ISSN: 6612 - 6742
Volume 12, Number 2, 2025
Contemporary Education and Research Journal

ARTIFICIAL INTELLIGENCE AND THE SUSTAINABILITY OF THE TEACHING PROFESSION IN RIVERS STATE UNIVERSITIES

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ABSTRACT

This research borders on how the sustainability of the teaching profession will be significantly impacted by the use of artificial intelligence in Rivers State universities. In an ever-evolving world, it has become evident that technology is influential to most aspects of life like education. This implies that the education sector has undergone some changes due to the implementation of artificial intelligence. It was discovered that artificial intelligence can make a significant improvement in organisation, administration, building students capacity etc. Also, artificial intelligence can also be used hand in hand with traditional teaching methods to create an effective teaching method that is beneficial to students and less strenuous on lecturers. As such this paper explores the possibilities that could be realised if artificial intelligence is incorporated into, teaching styles of academic staff in Rivers State universities. This paper also recognised the necessity for universities in Rivers State to adopt AI (Artificial Intelligence) to improve on their standards and efficiency. In the process of analysing this topic, a suitable introduction is made and it contains the aims and objectives of this paper. A literature review which examines various authors' analyses of this paper's topic is also examined. Several issues extracted from this paper include digital illiteracy, inadequate AI facilities, slow transition to AI application etc. This paper concludes by noting the potential for universities in Rivers State to apply artificial intelligence in advancing teaching methods. Lastly, several suggestions were proffered with the major takeaway being that AI being integrated into Rivers State universities can revolutionize the educational landscape.

Keyword: Artifice Intelligence, Teaching Profession, Sustainability, University

Introduction

Education is the cornerstone of societal progress, equipping individuals with the knowledge and skills required to navigate an ever-evolving world. For this reason, the sustainability of the teaching profession is crucial, particularly in Rivers State universities, where higher education serves as a foundation for economic and intellectual growth. Nevertheless, challenges such as outdated curricula, limited access to quality instruction, and rising skill-job mismatches threaten the effectiveness of traditional teaching methods (Akpokiniovo & Akpokiniovo, 2015). In this context, artificial intelligence (AI) presents both opportunities and challenges for educators in their quest to remain relevant and impactful.

AI is increasingly shaping the global education landscape, offering tools that enhance learning experiences and administrative efficiency. For example, in Indonesia, AI-driven systems have been instrumental in addressing disparities in educational access and quality, offering personalized learning solutions that cater to individual needs (Yulianti, 2023). Similarly, Rivers State universities, which face inconsistencies in academic standards and accessibility, can leverage AI-powered platforms to enhance instruction, automate grading, and provide adaptive learning experiences. However, this shift necessitates that educators transition from traditional methods to AI-enhanced teaching strategies, which, in turn, raises concerns about job security, adaptability, and the role of human instructors in an AI-driven classroom.

Furthermore, research from South Africa (2019) underscores the importance of aligning education with labor market demands, as graduates in fields such as political science and public

administration often struggle with prolonged unemployment. In the same vein, a similar concern arises in Rivers State, where many university graduates encounter difficulties in securing jobs that match their qualifications. To address this challenge, AI-driven analytics can help bridge the gap by assessing labor market trends and informing curriculum adjustments to better prepare students for the workforce. Likewise, Norway's (2011) findings on the correlation between rising unemployment and skill mismatches highlight the urgency of equipping educators with AI literacy to guide students toward relevant career paths.

Moreover, Chen et al. (2020) emphasize that AI's integration into university education extends beyond automation; it fosters a more dynamic, personalized learning environment while allowing educators to focus on mentorship and strategic guidance. With this in mind, in Rivers State, the sustainability of the teaching profession hinges on embracing AI not as a replacement but as an augmentation of traditional teaching roles. Therefore, universities must invest in AI training programs for lecturers, ensuring that they remain indispensable in an era of technological transformation. By doing so, educators can safeguard their profession while harnessing AI to enhance learning outcomes and bridge educational gaps.

