

Investigating the Influence of Artificial Intelligence on Higher Education: An Empirical Analysis

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Abstract

Artificial intelligence (AI) has attracted increasing attention across numerous sectors, with higher education emerging as one of the areas experiencing significant transformation. This study investigates the influence of AI on higher education by considering its implications for teaching and learning, assessment practices, ethical concerns, skill development, and graduates' future employment opportunities. Specifically, the study seeks to examine the role of AI in higher education, evaluate its effects on instructional and learning activities, explore its influence on assessment and grading, and determine its possible implications for the future careers of university graduates. A qualitative research approach was adopted, using survey responses obtained from individuals within the higher education community. The findings indicate that AI is likely to play an increasingly important role in shaping the future of higher education. The results further suggest that AI can enhance the efficiency and effectiveness of educational processes while supporting students in developing relevant knowledge and competencies required in the evolving labour market. However, the findings also draw attention to the ethical issues associated with the adoption and use of AI technologies. Consequently, higher education institutions need to incorporate AI-related knowledge and applications more effectively into their academic programmes in order to adequately prepare students for future workplace demands. AI offers considerable opportunities for improving educational delivery through personalised learning experiences that address the diverse needs of individual students. It can provide timely feedback, automate routine administrative activities, and support assessment and grading processes. These capabilities may enable educators to devote more attention to curriculum development, student support, and the delivery of high-quality instruction. The findings of this study indicate that the use of AI can positively influence students' learning experiences by supporting the acquisition of relevant knowledge and practical skills. Overall, this study provides valuable insight into the capacity of AI to reshape higher education and promote the development of competencies required by future graduates. The findings have important implications for educators, policymakers, institutional administrators, and other stakeholders within the higher education sector. The study therefore recommends greater integration of AI into higher education curricula, alongside careful consideration of the ethical issues associated with its implementation. Through the responsible adoption of AI technologies, higher education institutions can better equip graduates with the knowledge and skills necessary to succeed in an increasingly technology-driven workforce.

Index Terms- Artificial Intelligence; Higher Education; Educational Transformation; Teaching and Learning; Assessment; Graduate Skills.

I. INTRODUCTION

Artificial intelligence (AI) is a broad field of computer science and electrical and electronics focused on the development of computer systems and technologies capable of performing activities that would ordinarily require human intelligence. Common applications of AI include virtual assistants such as Siri and Alexa, autonomous vehicles, robo-advisory systems, conversational chatbots, and automated email filtering technologies (Stanford Encyclopaedia of Philosophy, 2020).

In recent years, AI has emerged as a major technological development with applications across a wide range of sectors. Its importance became particularly evident during the COVID-19 pandemic, when digital and AI-based technologies contributed to the continuity and improvement of activities in areas such as healthcare, employment, and education (Vaishya et al., 2020). AI-supported technologies also played an important role in helping organisations and educational institutions adapt to the challenges created by the pandemic and maintain essential services (UNESCO, 2020).

Given the growing influence of AI across different aspects of society, it is important to examine its potential implications for higher education. Universities and other tertiary institutions are increasingly expected to prepare students for a rapidly changing and technology-oriented society. AI may therefore significantly influence the way knowledge is delivered, acquired, assessed, and applied within higher education.

This study examines the impact of artificial intelligence on higher education by drawing on existing literature as well as the experiences, perceptions, and expectations of participants. Particular attention is given to the potential effects of AI on teaching and learning, assessment practices, skill acquisition, ethical considerations, and the future career prospects of graduates.

1.1 Impact of Artificial Intelligence on Teaching and Learning

The growing adoption of artificial intelligence has the potential to reshape several aspects of higher education. According to Taneri (2020), two important areas likely to experience significant changes are student enrolment and curriculum development. Ma and Siau (2018) similarly argue that AI can improve the speed, consistency, and accuracy of processes related to curriculum management and student registration. They further suggest that disciplines within the humanities and liberal arts may become increasingly attractive because some of the skills developed in these fields are considered less susceptible to automation than highly structured professions such as accounting and finance.

Although these studies provide useful perspectives on the relationship between AI and higher education, the influence of AI extends beyond administrative processes and curriculum design. Its effects are particularly evident in teaching and learning. AI-supported technologies are increasingly transforming the traditional roles of lecturers and tutors through online learning, blended learning, and other digital forms of instruction. In virtual learning environments, students may interact with course materials, automated systems, and digital platforms with limited direct involvement from an instructor. Platforms such as Blackboard, Moodle, Turnitin, and similar systems have contributed to the expansion of technology-supported education (Jlu & Laurie A, 2018).

Chin (2018) argues that AI has the capacity to transform not only education but also the ways in which people work, make decisions, and interact with society. From this perspective, the influence of AI on higher education should not be viewed merely as a technological improvement. Instead, it represents a broader transformation in the processes through which knowledge is delivered, acquired, and applied.

Jennifer Rexford, Head of Computer Science at Princeton University, also highlights the importance of understanding how people learn when developing effective AI-supported educational systems. Her argument suggests that the effectiveness of AI in education depends partly on the ability of technology developers and

educators to understand different learning processes and adapt instructional approaches accordingly (Rexford, 2018).

In the same vein, Jabar and Yousif (2011) observe that technology-supported learning has made education more interactive and engaging. E-learning environments can combine different forms of instructional materials and pedagogical techniques while responding to the needs and preferences of individual learners. Such systems may incorporate text, audio, video, graphics, and other interactive resources to create more flexible learning experiences.

The practical contribution of AI to everyday educational activities is also becoming increasingly evident. AI-supported tools can assist both students and instructors by improving the efficiency of learning and academic work. For example, digital writing tools can help students identify language errors and improve the quality of their written work. Similarly, technologies designed to support academic integrity and assessment can reduce the time required to review assignments and provide preliminary feedback.

Before the widespread use of advanced digital technologies, instructors often spent considerable amounts of time reviewing written assignments, identifying language problems, detecting possible plagiarism, and assigning grades. Today, systems such as Turnitin, Grammarly, and other AI-supported applications can assist with these tasks by generating reports and feedback within a relatively short period. These tools can therefore support lecturers by reducing repetitive tasks and allowing more time for instruction, curriculum development, and direct engagement with students.

Nevertheless, the use of AI does not eliminate the importance of human judgement. While automated systems can identify language-related issues and potential academic integrity concerns, areas involving meaning, context, pragmatics, and higher-level cognitive interpretation may still require human intervention (Mellul, 2018). AI should therefore be viewed primarily as a tool that supports educators rather than one that completely replaces them.

AI can also promote different approaches to learning by supporting autonomous, visual, audio-visual, online, and personalised learning experiences. Instructors may use AI-generated information to identify areas in which students require additional support and to select instructional methods that are appropriate for different learning needs (Jabar & Yousif, 2011).

