengths and weaknesses, providing targeted assistance akin to one-on-one lecturing (Kumar et al, 2022). With class sizes that run high in the Ghanaian educational setting, such technologies will unburden educators and guarantee students receive adequate guidance on sports literacy for sports marketing which goes a long way in facilitating national development.

Using AI to Boost Sports participation for the Promotion of Sports Marketing in Public Universities in Accra, Ghana

Sports participation in schools is a concept that demonstrates how students are introduced into sports and at the same time, encouraged to embrace sports passionately, including taking part in it. Its essence is to produce a pool of athletes from which a crop of elite competitors can develop (Ashley, 2023). There is the need to imagine a high-performance sports system in which athletes are identified and recruited for their performance potential (i.e. a system built via selection and conscription). By using AI to teach sports in the classroom, the interests of students are aroused which inspire them toward participation.

Adequate systems for training, motivating and supporting athletes are good predictors of success in talent identification. This might explain why Kalinowsky and Monsaas in Desbordes and Richelieu (2012) stated that the talents of outstanding swimmers and tennis players were bestowed on them after they began to excel. Also, there are physical requirements for performance in many sports that are substantially ascertained by genetics, such as the need for height in basketball or the need for a high percentage of strong muscle fibers in sprint events. Any system of sports built from early identification of talent, however, would have to predict more than size, physiology and somatotype e.g. long-range skill potential. Moreover, Chambliss in Doyle et al (2020) averred that the competitive standards attained by swimmers were substantially determined by the swimmers' social environments and the cultures of their teams.

At least, four concepts are required to analyse the processes by which people become involved in sports: recruitment, motivation, socialisation and commitment. Although,

socialisation and commitment are subcategories of motivation, there is heuristic value in analysing each differently. Recruitment is simply the manner by which a team or organisation enlists new members. Once the athlete has been introduced to the sports, the processes by which athletes are retained or lost begin (Deliautaite, 2021). Retention is mediated by the athlete's motivation and ways he is socialised into the sports and team subculture. It is dependent on the commitment an athlete develops to the sports and/or to the sports organisation. Socialisation connotes how an athlete blends or flows with his fellow athlete as well as the entire sports family while commitment refers to the level of engagement with the sports.

Sports Marketing

Sports marketing is the use of sports to market products which come in the form of goods and services. It is the managerial and social activity in which the manager of sports (sometimes an individual) attempts to obtain what the sports organisation (or groups) demand through developing and exchanging value with others.

Spots marketing is done to facilitate games (their items and administration) and non-games (their related items and administrations) through an affiliation e.g. a sponsor and the offering of game bodies and codes, their identities, their occasions, their exercises, their activities, their methodologies and pictures (Ashley, 2023). Consequently, two main concepts of sports marketing are brought into the picture - marketing of sports and marketing using sports. While marketing of sports is the use of marketing elements to communicate essence of sports patronage to potential consumers, marketing through sports is related to sports sponsorship (Elendu, 2018).

Theoretical Framework

Human Capital Theory

Human capital theory was propounded by Adams Smith in 1776 and developed by Gary Becker in 1964. The theory stipulates that man's ability to perform different tasks is based on the skills and knowledge inbuilt in him and external forces such as education, training and incentives which help to boost his qualities. Human capital theory suggests the aggregate stock of competencies, knowledge, social and personal attributes embodied in an intrinsic measure of economic value. It considers humans as economic units that are very essential.

Owhondah (2018) stated that in every society, there is the urgent need for growth; hence, human capital theory asserts that there is a major relationship between the growth in the stock of a nation's human resources and the growth of national output. It is thus beneficial that nations which want to attain specific level of socio-economic manpower resources, invest in their human resources (e.g. student-athletes).

This theory is premised on the assumption that skills and competences acquired by people (e.g. student athletes) is a factor of production comparable to other factors of production such as machine and land. For example, training-learning outcomes are dependent on the instructional roles of trainers / instructors among other factors. Thus, this proposal of human capital theory observes that human resources are invaluable assets to a society that tend to

enhance its productive capacity; which follows that human capital forms the tools that enable all other resources to survive.

In essence, if student-athletes are properly developed / groomed / trained using AI, they will shine in their chosen path e.g. football, hockey, etc; and bring glories to themselves, schools, families and the nation in general. This is possible due to their inner skills / talents and physical trainings they received.

Empirical Framework

Okediji (2018) examined the relevance of sports to the development of education. Sporting activities have been part of the culture and natural living of man; they have direct relationship with plans, purposes and goals of human beings. Sports have existed with education since primitive times, when man developed skills like hunting, handling of weapons, tests of strength, endurance and courage. Sports such as soccer, badminton, volleyball, handball, tennis, swimming and athletics have corroborated teaching and learning activities at all levels of education be it informal, non-formal or formal in Ghana. Historical research methodology in education was used to carry out and analyse data for the paper using archival materials and oral interviews as primary sources while textbooks, journals and internet materials were used as secondary sources. The main focuses of the paper were to examine the concepts of sports and education, the place of sports in the educational policy and curriculum, advantages of sports to education and nation building, challenges of sports in education and offer suggestions for the improvement of sports and education in the country. The findings of the study revealed that; sports was formally introduced into educational curriculum in Ghana as physical education around 1904 by the British administration, sports promotes physical health and fitness, recreational activities, relaxation prestige, economic status, identifies talents, abilities, impart skills, encourage socio-cultural relationship which enhances unity among the populace. The forum to benefit from sports usually come at grassroots, school inter-house sports and inter-schools competitions and association forum. Challenges of sports include inadequate funding, mismanagements of funds, lack of integrity, inadequate personnel, dwindling infrastructural and sporting facilities, inadequate training and medical facilities. It was recommended that, if the above challenges are properly addressed, sporting activities will project the country's education more for overall development both nationally and internationally.