This research seeks to investigate the influence of machine intelligence on the long-term viability of the academic profession within universities in Rivers State. It will evaluate how AI-driven advancements can optimize instructional effectiveness while safeguarding employment stability and maintaining the relevance of educators in the evolving educational landscape. To analyze the function of artificial intelligence in refining pedagogical techniques, streamlining administrative processes, and advancing curriculum design within Rivers State universities. This study will also explore the obstacles AI presents concerning employment security, skill evolution, and career sustainability. Furthermore, it aims to recommend approaches for seamlessly integrating AI into higher education, not as a substitute for educators but as a tool to empower them with digital competencies, enhance instructional quality, and secure long-term professional growth.

Universities

A university is a facility where education continues after secondary education. A tertiary-level education signifies an intellectual pursuit embarked upon and finalized within an institution of advanced learning (Collins, 2022, as referenced in Ofor-Douglas, 2022). Meanwhile, Otuya and Okolo (2020) underscored that universities serve as fundamental institutions upon which society relies for both education and scholarly research. This implies that university education is not merely a process but a structured academic journey with a definitive endpoint. Moreover, it connotes an elevation in intellectual capability and specialized knowledge, distinguishing tertiary education from informal or self-directed learning. In addition, it indicates a societal benchmark for expertise, reinforcing the institutional validation of scholarly achievement.

The negative repercussions of ChatGPT's presence in Nigerian universities include fostering academic misconduct by offering instantaneous solutions to examinations, scholarly essays, and coding projects. As a result, this diminishes the educational experience, impeding innovation and critical-thinking abilities. In particular, fresh entrants into university are especially susceptible, as dependence on AI-driven tools may hinder the establishment of a solid academic base, making higher-level coursework more challenging. Furthermore, ChatGPT's propensity to produce inaccurate or deceptive content could propagate misinformation, thereby weakening academic authenticity and intellectual advancement (Malinka et al., 2023).

This, in turn, explains how AI, when misused, can erode the fundamental pillars of education—original thought, problem-solving, and intellectual integrity. It also demonstrates that while AI offers convenience, unchecked reliance on it undermines foundational learning, particularly for new university students who are yet to develop independent academic skills. Moreover, it indicates that misinformation generated by AI tools presents an ongoing challenge, reinforcing the necessity for cautious implementation and critical oversight. In the same light, Celik et al. (2022) asserted that ensuring that educators possess ample teaching proficiency alongside technological

competence is essential for the seamless integration of AI-driven learning systems. However, another major hurdle restricting ChatGPT's institutional acceptance in Nigeria is the lack of clear-cut policies overseeing its usage and limitations. Due to this, and its swift emergence and continuous evolution, the Nigerian Universities Commission (NUC) has yet to issue a formal directive on its regulation and application. Consequently, this could explain why no Nigerian university has developed a structured blueprint for its adoption and governance, unlike institutions in technologically progressive nations. As a result, key discussions surrounding its role remain unresolved, leaving many academic professionals in uncertainty (Celik et al., 2022, as referenced in Bakare et al., 2023).

This connotes that technological advancements in education are only as effective as the policies guiding their use. It also suggests that Nigeria's educational system struggles to keep pace with AI's rapid development, leading to an institutional vacuum that hinders innovation. Furthermore, it explains why AI remains an unresolved topic in academia—without regulatory clarity, its potential remains underutilized while concerns about its misuse persist.

Although specific jurisdictions within the United States of America (USA) have recently outlawed the use of AI-based generative technologies in educational districts (NBC, 2023), most higher education institutions in both the United Kingdom (UK) and the USA acknowledge their ubiquity. As a consequence, they are developing adaptive policies, an approach that should have been adopted by Nigerian academia. For instance, numerous university lecturers now leverage generative AI to enhance their academic research, while others have incorporated it into instructional delivery. Additionally, some faculty members have come to recognize the urgency of mastering AI functionalities to effectively communicate its strengths and weaknesses to students, who increasingly view AI applications as indispensable knowledge sources (Cooper, 2023; Mhlanga, 2023).

This highlights a fundamental divide in global approaches to AI in education—while some regions resist its integration, others seek to harness its potential through structured policies. It also suggests that proactive adaptation is key to ensuring AI complements, rather than disrupts, learning. Moreover, it connotes that Nigerian institutions lag behind due to hesitancy in policy formulation, missing out on AI's transformative benefits in research and pedagogy.