Furthermore, AI-supported learning environments can strengthen independent learning by giving students access to educational resources at convenient times and locations. Learners are therefore able to take greater responsibility for their own learning process. Richer (1985) also emphasises the potential of intelligent computer-assisted instruction to improve education by supporting learning processes and assisting in the evaluation of learning outcomes.

Overall, AI has the potential to make teaching and learning more flexible, interactive, efficient, and personalised. However, its growing influence on educational delivery also raises important questions regarding its role in student assessment and grading.

1.2 Impact of Artificial Intelligence on Assessment and Grading

The influence of artificial intelligence in higher education is not limited to teaching and learning. AI is also increasingly being applied to assessment, grading, feedback, and academic integrity processes.

One important application involves the evaluation of assignments and research projects. Systems such as Turnitin can compare submitted documents with extensive collections of existing materials and generate similarity reports within a short period. These reports can assist instructors in identifying potential cases of plagiarism or inappropriate academic practices.

AI-supported assessment systems can also simplify the use of grading rubrics and evaluation criteria. Digital assessment platforms allow instructors to establish performance standards, assign scores, and calculate final grades more efficiently. According to Mahana et al. (2012), the use of electronic rubrics and automated grading tools can improve the organisation and management of assessment processes.

Another important advantage of AI-supported assessment is the ability to provide timely feedback. Students can receive written, recorded, or automatically generated comments that may help them identify weaknesses and improve their academic performance. Digital platforms also provide students with greater flexibility, as feedback can often be accessed at any time and from different locations. In addition, these systems may offer a greater degree of privacy and independence during the learning process.

Research associated with Stanford University has explored the use of AI in evaluating students' responses and developing computer-based models based on instructors' assessment decisions. Such approaches are designed not necessarily to replace the educator's judgement but to support learning and improve consistency, transparency, and quality control in the assessment process (Stanford University, 2019).

The use of automated essay scoring has also received increasing attention. According to Tovia Smith's discussion of computer-based essay assessment, several educational systems in the United States have explored the use of automated technologies to evaluate students' written work. Researchers have suggested that AI systems can analyse multiple characteristics of an essay and contribute to the assessment process with a considerable degree of accuracy (Brad Rose Consulting, 2019).

Despite these advantages, the increasing use of AI in assessment raises several important concerns. The accuracy and fairness of automated grading systems remain critical issues. Questions may arise regarding whether an AI system can adequately recognise individual circumstances, creativity, context, or the psychological factors that may influence a student's academic performance.

Another major concern is algorithmic bias. An automated system can only operate according to the data, rules, and models on which it has been developed. If these underlying systems contain limitations or biases, the resulting assessments may also be affected. Consequently, human oversight remains essential to ensure that AI-supported assessment systems are used fairly, transparently, and responsibly.

Therefore, while AI can improve the speed and efficiency of assessment and feedback, it should not completely replace professional judgement. A balanced approach in which AI supports educators while humans maintain responsibility for final academic decisions may provide a more effective and ethical approach to assessment.

1.3 Impact of Artificial Intelligence on the Future Careers of Graduates

The influence of artificial intelligence extends beyond the university environment and is likely to affect graduates after they enter the labour market. AI is changing the nature of work, the skills required by employers, and the processes through which individuals are recruited and employed.

Wang and Siau (2017) argue that AI is likely to have a significant effect on the future employment market and the skills required within different professions. Occupations involving highly repetitive, predictable, and structured tasks may be more vulnerable to automation than those requiring creativity, complex reasoning, and advanced human interaction.

AI is already influencing recruitment and employee selection. In many organisations, job applications and curriculum vitae may initially be reviewed by automated systems rather than human recruiters. Applicant Tracking Systems (ATS), for example, use algorithms to identify candidates whose qualifications and experience correspond with specific job requirements. Reports have suggested that automated screening systems may eliminate a substantial proportion of applicants before their applications are reviewed by a human recruiter (Brad Rose Consulting, 2019).

Some organisations have adopted more advanced AI-supported recruitment technologies. Companies such as Vodafone and Intel have reportedly used computer-assisted video interview systems, including HireVue, to support the selection of candidates. These technologies may analyse aspects of applicants' responses, communication patterns, and other behavioural indicators during the recruitment process (Brad Rose Consulting, 2019).

The possible impact of automation on employment has also been widely discussed. Frey and Osborne (2013) estimated that a significant proportion of occupations in the United States could potentially be affected by computerisation and advances in robotics and machine learning. Similarly, research discussed by Dizikes (2020) examined the relationship between industrial automation and employment, suggesting that the introduction of robots can reduce the demand for certain categories of workers.

Ma and Siau (2018) also discuss the possibility that AI and automation may affect a substantial proportion of employment opportunities in the future. Their analysis highlights the growing importance of preparing students for a labour market in which technological competence will increasingly be required.

In addition to employment, AI is expected to expand its capabilities across several professional activities. Predictions have suggested that AI technologies may increasingly contribute to tasks such as language translation, writing, data analysis, and certain specialised professional services. Chin (2018) provides examples of AI applications that demonstrate how intelligent systems are becoming integrated into everyday and professional activities.

For instance, AI-powered translation technologies can enable communication between individuals who speak different languages. Chin (2018) also refers to the use of machine learning systems within financial and legal processes, where automation can significantly reduce the time required to complete routine document-related tasks.

Despite these developments, AI still faces important limitations. Ma and Siau (2018) argue that many human abilities remain difficult to replicate through automated systems. Skills such as empathy, communication, collaboration, creativity, critical thinking, leadership, and complex problem-solving continue to represent important areas of human capability.

For this reason, higher education institutions must prepare students with a combination of technical and human-centred competencies. Technical knowledge in areas such as mathematics, information technology, engineering, and data analysis may be increasingly valuable. At the same time, graduates must develop communication, creativity, adaptability, ethical reasoning, and interpersonal skills.

AI-supported recruitment also raises concerns regarding fairness and bias. Although automated systems are sometimes presented as a means of reducing human prejudice, algorithms may reproduce or even reinforce existing inequalities depending on the data and criteria used to develop them. Candidates who have greater access to professional resources and opportunities may also be better positioned to adapt their applications to automated screening systems (Brad Rose Consulting, 2019).

Chin (2018) therefore emphasises the importance of developing skills that will remain valuable in a rapidly changing technological environment. These include adaptability, critical thinking, problem-solving, conflict resolution, and other advanced cognitive and interpersonal abilities.

The growing relationship between technology and human creativity also reinforces the importance of combining scientific and technical education with knowledge from the humanities and liberal arts. As technological systems become more integrated into society, graduates will require not only technical expertise but also the ability to understand human behaviour, ethics, communication, and social responsibility.

Consequently, higher education has an important role in preparing students for an AI-driven labour market. The challenge is not simply to teach students how to use AI technologies but also to develop the human, ethical, cognitive, and professional skills necessary to work effectively alongside intelligent systems.

