



HUMAN RESOURCE TRAINING IN ARTIFICIAL INTELLIGENCE: A NECESSITY FOR CAPACITY BUILDING IN NIGERIAN UNIVERSITY

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Abstract

This paper examines human resource training in Artificial Intelligence: A necessity for capacity building in Nigerian University. Artificial intelligence (AI) has been known to transform industries globally and its impact in education is very profound. Nigerian universities which are vital vessels to national progress must harness AI to elevate and standardise its research and teaching. Artificial intelligence is gradually being integrated in human resource management and is vital in transforming the way Nigerian universities operate on a day to day basis. In order to remain competitive and bring value on the global stage, human resource professionals in universities must develop the necessary skills to harness Artificial Intelligence potential. This paper stands to highlighted the necessity for capacity building in Nigerian universities, focusing on AI training for human resource professionals. Several problems serve as a barrier for which AI can be integrated for human resource training in universities. The problems such as infrastructure deficits, policy gaps, low technical capacity and adapting to AI evolving landscape. It is worthy to note that unless these problems are addressed there is no way forward for human resource training. The government, industry and the university itself all have their roles to play in solving these problems and ensuring capacity building in the university.

Keywords: Human Resource, Artificial Intelligence, Training, Capacity Building

Introduction

Artificial Intelligence (AI) refers to the stimulation of human intelligence in machines designed to think, learn and solve problems like humans. It encompasses various subfields including machine learning, natural language processing, robotics and computer vision, all of which are designed to perform tasks that typically require human cognition (Bussel & Norvig, 2021). In their definition, Alsaif and Aksoy (2023) expressly described artificial intelligence as technology that enables machines to do tasks intelligently and cleverly. Leonidas et al. (2022); Liu, li and Thomas (2017) collectively agreed that artificial intelligence refers to a set of technologies that allows computers and other devices to gather data from sensors,

mobile devices and storage (including; but not limited to speech recognition) analyse and comprehend the data using natural language processing, make intelligent decisions or recommend actions (expert systems) learn from acquaintances (machine learning) and respond to the demands of the situation (robotics). Chukwuka and Igweh (2024) agreed that the science of creating machines with human-like thought process is known as artificial intelligence. Edwards and Baggot (2021) made it known that AI offers innovative solution to these issues by leveraging data-driven insight, predictive analytics, and automation to optimize infrastructure management process.



Moreover, unlike humans, AI technology can process enormous amounts of data in many ways. AI works to be able to do human like tasks including pattern recognition decision making and judgement. Asada (2015) reported that artificial intelligence is the technology behind creating machines that can mimic human behaviour and are developed entirely by artificial means without relying on any living organisms. Bartneck et al. (2021) conceived AI as the creation of intelligent system designed to achieve specific objectives, demonstrating cognitive functions similar to those of humans. Uzailko (2023) perceived that artificial intelligence has continued to prove itself as a worthy tool in the organization and spans customer service, relationship management, personal assistance, cyber security etcetera. It is worth emphasizing that Rayhan (2023) affirmed that artificial intelligence system interacts with their environment in ways that closely resemble human like intelligence.

The utilization of the internet in education has become the prevailing trend (Hoti & Shatri, 2023). Salavati (2016) mentioned digital technologies which were used to refer to newer technologies used in the digitalization of the schools and into school lecturers' everyday practices. Using AI in education can have a dramatic impact on the way academic and administrative staff use their time and the manner in which students are served individually (Li, Gobert & Dickler, 2019). Education organizations are using AI tools in the form of the chatbox, etc. for handling the flood of inquiries during the admission time or process (Bird et al., 2018). Collectively, it can be agreed that Nigerian institutions can improve decision-making accuracy, automate repetitive processes, and guarantee a more equitable and effective approach to human resource management by utilizing AI (Ojo & Akinbode, 2020).

AI applications are nowadays helping job applications but it also helps the human resource department in managing the applications properly. Such tools automatically set criteria for the desired candidates and information gathering which provides guidelines for interviews (Gobert et al., 2012).

Human resource encompasses the individuals who comprise an organizations workforce bringing their skills, knowledge and talents to drive growth and success. Egwu (2020) asserted that human resource system is a set of distinct but interrelated activities functions and processes that are directed at attracting, developing and maintaining a firms' human activities. Foote and Izabel (2022) clearly stated that human resource management as "one who treads a finish line in seeking to reconcile the values of the organization with professional value as and the ethical management of people". The human resource department oversees various functions including recruitment, training, employee relations, compensation and performance management. Effective human resource management treats employees as a vital asset, leveraging their skills and knowledge to drive organization success while promoting a productive and positive work environment. Human resource are the able men and women working in an organization to achieve goals and objectives. Human resource consisted of staff within the university system, encompassing both academic and non-academic staff (Ofor-Douglas, 2021) as cited in Ofor-Douglas (2024).