Sophisticated AI-driven technologies, including image recognition, predictive modeling, and machine-based interpretation, enhance efficiency in academic assessments. Since student evaluation is a vital component of the educational framework, traditional assessment processes demand substantial time investments from educators. For example, tasks such as formulating exam questions, grading scripts, analyzing performance trends, and providing feedback are often time-intensive. However, AI diversifies evaluation techniques, improves analytical precision, and enhances grading accuracy. Beyond this, AI can also automate the marking process for assignments and tests, thereby reducing human effort and improving consistency (Rahim et al., 2018; Li et al., 2018). This demonstrates that AI has the capacity to refine the assessment process by increasing efficiency and reducing human workload. It further explains why automation is becoming an essential tool in modern education, as it minimizes grading fatigue and enhances consistency. Moreover, it indicates that while AI can support educators, it should not replace their judgment, as nuanced evaluations still require human oversight.

The time commitment required for grading students work is significant, and educators may experience mental fatigue when assessing numerous submissions over prolonged periods. As a result, errors in evaluations may arise after extended grading sessions. To mitigate this issue, AI-powered visual assessment systems assist educators by reducing the workload associated with manually marking assignments and calculating scores (Li et al., 2017). In doing so, these systems help minimize errors. Furthermore, the incorporation of AI in exam assessment facilitates the identification of unanswered questions and flagging of potentially identical responses, ultimately streamlining teachers' workloads and enhancing assessment efficiency (Li et al., 2017, as cited in Huang et al., 2021). This connotes that AI's role in education is not only about innovation but also

about alleviating human limitations. It also highlights that grading, often a tedious process, benefits from AI's ability to maintain accuracy and fairness. Additionally, it explains how AI-driven evaluations can enhance reliability by identifying inconsistencies that might otherwise go unnoticed. However, it also indicates that AI should be integrated as a support tool rather than a total replacement for human assessment.

Sustainability

Genuine sustainability is the mastery of flourishing a system without leaving destruction in the environment. Sustainability signifies fulfilling present requirements while ensuring that future generations retain the capacity to address their own necessities (Kuhlman & Farrington, 2010, as cited in Ofor-Douglas, 2020). Also, as the conventional one-way transmission of knowledge no longer effectively motivates students to act as responsible citizens, consequently, education for sustainable development requires reconsidering both physical and virtual learning environments (Chomova, 2021). This implies that traditional methods of instruction are no longer sufficient in fostering responsible citizenship. The need to rethink learning spaces—both physical and digital—suggests a paradigm shift where engagement, interaction, and adaptability become key. It underscores that passive learning is inadequate for the demands of sustainability education. Moreover, by leveraging AI technology, curricula can be developed to include a broader range of skills that align with the demands of the evolving job market (Chen, Chen, & Lin, 2020). This connotes that AI is not just a supplementary tool but a transformative force in education. The emphasis on a "broader range of skills" highlights the necessity of adaptability, suggesting that static curricula are becoming obsolete in the face of rapid technological advancements. As stated by Oyekan in Eya (2022), education is a collaborative process of teaching and learning that equips an individual from birth throughout their life for a joyful and meaningful existence in society, taking into account the individual's cultural background and available resources. This explains that education is not a mere transfer of knowledge but a lifelong process deeply intertwined with cultural context and personal fulfillment. It implies that standardized, one-size-fits-all approaches are insufficient in addressing the diverse needs of learners. In the 21st century, AI's impact goes beyond the industrial sector, and instead, it has become a significant force in reshaping education (Knox, 2020). This indicates that AI is no longer confined to automating traditional industries but is actively redefining how knowledge is delivered and acquired. The wording suggests an inevitable transformation rather than a passing trend, reinforcing AI's growing role in pedagogy.

Accordingly, Ouyang & Jiao (2021) examined the changes in educational models due to AI, particularly highlighting how adaptive technologies are reshaping conventional approaches. Specifically, they emphasized AI's ability to revolutionize teaching methods by providing tailored and data-based perspectives. This shows that AI's role in education extends beyond mere convenience—it is fundamentally altering the learning experience through personalized instruction. It suggests that static, uniform teaching models are increasingly being replaced by dynamic, data-driven methodologies.