1.4 Ethical and Cognitive Implications of Artificial Intelligence in Higher Education

The growing integration of artificial intelligence into higher education has generated significant ethical and cognitive concerns. As AI systems become increasingly involved in teaching, learning, assessment, and decision-making, higher education institutions must consider not only their technological benefits but also their potential consequences for students and society.

Holmes (2018), a lecturer and researcher in learning sciences and educational technology, emphasises the importance of ethical considerations in the development and application of AI in education. According to this perspective, AI technologies are already being introduced into educational institutions across the world and are expected to play an increasingly important role in the future of higher education.

The expansion of AI in education has also created significant economic opportunities. Holmes (2018) and Drabwell (2018) discuss the rapid growth of the AI in Education sector, supported by increasing investment from major technology companies and other organisations.

However, the development of AI-supported educational systems also raises questions concerning privacy, ownership, transparency, accountability, and fairness. Holmes (2018) argues that ethical issues surrounding AI should not be limited to the technical management of data. Broader questions must also be considered, including who owns educational data, who controls access to such information, how student privacy is protected, and whether AI-generated decisions can be adequately explained.

One of the major challenges associated with AI is the possibility of algorithmic bias. AI systems are developed using data and computational models that may contain hidden assumptions or limitations. As a result, automated systems may generate decisions that unintentionally disadvantage particular individuals or groups.

Another challenge is the lack of transparency associated with complex AI systems. In some cases, it may be difficult for users to understand how an AI system reaches a particular decision. These systems are sometimes described as "black boxes" because their internal decision-making processes are not always easily accessible or understandable.

In education, this issue becomes particularly important when AI technologies influence decisions relating to student performance, assessment, academic progression, or access to educational opportunities. If an algorithm produces an inaccurate or biased result, students may experience negative consequences without fully understanding how the decision was made or how it can be challenged.

Recognising these concerns, researchers and educational institutions have increasingly emphasised the importance of developing ethical frameworks for AI. The Open University in the United Kingdom, for example, participated in discussions and research activities focusing on AI in education, including concerns relating to bias, transparency, and responsible AI development (Drabwell, 2018).

Higher education institutions have also introduced AI-supported applications such as chatbots to provide assistance to students and staff. These systems can respond to questions, provide information, and support communication through websites, applications, and messaging platforms.

However, the adoption of such technologies must be accompanied by appropriate safeguards. Issues relating to cybersecurity, privacy, surveillance, and the protection of personal information must be carefully addressed. As AI systems become more capable of collecting and analysing information, institutions must ensure that technological development does not compromise individual rights and freedoms.

AI also raises broader social concerns involving inequality, responsibility, and the appropriate limits of technological decision-making. These challenges demonstrate the importance of educating graduates who possess not only scientific and technological knowledge but also a strong understanding of ethics, social responsibility, and human values.

Therefore, higher education should adopt an interdisciplinary approach to AI education. Programmes in science, technology, engineering, and mathematics should be complemented by knowledge from the humanities and social sciences. Such an approach can help produce graduates who are capable of developing and using AI technologies responsibly.

1.5 Cognitive Implications of Artificial Intelligence and the Role of Higher Education

From a cognitive perspective, artificial intelligence has developed into a technology capable of performing tasks that were previously associated primarily with human intelligence. These tasks include language translation, medical diagnosis, pattern recognition, decision support, and data analysis.

Human beings are capable of interacting socially, analysing complex situations, reasoning, drawing conclusions, and interpreting information within particular contexts. AI systems attempt to replicate certain aspects of these abilities through algorithms, advanced computing systems, large datasets, and high-speed digital infrastructure (Chin, 2018).

However, significant differences remain between human and artificial intelligence. AI systems are generally designed to perform particular tasks or operate within specific domains. They can process large quantities of information rapidly and perform repetitive activities with a high degree of efficiency. Humans, on the other hand, possess greater flexibility in adapting to unfamiliar situations, generating creative ideas, exercising judgement, and applying knowledge across different contexts (Chin, 2018).

Advances in machine learning and deep learning have nevertheless enabled AI systems to achieve impressive levels of performance in areas such as manufacturing automation, facial recognition, language processing, and other complex tasks. These developments demonstrate the increasing cognitive capabilities of intelligent technologies.

The rapid advancement of AI has raised concerns about the degree of control that humans should maintain over increasingly sophisticated systems. Reports and discussions concerning autonomous systems and machines capable of developing unexpected patterns of communication have contributed to wider debates about AI safety, transparency, and human oversight.

Higher education institutions therefore have an important responsibility in preparing future professionals to understand, evaluate, and manage the development of intelligent technologies. Universities should not only focus on creating more advanced AI systems but should also promote research and education relating to AI safety, governance, accountability, and responsible innovation.

Developments in areas such as brain-computer interfaces and neurotechnology further demonstrate the potential relationship between human cognition and advanced computing. Researchers are increasingly exploring technologies capable of connecting biological systems with digital devices. Such developments create new opportunities but also raise important ethical and social questions.

The increasing sophistication of AI therefore requires clear boundaries and responsible governance. Higher education institutions can contribute by developing policies, educational programmes, and research frameworks that encourage the responsible development and application of AI.

The emergence of highly advanced humanoid robots and intelligent systems has also contributed to public discussions about the future relationship between humans and machines. While AI technologies may provide solutions to complex problems involving healthcare, education, energy, food distribution, and other areas, their development must remain guided by human values and social responsibility.

Ultimately, technological progress should serve humanity rather than replace human purpose and judgement. Although AI systems can demonstrate remarkable computational and analytical capabilities, they are created, trained, and guided by human knowledge and decisions. Higher education therefore has a critical role in ensuring that future developments in AI remain aligned with ethical principles, human welfare, and responsible innovation.

1.6 Statement of the Problem

The twenty-first century has introduced significant technological, social, and economic changes that continue to reshape different aspects of human life. Among the most important developments is the rapid advancement of artificial intelligence (AI) and its increasing influence on various sectors, including higher education. At the same time, higher education institutions have an important role in shaping how AI is developed, applied, regulated, and integrated into society (United Nations, 2018).

The relationship between AI and higher education is therefore multidimensional. On one hand, AI has the potential to transform educational practices, including teaching, learning, assessment, administration, and the development of graduate skills. On the other hand, universities and other higher education institutions contribute to the advancement of AI through research, innovation, professional training, and the development of ethical and regulatory frameworks.

Despite the growing adoption of AI technologies within educational environments, several important questions remain regarding their benefits, limitations, ethical implications, and long-term consequences. There is therefore a need to investigate how AI is influencing higher education and, conversely, how higher education can contribute to the responsible development and use of AI.

Based on these concerns, this study seeks to address the following central research questions:

1. What influence does artificial intelligence have on higher education?
2. How can higher education contribute to the development and responsible application of artificial intelligence?