Elendu (2018) investigated marketing tools for sports management and development in universities. The university system is a fertile ground for identification, management and development of sports talents for sports industry. Every industry including sport industry produces and offers products and services to the society. Sports products and services are produced by sportspersons for sports consumers and this contributes to the socio-economic, political, infrastructural and cultural development of sports in the university and society at large, if well managed and marketed. Sports in universities can be managed and developed using marketing tools such as sponsorship, advertising, sales promotion, publicity and public relations, packaging, branding, merchandising, labeling, personal selling, direct marketing and warranty. The relevance and applicability of these marketing tools to sports management

and development have been highlighted. It was recommended that sports marketing tools should be employed by universities for their sports management and development efforts and programmes. Experts in sports marketing and managements should be integrated into the running of sports in universities. There should be collaboration between practitioners of sports and marketing professions to see how best sports can be marketed to consumers using different marketing tools. Researches on marketing and promotional tools with the aim of discovering more marketing tools and their applicability to sports should also be encouraged.

Methodology

The research design adopted for this study was the descriptive research design while the population of the study comprised all the students of the 5 public universities in Accra, Ghana numbering 16,864 (Ghanaian Ministry of Education, 2023). This study adopted Taro Yemane's method to determine the sample size at 390.73 which was approximated at 400. .

The formular is stated as: $n = \frac{N}{1 + N(e)^2}$

Where

n = sample size sought

N = Population size

I = Constant

e = Error of estimate at 0.05 significance level.

The sample size of 400 was got using both stratified and purposive sampling techniques. While stratified sampling techniques was used to identify the 5 public universities in the study area being Accra, purposive sampling technique was used to select 80 students from each of the universities, to arrive at a total of 400. The names of the five universities were University of Ghana, Accra Technical University, Ghana Communication Technology, Institute of Management and Public Administration and the University of Professional Studies..The instrument used for the study was a self-structured questionnaire entitled, "Creating Sports Literacy through Artificial Intelligence for Effective Sports Marketing in Public Universities in Accra Questionnaire (CSLAIESMPUAQ)". It was divided into three sections namely sections A and B. Section A of the questionnaire was used to elicit information on demographic data while Section B contained ten (10) items which were used to elicit information from the respondents. The instrument was structured based on a 4-Point Likert rating scale with response options and corresponding numerical value assigned to them as follows: Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. To ascertain the face and content validity of the instrument, the questionnaire was given to two experts in sports management. Their correction and approval were inserted in the final draft of the instrument. The instrument was thus administered to 20 secondary school teachers in Kumasi who were not part of the sample to determine the internal consistency of the test items. The Cronbach alpha statistical tool was used to analyse the data collected from the respondents, to get a reliability index of 0.86. Thus, the researcher administered the instrument personally to the respondents and collected within a week to avoid high rate of attrition. Furthermore, the researcher used mean and

standard deviation to answer the two research questions. The criterion mean of 2.50 was achieved thus: $4+3+2+1/ 4$. Mean scores of 2.50 and above was accepted as showing strong agreement while mean scores below 2.5 showed strong disagreement. Out of the 400 copies of questionnaire distributed, 380 copies of them were duly completed and returned representing 95%. They were thus used to analyse the data.

Analyses

Objective One: Identify how AI can be used to teach physical and health education for the promotion of sports marketing in public universities in Accra, Ghana.

Table 1: Mean scores and standard deviation of respondents on how AI can be used to teach physical and health education for the promotion of sports marketing in public universities in Accra, Ghana.

S/N	Items	Male Students (200)		Female Students (180)		Mean Set	Decision		
		Mean	Std	Mean	Std.				
1	AI can be applied in physical and health education to teach students the rudiments of sports.	3.2	0.9	3.0	1.0	3.1	Agree		
2	Through AI in physical and health education, students get the opportunity to practice what they have been taught.	3.2	0.9	3.4	0.9	3.3	Agree		
3	Through AI in physical and health education, they learn about sports marketing.	3.2	0.8	3.4	0.9	3.3	Agree		
4	Through AI in physical and health education, they know more about sponsors.	3.3	0.9	3.3	0.9	3.3	Agree		
5	Through AI in physical and health education, they understand that sports can create a career for them.	3.1	0.8	3.3	0.8	3.2	Agree		
Aggregate mean scores & St.D		3.2	0.9	3.3	0.8	3.3	Agree		

Source: Author's Computation 2024

Data on table 1 present the mean and standard deviation scores of male and female students with regard to how AI can be used to teach physical and health education for the promotion of sports marketing in public universities in Accra, Ghana. Their mean scores revealed that all the respondents agreed to items 1-5 with mean scores of 3.1, 3.3, 3.3, 3.3, and 3.2, resulting to a cumulative mean score of 3.3.