Sustainability is defined as meeting our current needs without jeopardizing the ability of future generations to meet and address their own needs (Kuhlman & Farrington, 2010), as cited in Ofor-Douglas (2020). Therefore, it is crucial to incorporate sustainability principles into education. This directly asserts the ethical responsibility of the present generation to integrate sustainability into education. It suggests that education is not just about personal advancement but about ensuring long-term ecological and social viability. In this regard, there is an immediate necessity to strengthen the university system to ensure it achieves the desired international standards and effectiveness required to address the challenges of today and the ones that will inevitably occur (Ukhurebo et al., 2024). This emphasizes the urgency of reforming higher education to meet global benchmarks. The phrase "inevitably occur" implies that challenges are not hypothetical but certain, reinforcing the need for proactive measures rather than reactive responses. Similarly, Glavic (2020) pointed out the shortage of sustainable development information in ESD programs

and consequently proposed a model for an ideal sustainable development course. This suggests that despite sustainability's importance, there is a gap in how it is integrated into education. It implies that current programs may be more performative than substantive, necessitating structured, well-defined coursework. The integration of sustainability and skills for sustainable development demands an organizational shift in university education institutions (Lambrechts, 2018). Furthermore, Lambrechts et al. (2018) contended that shifting learning in education for sustainability demands the commitment of faculty and academic staff. However, the overall curriculum reform and its shift towards sustainability remain comparatively constrained (Von Blottniz et al., 2015). This highlights that achieving true sustainability in education requires more than just curriculum adjustments—it necessitates a fundamental restructuring of institutional priorities. The term "comparatively constrained" suggests that despite progress, systemic inertia still impedes meaningful change. There is an urgent need to strengthen the university framework to elevate its global standards and operational efficiency, ensuring it can address contemporary challenges while anticipating future demands (Ukhurebo et al., 2024). In this context, Glavič (2020) identified a deficiency of sustainable content in Education for Sustainable Development (ESD) programs and proposed a model curriculum to bridge this gap. To achieve meaningful progress, incorporating sustainability and competencies for sustainable advancement requires a fundamental structural transformation within univesity education institutions (Lambrechts, 2018). Additionally, Lambrechts et al. (2018) further emphasized that embedding sustainability in education hinges on faculty commitment, while Von Blottnitz et al. (2015) observed that efforts to reorient curricula toward sustainability remain insufficient.

Artificial Intelligence

Artificial Intelligence can shape concepts, dissolve barriers to knowledge and creativity and redefine the essence of innovation. An AI-driven framework can streamline repetitive managerial duties, including maintaining student archives, organizing timetables, and structuring academic programs (Okonkwo & Abejide, 2021). In line with this development, machine intelligence has been integrated into diverse academic establishments to refine educational results and elevate instructional standards (Wang, 2021). More specifically, by employing AI-based innovations, learning modules can be tailored to include competencies that align with evolving labor market demands (Chen, Chen, & Lin, 2020). Building on this perspective, Oyekan, cited in Eya (2022), described education as a collaborative process of imparting and acquiring knowledge, designed to shape an individual from infancy through adulthood for a fulfilling and productive life within their cultural and material surroundings.

In the modern era, the influence of AI extends beyond industrial applications, playing a crucial role in reshaping the educational landscape (Knox, 2020). Reflecting this transformation, Ouyang and Jiao (2021) examined paradigm shifts within AI-driven education, emphasizing how adaptive methodologies are reshaping traditional learning structures. They highlighted AI's potential to revolutionize instruction through individualized and analytics-based insights.

To ensure a comprehensive transformation, technological advancements should be integrated across all learning stages—from primary schooling to tertiary institutions—to cultivate essential 21st-century capabilities, ensuring students are adequately prepared for professional environments (Kivunja, 2014). Supporting this notion, Krstić et al. (2022) emphasized that AI is revolutionizing education by delivering personalized instruction and evaluative feedback. It serves as a fundamental tool for transitioning conventional schooling into a digitally enhanced system. Its applications include automated grading, educator support through analytical data, and adaptive learning environments. Moreover, the projected expansion of AI in education suggests an increase from a $1.1 billion market in 2020 to $12.6 billion by 2027.