1.7 Aims of the Study

The primary aim of this study is to examine the relationship between Artificial Intelligence and Higher Education. Specifically, the study seeks to:

1. Examine the influence of artificial intelligence on higher education.
2. Investigate the effects of AI on teaching and learning processes.
3. Explore the role of AI in student assessment and grading practices.
4. Examine the potential influence of AI on the future career opportunities and skill requirements of graduates.

2.0 Literature Review

Currently, AI has become a vital part of the virtual world. Unquestionably, AI plays an important role in general education and higher education (Edtech, 2020). For example, the efficient uses of filtering emails, advertising, applications, YouTube, and virtual assistants such as Google, digital libraries, Google Scholar, and other digital research engines in any higher institution worldwide (García-Vélez et al., 2021). However, AI is weak and robust, according to Ma & Siau (2018). In other words, Ma and Siau (2018) label AI as fragile when it is limited to small, restricted, and structured tasks such as collecting data. The latter researchers label AI as sharp and robust when performing most or all cognitive tasks are typically human (Beight & Reddell, 2005). Although AI plays a vital role currently, the researchers mentioned above consider AI a threat to human civilization and support their argument with what experts in the field think about AI, such as Bill Gates, Elon Musk and Stephen Hawking (Ma & Siau, 2018). Undeniably, what is mentioned above about AI is vital. Still, at the same time, it is questionable for any critical-thinking reader as any further investigation remains possible, and the truth is never absolute. So, how would AI impact the learning and teaching processes?

3.0 Methodology

This study adopted a qualitative research approach to investigate participants' perceptions, experiences, and views regarding the role of artificial intelligence in higher education. The philosophical orientation of the study was informed by objectivism and realism. According to Saunders et al. (2009), objectivism views social entities as existing independently of individual perceptions, while realism recognises the existence of an external reality that can be investigated through systematic research.

A qualitative approach was considered appropriate because the study focuses on understanding how individuals perceive and experience the growing influence of AI within higher education and society. Qualitative research enables researchers to explore participants' opinions, experiences, interpretations, and perspectives in greater depth (Hammersley, 2012).

Data were collected through an online qualitative survey designed to obtain authentic responses from individuals with experience or knowledge of higher education and artificial intelligence. The survey consisted of ten questions developed in accordance with the objectives and research questions of the study. The questionnaire was administered through Microsoft Office 365 Forms (Trehan & Riggs, 2015).

The study involved participants from different areas of the higher education community. The target population consisted of 50 higher education students, 34 academic staff members, and 8 managers and decision-makers, giving a total of 92 participants. The respondents included 62 males and 30 females, ranging in age from 20 to 60 years. Participants were drawn from different educational and cultural backgrounds and included students, lecturers, academic managers, and decision-makers associated with higher education institutions.

To ensure that the responses were relevant to the purpose of the study, the first survey question was designed as a screening question to confirm whether respondents had an appropriate connection to the higher education sector. Individuals who did not meet this requirement were automatically excluded from the survey.

The survey was conducted during the 2020–2021 academic year. Participants were recruited internationally through electronic communication channels. The survey link was distributed through email, Facebook, and WhatsApp to selected colleagues, students, and alumni with relevant backgrounds or experience in higher education and AI. The use of online communication platforms made it possible to reach participants from different countries and facilitated their participation in the study (Liang & Zhu, 2017).

The collected responses were subsequently examined to identify participants' views and perceptions concerning the impact of AI on higher education, teaching and learning, assessment and grading, graduate employment, and the future development of AI.

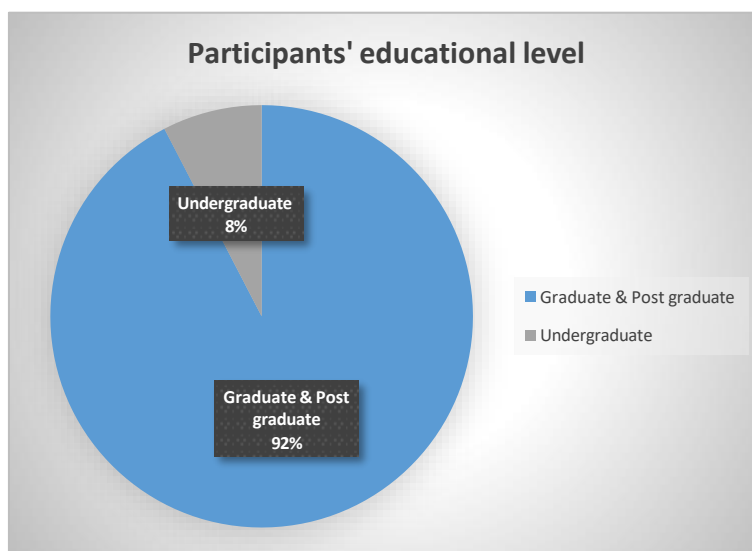


Figure 1. *Participants' educational level*

3.1 Materials

The study utilised both primary and secondary sources of data. Primary data were obtained through a qualitative survey designed to capture participants' perceptions, experiences, and opinions concerning the influence of artificial intelligence on higher education. Secondary data were obtained through a review of relevant previous studies and scholarly publications.

The secondary sources were drawn primarily from recognised academic databases, including Web of Science, Scopus, ERIC, and Emerald. A limited amount of grey literature was also consulted to provide additional perspectives and contextual information relevant to the research topic.

3.2 Data Analysis

Data analysis involved a systematic process of organising, examining, interpreting, and synthesising the information obtained from the study. Initially, the collected data were examined and organised into relevant categories and thematic codes. These categories provided a framework for identifying recurring ideas, patterns, and relationships within the participants' responses.

The coded information was then interpreted to develop a deeper understanding of the underlying concepts and themes emerging from the data. This process also involved examining the relationships between identified themes and relating the findings to relevant theoretical perspectives. Finally, the information was reconstructed by systematically integrating the significant themes and codes into a coherent interpretation of the research findings (Sergeant, 2012).

3.3 Findings

The findings obtained from the survey indicate that artificial intelligence is expected to have a substantial influence on higher education. Participants identified several areas in which AI is likely to produce significant changes, particularly in teaching and learning, assessment and grading, the development of skills required in the future workplace, and the career prospects of graduates.

3.4 Impact of Artificial Intelligence on the Teaching and Learning Process

The first aspect examined was participants' perceptions of whether artificial intelligence would influence higher education. The survey results indicate a strong belief in the potential impact of AI. Out of the 92 respondents, 73 participants (79.3%) indicated "Yes," suggesting that they believe AI will have an impact on higher education. 17 participants (18.5%) selected "Maybe," indicating some uncertainty about the extent of this influence, while only 2 participants (2.2%) responded "No."

These responses demonstrate that the overwhelming majority of participants recognise AI as an important factor in the future development of higher education. The findings particularly suggest that AI is likely to influence how teaching and learning are organised and delivered, although the extent and nature of this transformation may vary across institutions and educational contexts.