For this reason, Ogamba (2021) is of the opinion that educational human resource forms the most vital resource of the educational institutions. In other words, encouraging proper improvements of educational human resource will enable them achieve set objectives of university education system for economic growth and



sustainable development. Some organizations have continued to alter the hitherto existing human resource (HR) functions, thus providing seemingly unique growing strengths and potentials for human resource management as well as obviously challenges, including job-specific obsolescence (Malik et al, 2019; Lariviere et al., 2017).

Cox (2021) specifically pointed out that through the use of AI, task that were originally performed by a large number of people in the organization are now handled by few machines which will become even more rampant in the near future. As technology advances rapidly integrating Artificial Intelligence into human resource is essential for organizational success. Nigerian universities, as key drivers of innovation need to adopt this shift to remain relevant and competitive on a global stage. The development of any society and nation depends on its educational system that produces the manpower to the society as an output for economy growth of the nation (Ofor-Douglas, 2024).

Importance of Artificial Intelligence

Artificial Intelligence is transforming higher education (university education inclusive) globally by enhancing teaching, learning, and administrative processes. It enables personalized learning through adaptive systems, facilitates intelligent tutoring, automates administrative tasks, and supports research through data analytics (Luckin et al., 2016). Chukwuma, Okeke and Eze (2021), for example, looked at how AI might be used to streamline the hiring and selection process in university education. AI contributes to the formation of a more robust and adaptive workforce, capable of handling the increasing difficulties of the university education sector in Nigeria (Ogunleye & Adeyemi, 2019). This intentional deployment of AI not only boosts staff efficiency but also strengthens the university's reputation as a

forward-thinking institution, which is crucial for attracting students, faculty, and research funding (Ezeani & Onuoha, 2023). Artificial Intelligence can identify gaps in a staff member's skill set and offer related courses or training sessions, thereby expediting the learning process and minimising the time required for skill acquisition (Adeoye, 2022). Furthermore, reducing the possibility for prejudice, the selection process becomes more meritocratic, leading to improved quality of hiring and ultimately enhancing staff performance (Babalola et al., 2020). Artificial Intelligence helps to the strategic goal of boosting the overall efficacy of Nigerian universities (Obikeze & Onwe, 2022).

Artificial Intelligence can facilitate mentorship programmes by linking less experienced personnel with mentors who hold the required skills, thus enhancing professional development and performance (Ibrahim, 2022). Artificial Intelligence not only inspires staff to thrive but also ensures that universities can attract and retain the greatest personnel in a competitive academic setting (Kaplan & Haenlein, 2020). Manually assessment of individuals can be prone to biases, lacks real-time feedback, and often fails to capture the entire scope of an employee's accomplishments over time. Moreover, the manual nature of these appraisals can make them cumbersome, time-consuming, and inconsistent, resulting to unhappiness among workers and inefficiencies in performance management (Obisi, 2020). Babalola and Oladipo, (2022) posited that universities can create focused development programmes that address particular areas for improvement by using predictive analytics to gain insights about trends in employee performance. This strategy adds to the institution's overall efficacy in addition to increasing worker performance on an individual's basis. This strategic goal is vital for establishing a



productive workforce that can contribute to the institution's academic and administrative success (Akinyele & Akinbode, 2021). This performance-based approach ensures that people who significantly contribute to the university's success are rewarded appropriately, therefore establishing a culture of excellence and encouraging higher performance (Kiron, 2021). Nevertheless, Davenport et al. (2020) said the capacity to customise training and development initiatives based on data-driven insights guarantees that resources are distributed wisely, meeting the needs of each worker and encouraging increased performance.

Training

Training in this context refers to equipping staff with the skills and knowledge they need to excel in their roles. Training is the ideal approach for preparing employees with certain skills or giving them the ability to fill the gaps in their performance (Shree, 2017). The more training provided the more benefits for the employees, this further enhanced skills and capabilities and the more advantages reflected back to the organization (Terrama et al, 2016). Training is what gives the adaptability possibility to the competitiveness characteristic and market raid changes. (Vagoor, Noor & Isa, 2017)

Human resource training is the process of enhancing the capabilities and expertise of human resource professionals to improve effectiveness and contribute to the achievement of organizational goals. Fejoh and Faniran (2016) cited in Eyina and Orlu (2021) emphasized that human resource necessitates the provision and management of personnel who comprise any system's production department. Agu (2014) revealed that trained development or educated human resource consistent manpower and personnel that bring about national development. The crucial nature of administrative functions embedded in

human resource management are getting increasingly more complex, considering the ever-dynamic nature of work environment and the wilder society at large (Nwafor et al., 2023).