As a result, innovative tools should be integrated into every dimension of instruction and knowledge acquisition to cultivate essential competencies for the modern era. This necessity applies across all educational levels, from primary schools to universities, ensuring that learners

are well-equipped for productivity in professional environments (Kivunja, 2014). Accordingly, the incorporation of innovative tools is not merely an enhancement but a necessity in modern education. This argument underscores the idea that technology is not an optional supplement but a fundamental pillar of effective learning at all levels. Such a perspective aligns with contemporary demands for adaptability and digital literacy in the workforce, reinforcing the argument that education must evolve in tandem with societal advancements. Similarly, Krstić et al. (2022) emphasized that artificial intelligence is revolutionizing learning by facilitating tailored mentoring and evaluations. In particular, this technology is regarded as crucial for reshaping conventional instruction to align with digital progress. Its specific applications include streamlining responsibilities such as assessment scoring, assisting educators through data-informed insights, and creating flexible educational settings. This shift represents a paradigm change in education, where artificial intelligence is no longer a futuristic concept but an active agent in transforming learning methodologies. The emphasis on tailored mentoring suggests that traditional one-size-fits-all instruction is increasingly outdated. Additionally, the mention of AI streamlining assessments and providing data-driven insights signals a broader movement toward efficiency and precision in educational practices.

Furthermore, Holmes et al. (2019) observed that artificial intelligence can deliver customized educational experiences, boost managerial effectiveness, and advance scholarly innovation within tertiary institutions. This perspective underscores the multifaceted role of AI in university education, moving beyond instructional support to managerial and research-oriented functions. In particular, the notion that AI can advance scholarly innovation implies that its influence extends beyond the classroom, shaping the very nature of academic inquiry and institutional governance. In the same vein, Seo et al. (2021) highlighted that, with the aid of artificial intelligence, lecturers can acquire a profound understanding of individual students' needs, deliver more precise evaluations, and formulate enhanced instructional approaches. This finding indicates that AI is not only a tool for automation but also a mechanism for deeper pedagogical understanding. By enhancing lecturers' ability to assess and address individual student needs, AI contributes to a more nuanced and responsive educational framework, suggesting a departure from rigid, standardized instruction. Additionally, Sadiku et al. (2021) examined artificial intelligence as a versatile and responsive instrument that transforms learning spaces by enhancing instructional effectiveness and accessibility. They further explored how AI fosters fairness in education and contributes to improved outcomes in emerging nations. This perspective highlights that AI's role in education extends beyond convenience, touching on fundamental issues of equity and accessibility. The argument that AI enhances fairness suggests an optimistic outlook on its ability to bridge educational disparities, particularly in developing regions. However, this perspective necessitates a critical examination of potential biases embedded in AI systems that could inadvertently reinforce existing inequalities. Likewise, Pakniany et al. (2023) emphasized that employing digital learning tools and analytical technologies can reinforce the execution of educational reforms. This implies that the successful implementation of educational reforms is increasingly reliant on digital tools and data analytics. The emphasis on reinforcement suggests that technology does not replace traditional educational structures but rather strengthens and refines them, reinforcing a hybrid model where digital and conventional methods coexist.

Similarly, UNESCO (2019) underscored that portable digital technology has the capacity to close learning gaps in disadvantaged areas, such as the Northern region of Nigeria. This assertion highlights the potential of digital learning technologies to address systemic educational challenges in marginalized regions. The focus on disadvantaged areas suggests a recognition that technology, when deployed strategically, can serve as a powerful equalizer in global education. Nonetheless, the effectiveness of such interventions depends on infrastructure, policy frameworks, and localized implementation strategies. Moreover, Huang et al. (2021) further highlighted the growing importance of artificial intelligence in instructional techniques, supporting personalized education, online learning spaces, and assessment processes. However, despite its advantages, issues such

as ethical dilemmas, algorithmic bias, and implementation challenges remain key subjects for further investigation. This discussion points to the growing significance of AI in education while acknowledging its inherent challenges. The juxtaposition of benefits—such as personalized learning and enhanced assessment—with concerns like algorithmic bias suggests a balanced discourse. It implies that while AI holds transformative potential, its ethical and technical limitations require ongoing scrutiny and refinement.

Finally, Sandy et al. (2023) asserted that AI-powered curriculum design offers substantial potential to enhance the alignment and significance of education. This conclusion reinforces the argument that AI is reshaping curriculum design, making education more relevant and aligned with contemporary needs. The assertion that AI enhances alignment suggests a shift toward data-driven curricular decisions, potentially reducing outdated or redundant material. However, this also raises questions about the balance between technological efficiency and the human-centric nature of education.