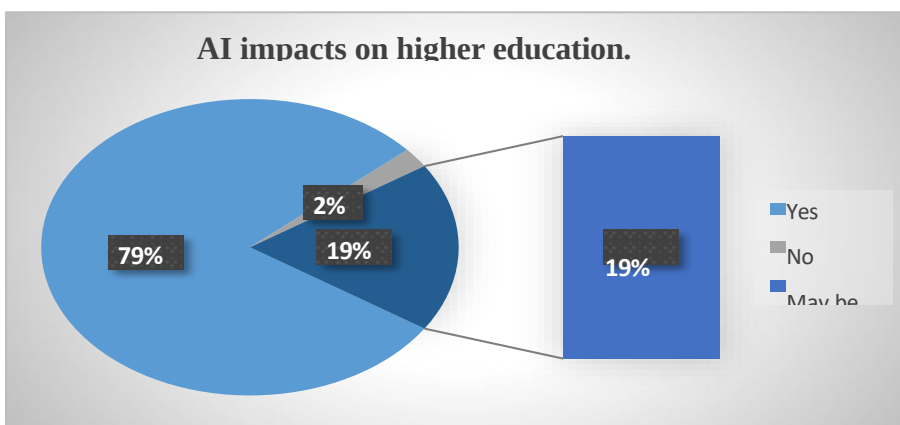


Figure 2. Impact of AI on higher education

The findings indicate that participants had varying views regarding the effectiveness of artificial intelligence in applying learning styles and teaching methods compared with human educators. Of the respondents, **40 participants strongly agreed** and **14 participants agreed** that AI can provide more effective learning styles and teaching methods than humans. In contrast, **19 participants disagreed** and **6 strongly disagreed** with this view, while **23 participants remained neutral**. Overall, the responses suggest a generally favourable perception of AI-supported teaching and learning approaches. The relatively high number of participants who agreed or strongly agreed indicates that many respondents recognise the potential of AI to provide personalised and adaptable educational experiences. However, the number of participants who disagreed or remained neutral also indicates that confidence in AI as a replacement or superior alternative to human teaching is not universal. This finding highlights the continuing importance of combining AI technologies with human expertise to achieve effective teaching and learning outcomes.

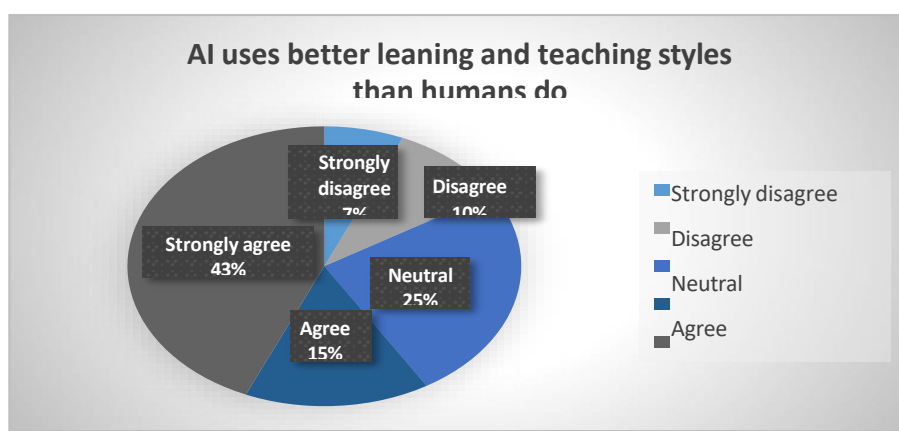


Figure 3. AI uses better learning and teaching styles than humans.

3.5 Impact of Artificial Intelligence on the Assessment and Grading Process

Regarding the influence of artificial intelligence on assessment and grading, the survey findings indicate a predominantly positive perception among participants. A total of 64 respondents strongly agreed that AI can evaluate and grade both complex and straightforward academic tasks more effectively, accurately, and objectively than human assessors. Meanwhile, 19 participants expressed a neutral position, while 7 disagreed and 2 strongly disagreed with the statement.

These findings suggest that a substantial proportion of respondents recognise the potential of AI to improve the efficiency, consistency, and objectivity of assessment and grading in higher education. The relatively small number of participants who disagreed may indicate some reservations about relying entirely on automated systems for academic evaluation. The neutral responses also suggest that some participants may remain uncertain about whether AI can adequately account for the contextual, creative, and qualitative dimensions of student performance. Therefore, while AI may provide valuable support for assessment and grading, human judgement remains important, particularly when evaluating complex academic work that requires interpretation, critical thinking, and contextual understanding.

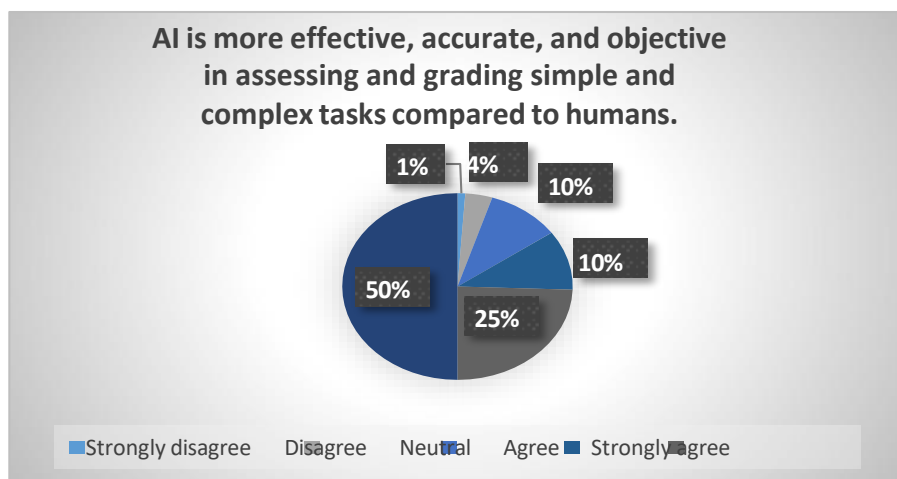


Figure 4. AI impact on assessment and grading process

3.6 Impact of Artificial Intelligence on the Future Careers of Graduates

The findings regarding the potential influence of artificial intelligence on the future careers of higher education students reveal a generally positive but cautious perception among the respondents. Of the 92 participants, 50 respondents indicated that AI would have a positive impact on graduates' future careers, while only 3 participants believed that its impact would be entirely negative. In contrast, 39 respondents considered that AI would have both positive and negative effects on future career opportunities. Perceived Impact of AI on Graduates' Future Careers Responses from 92 participants regarding the expected effect of artificial intelligence on future career opportunities. 015304560 Positive Negative Both positive and negative

The results indicate that none of the participants believed that AI would have no impact on graduates' future careers. This suggests a strong consensus that artificial intelligence will play an important role in shaping the future employment landscape. The fact that the majority anticipated positive effects indicates that respondents recognise opportunities associated with AI, including the emergence of new occupations, improved workplace productivity, and the development of technology-related skills. However, the substantial number of participants who expected both positive and negative consequences demonstrates an awareness that AI may create challenges alongside its benefits. Automation could reduce demand for certain routine occupations while simultaneously generating new roles requiring advanced technical, analytical, creative, and interpersonal competencies. These findings therefore reinforce the need for higher education institutions to equip graduates with both technological capabilities and transferable human skills that will enable them to adapt to an evolving AI-driven labour market.