This means that the aggregate mean score of 3.3 is greater than the criterion mean of 2.5 while the mean score of 3.2 for male students and 3.3 for female students imply that the respondents accept the items on the table. Therefore, AI can be used to teach physical and health education for the promotion of sports marketing in public universities in Accra, Ghana.

Objective Two: Find out how AI can be used to enhance athletes' participation for the promotion of sports marketing in public universities in Accra, Ghana.

Table 2: Mean scores and standard deviation of respondents on how AI can be used to enhance athletes' participation for the promotion of sports marketing in public universities in Accra, Ghana.

S/N	Items	Male Students (200)		Female Students (180)		Mean Set	Decision
		Mean	Std	Mean	Std.		
6	Sports participation through AI offers students the opportunity of embracing sports.	3.2	0.8	3.3	0.9	3.3	Agree
7	Through sports participation using AI, students are able to socialise with one another.	3.4	0.8	3.3	0.7	3.3	Agree
8	Sports participation through AI gives school administrators the opportunity of recruiting student-athletes.	3.3	0.8	3.0	0.9	3.3	Agree
9	Sports participation through AI gives school administrators the opportunity of retaining student-athletes.	3.2	0.9	3.3	0.7	3.3	Agree
10	Sports participation through AI creates room for student-athletes to do physical exercise which help in keeping the body fit.	3.3	0.8	3.3	0.9	3.3	Agree
Aggregate mean scores & St.D		3.3	0.8	3.3	0.8	3.3	Agree

Source: Author's Computation 2024

Data on table 4.2 present the mean and standard deviation scores of male and female students with regard to how AI can be used to enhance athletes' participation for the promotion of sports marketing in public universities in Accra, Ghana. Their mean scores revealed that all the respondents agreed to items 6-10 with mean scores of 3.3, 3.3, 3.3, 3.3 and 3.3, resulting to a cumulative mean score of 3.3

This means that the aggregate mean score of 3.3 is greater than the criterion mean of 2.5 while the mean score of 3.3 for male students and 3.3 for female students imply that the

respondents accept the items on the table. Therefore, AI can be used to enhance athletes' participation for the promotion of sports marketing in public universities in Accra, Ghana.

Discussion of Findings

Using AI to Teach Physical and Health Education

Inference from the mean and standard deviation statistics on utilizing AI for physical and health education suggests that the male and female students agreed that AI can be used to teach physical and health education for the promotion of sports marketing in public universities in Accra, Ghana. The positive agreement among the respondents is statistically significant. This shows that using AI to teach physical and health education helps greatly in facilitating sports marketing in public universities in Accra, Ghana. This result agrees with earlier studies by Adisa (2010) and Ala and Ajibua (2012) who affirmed that using AI to teach physical and health education helps greatly in facilitating sports marketing in public universities in Accra, Ghana.

Using AI to Enhance Athletes' Participation

Inference from the mean and standard deviation statistics on athletes' participation connotes that the male and female students agreed that AI can be used to enhance athletes' participation for the promotion of sports marketing in public universities in Accra, Ghana. These views have been corroborated by eminent scholars such as Ashley (2023) and Desbordes and Richelieu (2012) who claimed that athletes sports participation helps in introducing students to sports, recruitment, retention and socialisation among others.

Conclusion

Creating sports literacy in institutions of learning through AI can create fresh and positive feelings in schools with regard to sports and its marketing when properly handled. Its benefits are enormous; including keeping both the students and teachers fit, improving students' physical, mental and moral abilities, preparing student-athletes for competitions both locally and globally; and learning new ways of doing sports marketing especially in a fierce competitive world. The efforts currently put in by sports administrators in the public tertiary universities in Accra, Ghana with regard to sports marketing through AI is grossly inadequate compared to other public universities in developed countries such as Britain, Germany, France and Russia. It is needful therefore that the government and school administrators should partner to promote sports literacy in schools using AI which will go a long way in marketing the nation's sports, improving the students and developing the country in the process.

Recommendations

From the foregoing, the following recommendations have been reached:

- i. Teaching physical and health education through AI should be promoted in public universities in Accra to enhance the knowledge of students towards sports and its marketing.
- ii. The curriculum for physical and health education should be improved in order to accommodate current trends such as sponsorship, branding, advertising, social / public relations, etc.

- iii. Federal government in collaboration with education stakeholders should train the physical and health education teachers on the use of AI in their discipline periodically for their continual development, which will be handy during teaching - learning sessions as well as intramural and intermural sports.
- iv. AI computers and ICT facilities should be made available in public universities which will be useful during teaching and practice.
- v. AI machines that are designed with different pedagogical methods should be used in public universities during sports teaching-learning outcomes.
- vi. Only reliable sponsors and marketers should be arranged, sought or patronised for the student-athletes and universities welfare.

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