Teaching Profession

The teaching profession is a means for molding both a teacher and their students in knowledge, ingenuity and life skills. A transition to a new model for teaching and learning in postsecondary institutions is, therefore, supported by practical steps, shifting from traditional lectures to a more interactive approach, where students actively engage with the learning material (Uduk, 2016). Consequently, this indicates a critical shift in the perception of higher education, where passive reception of knowledge is being replaced by student-centered learning. Furthermore, the emphasis on interaction suggests that learning is most effective when students are active participants rather than mere spectators. This perspective is consistent with contemporary pedagogical theories that stress engagement as a key factor in comprehension and retention.

In light of this, instructors need to develop an individualized outlook on their teaching methods to enhance their effectiveness (Sund, 2016). This, in turn, connotes that a one-size-fits-all approach to teaching is insufficient in fostering meaningful learning experiences. Therefore, effective instructors adapt their methodologies to the unique needs of their students, recognizing that rigid adherence to a singular method may hinder learning outcomes. Moreover, it implies that innovation in teaching is not just beneficial but necessary to maintain relevance in an evolving educational landscape. Similarly, Oyekan, as cited in Eya (2022), opined that education is a collaborative teaching-learning process that prepares a person from birth throughout their life for a fulfilling and meaningful existence in society. Notably, this preparation considers both the individual's culture and the available resources. As a result, this explains education as a lifelong process rather than a finite stage of human development. Additionally, the inclusion of culture and resources suggests that education is not solely about intellectual acquisition but also about shaping individuals in alignment with their societal context. Thus, this perspective challenges the notion of education as merely institutionalized learning, advocating for a broader, more holistic view that integrates personal and communal growth.

Moreover, Obodo (2017) describes effective teaching as an approach characterized by the display of mental, interpersonal, and emotional equilibrium, a strong enthusiasm for engaging with children, a constructive mindset towards the teaching career, and the capacity to nurture desirable traits in learners. This highlights that effective teaching transcends the mere transmission of knowledge and extends into the realm of emotional intelligence and mentorship. Indeed, it underscores the idea that a teacher's attitude, stability, and passion significantly influence the learning environment. By extension, emphasizing the teacher's role in fostering character development positions educators not just as instructors but as role models shaping the future of society.

In conclusion, a transition toward a modern teaching-learning model in tertiary institutions is imperative. Specifically, this shift prioritizes interactive learning experiences over traditional lecture-based instruction, engaging students actively with educational content (Uduk, 2016). To

achieve this, educators must develop a personalized comprehension of their instructional methodologies to enhance their professional efficacy (Sund, 2016). Furthermore, Oyekan, as cited in Eya (2022), characterizes education as an interactive and lifelong learning process that prepares individuals for fulfilling and productive societal roles within their cultural and economic contexts. Likewise, Obodo (2017) defines effective teaching as an instructional approach marked by intellectual, emotional, and social balance, enthusiasm for students, a positive outlook on education, and the capacity to instill admirable qualities in learners.

Issues Affecting Artificial Intelligence and the Sustainability of the Teaching Profession in Rivers State Universities

1. **Job Security Challenges**

The growing integration of AI-driven teaching aids and automated grading systems is transforming the educational landscape. While these technologies enhance efficiency and streamline academic processes, they also raise concerns about potential job losses among educators. AI's ability to handle routine administrative and instructional tasks could make some teaching positions redundant, leading to uncertainty and anxiety within the profession. If not properly managed, this shift could diminish educators' enthusiasm and weaken the long-term stability of academic careers (George & Shaji, 2024). Even in industrialized nations such as the United States, employers struggle to recruit university graduates who meet the evolving requirements of AI-driven industries (Buckley & Majumbar, 2019). This challenge highlights a paradox because while AI may create new opportunities, it also necessitates continuous skill adaptation, leaving some educators vulnerable to job displacement.