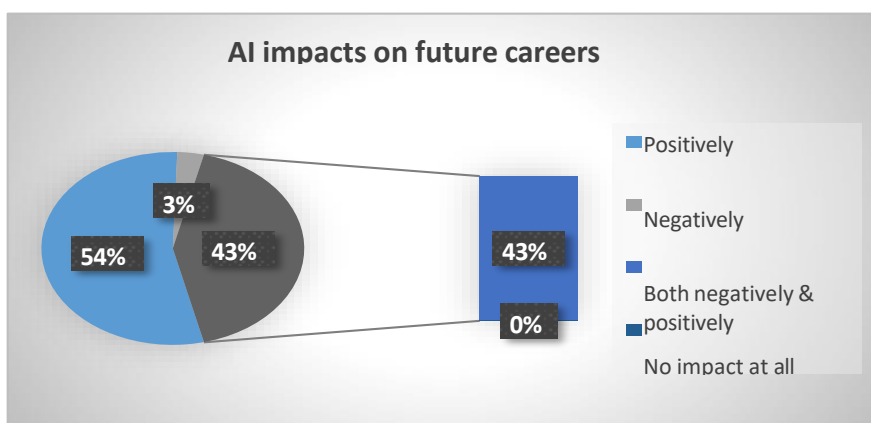


Figure 5. Impact of AI on future careers

The findings further indicate strong support for equipping students with new competencies to meet the changing requirements of an AI-driven labour market. Out of the **92 participants**, **76 respondents** answered “Yes,” indicating that students should be taught new skills to prepare them for future career demands associated with artificial intelligence. In contrast, only **2 participants** responded “No,” while **14 participants** selected “Maybe.”

These results demonstrate a strong consensus among the respondents regarding the need to adapt higher education curricula to the changing demands of the workplace. The high proportion of participants supporting the development of new skills suggests that traditional academic knowledge alone may not be sufficient to prepare graduates for careers increasingly influenced by AI and automation. Higher education institutions should therefore consider strengthening students' digital, analytical, technological, creative, communication, critical-thinking, and problem-solving competencies. Such an approach would enable graduates to adapt more effectively to emerging occupations and changing professional requirements.

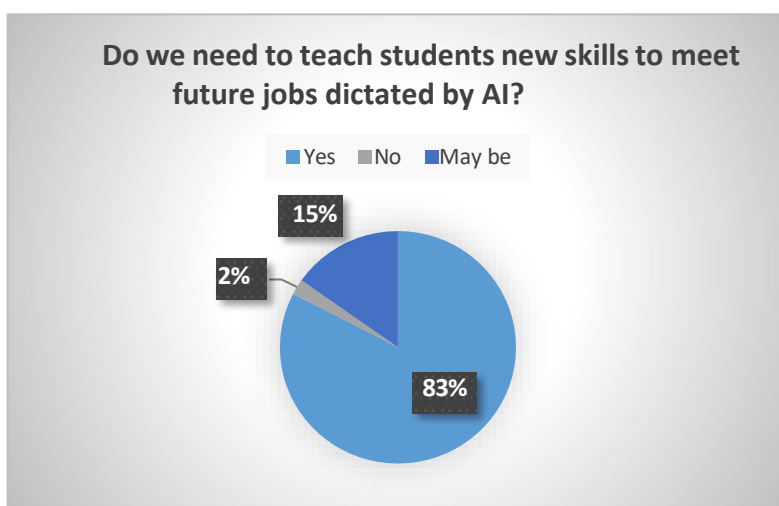


Figure 6. Teaching new skills to meet the requirements of AI

Correspondingly, the findings show that participants had different preferences regarding the use of human or AI-powered interviewers during recruitment. Of the **92 respondents**, **71 participants** preferred to be

interviewed by a robot or AI-based interviewer, whereas **21 participants preferred a human interviewer**, as explained by the following figure.

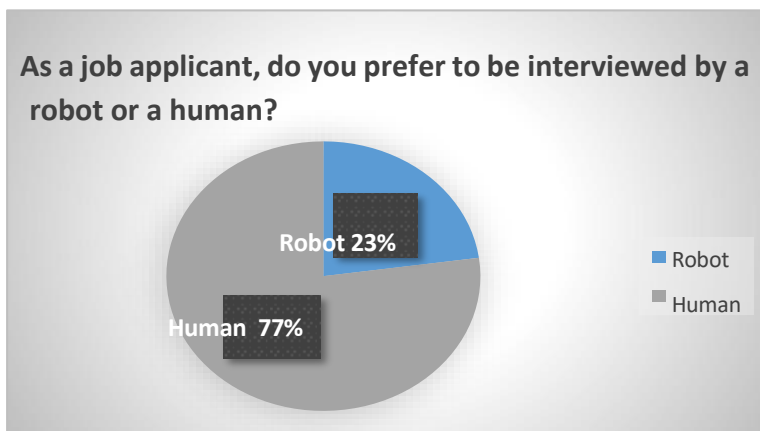


Figure 7. *Prefers to be interviewed by a robot or a human.*

The findings indicate a relatively balanced preference regarding the use of human judgment versus artificial intelligence in the shortlisting of job applicants. Of the **92 participants**, **50 respondents** believed that candidate shortlisting should be conducted **manually by human recruiters**, whereas **42 participants** preferred the use of **AI-based systems** for this process.



Figure 8. Candidate shortlisting manual or via AI

3.7 Cognitive and Ethical Influence of Higher Education on Artificial Intelligence

The findings concerning the influence of higher education on artificial intelligence from cognitive, ethical, and human perspectives indicate that respondents recognise the importance of a multidimensional approach. 45 participants believed that higher education influences AI across all three dimensions: ethical considerations, cognitive development, and human values. When the individual dimensions were considered separately, humanity received 19 responses, followed by cognitive ability with 17 responses, while ethical considerations received 11 responses.

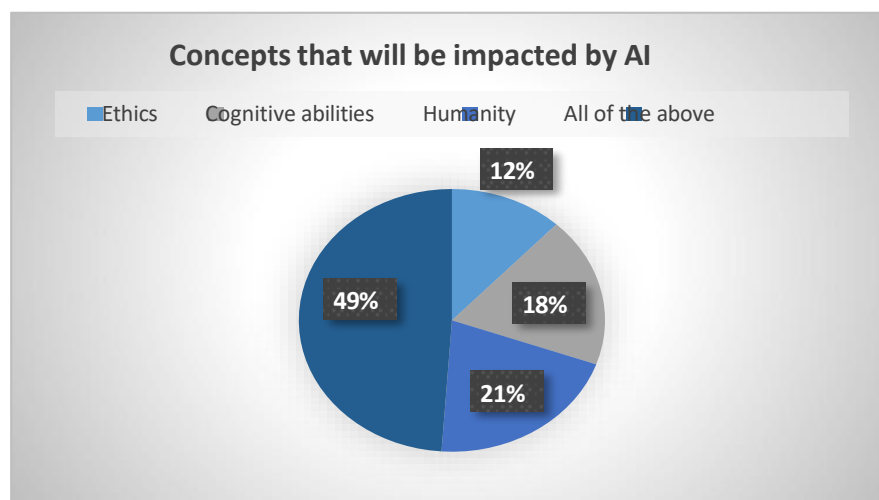


Figure 9. Cognitive and ethical impacts of higher education on AI

Similarly, vis-à-vis the robotisation of academic staff, the majority did not accept replacing academic staff with robots in higher education, as 27 strongly disagreed, and 22 disagreed. Whereas 7 strongly agreed, 20 agreed, and 16 were neutral.

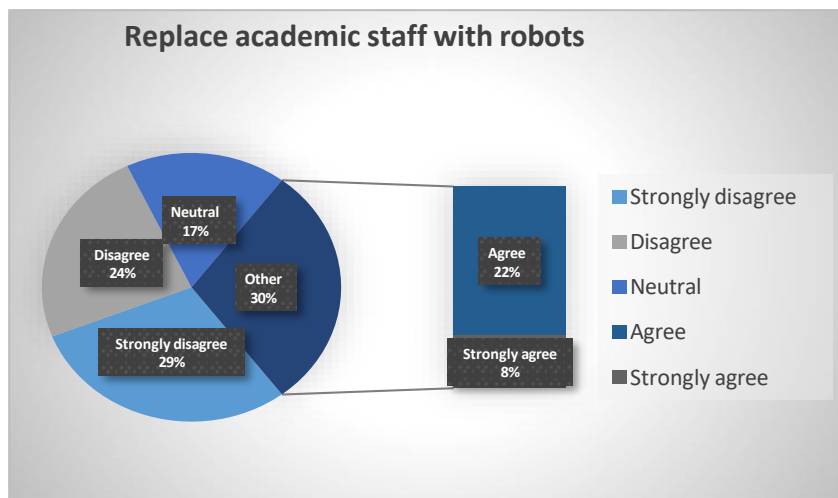


Figure 10. Replaces academic staff with robots

4.0 Results and Discussion

4.1 Impact of Artificial Intelligence on the Teaching and Learning Process

The findings demonstrate that participants largely recognise the growing influence of artificial intelligence on higher education. Approximately **79% of respondents** indicated that AI would have an impact on higher education, while **19%** selected “Maybe” and only **2%** responded “No.” This strong level of agreement supports the arguments presented in the literature review, particularly the view that AI is likely to become an important factor in shaping the future of higher education (Rexford, 2018; Tuomi et al., 2018).

The findings also indicate a generally positive perception of the effectiveness of AI in teaching and learning. **43% of participants strongly agreed** and **15% agreed** that AI can provide more effective learning and teaching approaches than human educators. Conversely, **7% strongly disagreed**, **10% disagreed**, and **25% remained neutral**. The results therefore suggest that more than half of the respondents perceive AI as an effective educational tool. This finding is consistent with the perspectives discussed in the literature, particularly the potential of AI to improve educational efficiency, personalise learning, and support instructional activities (Brad Rose Consulting, 2019; Mahana et al., 2012).

However, the proportion of neutral and opposing responses indicates that the effectiveness of AI should not be interpreted as evidence that human educators are no longer necessary. Instead, AI may be most beneficial when used alongside human expertise, allowing technology to support instructional activities while educators retain responsibility for judgement, guidance, and interpersonal aspects of learning.

4.1 Impact of Artificial Intelligence on the Assessment and Grading Process

The findings concerning the effectiveness, accuracy, and objectivity of AI in student assessment indicate a predominantly favourable perception among participants. **25% strongly agreed** and **50% agreed** that AI can improve the assessment and grading of learners. In contrast, **10% strongly disagreed** and **4% disagreed**, while **1% remained neutral**.

The results suggest that a substantial majority of respondents have confidence in the potential of AI to support assessment and grading processes. This finding is consistent with the literature reviewed earlier, particularly the arguments concerning the ability of AI-supported systems to improve the efficiency and consistency of assessment (Brad Rose Consulting, 2019). It also corresponds with Chin's (2018) discussion of the increasing application of AI to professional and educational activities.

Nevertheless, the presence of participants who disagreed suggests that concerns remain regarding the extent to which automated systems can accurately evaluate complex forms of student work. Although AI can process information rapidly and apply predefined assessment criteria consistently, human judgement may still be required when evaluating creativity, contextual understanding, originality, and other qualities that are difficult to quantify. Consequently, AI should be regarded as a supportive assessment tool rather than an unconditional replacement for academic judgement.

4.2 Impact of Artificial Intelligence on the Future Careers of Graduates

The findings concerning the potential influence of AI on graduates' future careers indicate that participants generally expect AI to have a significant effect on employment opportunities. **54% of respondents** believed that AI would have a positive impact on future careers, while **43%** expected both positive and negative consequences. Only **3%** believed that AI would have an entirely negative effect.

These findings are broadly consistent with the issues discussed in the literature review, particularly the perspectives presented by Global Business Outlook (2018) and Chin (2018). The results suggest that participants recognise the opportunities that AI may create for graduates while also acknowledging that technological advancement may disrupt existing occupations and alter the skills required in the workplace.

The findings concerning AI-supported recruitment provide a more complex picture. A majority of respondents expressed a preference for **manual recruitment processes**, particularly human involvement in candidate shortlisting and assessment. One participant explained this preference by stating that a human assessor may be better able to understand the meaning and context of an applicant's response than a robot. The participant gave the example of an examination in which a student may provide a correct answer that differs from the expected wording in a textbook. While an automated system might incorrectly classify such an answer as wrong, a human assessor could recognise its meaning and award the appropriate mark.

This perception contrasts with the literature suggesting that automation is likely to become increasingly involved in recruitment, including candidate screening, interviewing, and shortlisting (Wang & Siau, 2017; Global Business Outlook, 2018). The finding indicates that, despite the increasing availability of AI-based recruitment technologies, participants still place considerable value on human judgement when employment decisions are being made.

Similarly, the findings indicate a strong preference for human interviewers. **77% of participants preferred human interviewers**, compared with **23% who preferred AI or robot interviewers**. This result suggests that respondents continue to value human interaction during recruitment, possibly because human interviewers can interpret communication, personality, context, and individual circumstances in ways that automated systems may not fully replicate.