2. Digital Divide and AI Accessibility

The successful implementation of AI in education depends on reliable infrastructure, digital literacy, and financial resources. However, many universities in Rivers State face systemic issues such as unstable electricity, weak internet connectivity, and limited access to advanced technological tools. These disparities risk widening the digital divide, favoring well-equipped institutions while leaving underfunded universities behind. Consequently, educators in resource-poor settings may struggle to integrate AI into their teaching methods, putting their jobs and the quality of education at risk (Reuben, Benson & Samuel, Ode & Lawal, Abubakar, 2024). Similarly, Benson Reuben and associates (2024) highlight how AI adoption in higher education institutions in Northern Nigeria is hindered by insufficient infrastructure, limited staff development, and a lack of structured policy guidelines.

3. Curriculum Evolution and AI Skill Adaptation

AI is reshaping curricula by introducing new digital tools and automating various aspects of teaching and learning. While these advancements can improve educational outcomes, they also demand that educators continuously adapt to evolving AI-driven methodologies. Without proper training and institutional support, lecturers may struggle to integrate AI into their pedagogy, potentially reducing their relevance and job security (Sarwar, Muhammad Azeem & Saima, Ms & Gul, Afshan, 2024). The necessity of AI literacy training for educators is not unique to Rivers State. Indonesia’s education system, for instance, is undergoing a turbulent phase due to the rapid advancement of AI, reflecting the global challenge of balancing technological adaptation with sustainable teaching careers (Marli et al., 2023).

4. Ethical and Cultural Implications

AI-based learning models often rely on global datasets that may not accurately reflect local educational needs, cultural values, or teaching traditions. This misalignment creates ethical and cultural challenges, forcing educators to adjust their teaching styles to fit AI-generated content. In some cases, over-reliance on AI could weaken the role of traditional educators, leading to

resistance or frustration among faculty members (Lim, Tristan & Gottipati, Swapna & Cheong, Michelle, 2023).

5. **Workload Redistribution and Faculty Burnout**

AI can significantly reduce administrative burdens by automating grading, students' assessments, and course management. However, this efficiency often comes with increased expectations for faculty members to engage in research, publish more frequently, and take on additional responsibilities. As universities shift priorities, faculty members may experience workload imbalances, leading to burnout and difficulty in sustaining long-term academic careers (Igbokwe & Innocent, 2023).

Suggestions

The following suggestions may be applied to resolve the issues affecting artificial intelligence and the sustainability of the teaching profession in rivers state universities discussed above:

1. Universities should let AI handle routine tasks like grading and scheduling so lecturers can focus on guiding students, improving their thinking skills, and providing emotional support. This way, teachers stay important even in an AI-powered world.
2. To help schools with poor internet or resources, universities can use simple AI apps that work offline or on weak networks. They can also work with phone companies to make internet cheaper for students and train lecturers on how to use AI tools.
3. Teachers should take AI training courses, starting from basic to advanced levels, to learn how to use AI in classrooms. There should also be AI experts to guide them so they don't feel lost when technology changes.
4. Rivers State universities should set up groups to check AI content and make sure it matches local culture and education needs. These groups can adjust AI lessons to fit the way students learn best.
5. AI can help lecturers by taking care of time-consuming tasks like grading and lesson planning. This way, lecturers would not feel overworked and can focus on teaching better.

Conclusion

The utilization of artificial intelligence in Rivers State universities provides a significant opportunity to prolong the viability of the teaching profession. This is only possible because AI constantly evolves and can be used as a tool God teaching and learning which can promote improved educational standards and curate learning experiences for both lecturers and students. Through the application of artificial intelligence systems, administrative duties can be simplified, educators can allocate time to engage meaningfully with students and enhancing the teaching process. Furthermore, AI can contribute to course development and curriculum improvement which ensures that the university curriculum stays relevant and adaptable. Nonetheless, the implementation of AI requires thoughtful evaluation to properly impact the teaching profession in Rivers State universities. While AI has the ability to handle specific tasks autonomously, it is vital to recognize that lecturers possess what technology cannot replicate or replace such as an empathy and flexibility. Therefore, AI should be regarded as a teaching aid and not a substitute for lecturers. Thus, for AI to foster the sustainability of teaching in Rivers State universities, substantial investment in lecturer's development, infrastructure and innovation is necessary. Ultimately, by creating a synergy between technological advancements and the skill of lecturers , the teaching profession will not only endure but flourish in an increasingly technology-driven world.

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