Finally, the findings show strong support for developing new skills to prepare students for an AI-driven employment environment. **83% of participants** believed that students should acquire new skills to meet the requirements of future careers, while **15% selected "Maybe"** and only **2% responded "No."** This finding strongly supports the argument that higher education institutions need to adapt their curricula to prepare graduates for technological and occupational changes associated with AI (Frey & Osborne, 2013).

The results therefore highlight the importance of combining technological competence with transferable human skills. Graduates will increasingly require digital literacy, analytical thinking, problem-solving, adaptability, creativity, communication, and other competencies that enable them to work effectively alongside AI technologies.

4.3 Cognitive and Ethical Influence of Higher Education on Artificial Intelligence

The findings concerning the influence of higher education on the ethical, human, and cognitive development of AI indicate that participants favour a broad and integrated approach. **49% of respondents** believed that higher education should influence AI across the **human, cognitive, and ethical dimensions**. When these dimensions were considered individually, **21% prioritised the human dimension**, **18% emphasised cognitive abilities**, and **12% identified ethics** as the primary consideration.

These results indicate that participants do not view the relationship between higher education and AI as purely technological. Instead, they recognise the importance of ensuring that AI development remains connected to human values, cognitive development, and ethical principles. The relatively high proportion of respondents who selected all three dimensions demonstrates the importance of an integrated approach to AI education and development.

The findings are consistent with the arguments presented in the literature review concerning the need to combine technological education with humanities, liberal arts, and ethical considerations. Chin (2018), for example, emphasises the importance of integrating AI with human values and liberal arts education. Similarly, discussions reported by Guardian News (2017) highlight the potential social implications of increasingly sophisticated AI systems and the importance of ensuring that technological development contributes to human welfare.

Holmes (2018) also stresses the need for clear ethical principles, policies, and safeguards in the development and implementation of AI in education. The present findings reinforce this perspective by demonstrating that participants recognise the importance of maintaining human and ethical considerations alongside cognitive and technological advancement.

5.0 Conclusion and Recommendation

5.1 Conclusion

This study examined the influence of artificial intelligence on higher education, with particular attention to teaching and learning, assessment and grading, graduate careers, and the cognitive, ethical, and human dimensions of AI. The findings demonstrate that AI is increasingly perceived as an important force that will shape the future of higher education and the wider employment environment.

The results indicate a strong perception that AI can contribute to the improvement of teaching and learning. A considerable proportion of participants viewed AI as more efficient than human approaches in certain aspects of education, with 43% strongly agreeing and 15% agreeing that AI can provide more effective learning and teaching methods. In comparison, 7% strongly disagreed, 10% disagreed, and 25% remained neutral. These findings are broadly consistent with the literature, which identifies AI as a technology capable of supporting personalised learning, improving access to educational resources, and assisting educators in instructional activities (Chin, 2018; Ma & Siau, 2018; Jabar & Yousif, 2011).

The study also found strong support for the application of AI in assessment and grading. Specifically, 25% of participants strongly agreed and 50% agreed that AI can improve the efficiency, accuracy, and objectivity of student assessment. Conversely, 10% strongly disagreed, 4% disagreed, and 1% remained neutral. These findings support previous research highlighting the potential of AI and computer-assisted systems to improve assessment processes and provide timely feedback (Mahana et al., 2012; Stanford University, 2019; Brad Rose Consulting, 2019). Nevertheless, the findings also reinforce the importance of human oversight because automated assessment may not always recognise contextual meaning, creativity, or other complex characteristics of student work.

With respect to future graduate careers, the findings indicate that participants expect AI to have a substantial influence on employment. While many respondents anticipated positive effects, a significant proportion believed that AI would produce both opportunities and challenges. The findings further indicate that respondents were more comfortable with human involvement in recruitment than with completely automated recruitment processes. This suggests that, despite the growing use of AI in recruitment, participants continue to value human judgement and interpersonal understanding when assessing candidates.

An important finding of the study is the strong recognition that students need new skills to succeed in an AI-driven future. Higher education institutions therefore have a responsibility to revise their curricula and develop graduates who possess not only technical and digital competencies but also critical thinking, creativity, communication, adaptability, problem-solving, collaboration, and ethical reasoning skills. Preparing students for the future should involve teaching them how to work effectively with AI rather than simply competing against it.

The study further demonstrates that the relationship between AI and higher education extends beyond technological advancement. Participants identified humanity, cognitive ability, and ethics as important dimensions that higher education should consider when influencing the development and application of AI. This finding supports the argument that AI education should be interdisciplinary and should incorporate technological knowledge alongside humanities, social responsibility, and ethical principles.

Overall, the findings suggest that AI should complement rather than completely replace human educators and professional judgement. Although AI can improve efficiency, accuracy, accessibility, and personalisation, human qualities such as empathy, creativity, ethical reasoning, contextual understanding, and interpersonal communication remain essential components of higher education.

In conclusion, the future of higher education should not be viewed as a choice between humans and artificial intelligence. Rather, the most sustainable approach is one in which AI and human expertise work together. Higher education institutions should adopt AI strategically, train academic staff and students in its effective use, establish strong ethical and privacy safeguards, and maintain appropriate human oversight. By doing so, institutions can harness the benefits of AI while ensuring that technological progress remains aligned with human dignity, ethical responsibility, educational quality, and the broader interests of society.

5.2 Recommendations

Based on the findings of this study and the issues identified throughout the research, several recommendations are proposed. First, higher education institutions should integrate artificial intelligence into their academic and administrative activities in a structured and responsible manner. The increasing influence of AI on teaching, learning, assessment, employment, and professional development makes its integration an important consideration for contemporary higher education.

Second, academic staff should receive adequate training in AI technologies. Lecturers and other educational professionals need sufficient knowledge and practical skills to use AI effectively in teaching, assessment, research, and student support. Such training would enable educators to guide students in developing the technological and transferable skills required to succeed in an increasingly AI-driven labour market.

Third, ethical principles and human values should be placed at the centre of AI education. Students should not only be taught how to develop and use AI but also how to consider its social, ethical, and human consequences. Issues such as fairness, accountability, transparency, bias, responsibility, and human oversight should form an important part of AI-related programmes.

Fourth, student privacy, dignity, and personal freedom must be protected. Higher education institutions should establish clear policies governing the collection, storage, processing, and use of student data by AI systems. Appropriate national and international regulations should also be developed and enforced to prevent the misuse of AI and protect individuals from inappropriate surveillance, discrimination, or other violations of their rights.

Fifth, human oversight should remain central to important educational decisions. Although AI can improve efficiency and support decision-making, it should not be allowed to operate without appropriate human supervision, particularly in areas such as student assessment, academic progression, recruitment, and disciplinary decisions.

Finally, higher education institutions should ensure that AI remains a tool for supporting human development rather than replacing or dehumanising human activities. The objective should be to use AI to enhance education, improve productivity, expand learning opportunities, and prepare graduates for future employment while preserving human judgement, creativity, empathy, dignity, and social responsibility.

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