Kyule (2017) cited in Eyina and Orlu (2021) stated that organisational staff member training and development should be based on the premise that their skills need to be improved in order to bring about growth in the organisation and then take it to the next destination, which is quality education. Unfortunately, many staff lack proper training, impacting the quality of education delivered (Education Commission, 2021). Kumar and Parveen (2013) pointed out that teachers (lecturers inclusive) need to be constantly developed professionally and managed effectively to be able to adapt to the global best teaching practices. It makes them gain knowledge through exchange of ideas that will enable them impart relevant knowledge to learners it also helps lecturers to integrate the newest findings in their subject areas, connect with students and learn from their peers, sorting through challenges and boost morale (Obiweluzo, 2014). Uzokife and Mbonu (2023) collectively said that lecturers' professional development training is a continuous learning that helps lecturers to improve on their skills. Gbervbie (2017) reasoned that staff training in the organization as part of the organizational culture which should be encouraged in order to achieve organizational goals. The more training provided the more benefits for the employees, this further enhanced skills and capabilities and the more advantages reflected back to the organization (Terrama et al., 2016).

The Role of Artificial Intelligence in Human Resource Management (HRM)

An upgrade in technology, no doubt, will offer limitless benefits, boost and upgrades the procedures of education (Admin, 2018).



George and Thomas (2019) and Chen (2022) collectively agreed that AI technologies are being utilized in HRM to streamline various HRM activities like recruitment, onboarding, performance management and others. Similarly, Parveen and Palaniammal (2019) claimed that in human resource management (HRM), the use of AI reduces the time and effort required to complete complex and heavy tasks while improving decision-making for optimal results. Sakka et al. (2022) said that in a nutshell, artificial intelligence is changing how HR departments function and its application will grow in the near future. Alsaif and Askoy (2023) brought to light the management of human resource several potentials for the application of artificial intelligence. They further established that these opportunities include but are not limited to human resource strategy and planning, human resource recruitment and selection, human resources training and development, human resource performance management and human resource compensation management. Meshram (2023) posited that the adoption of AI in HRM facilitates easier access to highly skilled individuals for organizations, leading to efficient recruiting process. Moreover, Khaled et al., (2023) highlighted the fact that the intelligent AI technologies offers a fresh approach to personnel management enhancing overall company performance and presenting diverse opportunities for performance management.

Current state of AI adoption in Nigerian Universities

AI is transforming university education by enhancing teaching and learning processes, providing personalized learning experiences and enabling more efficient administrative systems. Supporting the above statement, Cheng (2019) went on to say that universities worldwide are integrating AI into their curricula to equip students with the skills necessary for future

careers in technology and data-driven industries. Ng (2017) commended that globally, AI's impact on university education is profound. It provides opportunities for developing smarter educational systems that offer individualized learning experiences especially in large scale online courses. Anyaochukwu (2025) perception on the subject said that in Nigeria, AI adoption in university education is in its nascent stages but shows promising potential. Going further, they remarked on the fact that universities are beginning to incorporate AI in their curricula, research and administrative functions.

Capacity Building: Needs for Artificial Intelligence Integration in Human Resource Training

This refers to the skills, knowledge and resources required to effectively integrate Artificial Intelligence (AI) into an organization, system or process. The administrators of Nigerian universities must thus adapt to the current trend of innovation in society and the world to be up to date in knowledge and skills to achieve the goals and objectives of university education and sustainable development. Abdulkaren and Oyeniran (2011) cited in Ofor-Douglas (2022) remarked on the fact that universities are set to serve as institutes of technological advancement, skill acquisition, production of quality graduates and strategic research and development. In human resource as far as the university is concerned, it involves recruitment, training and development, performance management. Nigerian institutions can improve decision-making accuracy, automate repetitive processes, and guarantee a more equitable and effective approach to human resource management by utilising AI as seen by (Ojo & Akinbode, 2020). There are different ways in which a university's capacity building needs can be met with the use of AI integration in human resource training. Firstly, it is imperative



that employees must be trained on the latest trends and developments in their fields. HR departments can now train and evaluate staff using AI-based tools (Chakra et al., 2025).

Secondly, AI tools have made it possible to identify skill gaps and create individual training plans for staff based on their needs (Bhatt & Muduli, 2024). AI can help create customized learning paths for new recruits based on their skills and match them to their interests (Iqbal et al., 2018). Anastasiou (2025) confirmed that as educational leadership continues to evolve, it is increasingly clear that traditional human resource management practices alone may not be sufficient to address the complexities of modern educational institutions. The integration of emerging technologies such as artificial intelligence offers a promising avenue to complement and enhance human resource management function.

Challenges and Barriers to AI adoption

Challenges and barriers to AI adaption are obstacles that hinder the integration and use of Artificial intelligence (AI) technologies. Ogunlade and Usman (2022); Olanrewaju (2021) collectively agreed that despite the significant promise of AI in higher education, the reality of Nigeria presents a complex landscape of infrastructural deficits, policy gaps, limited technical expertise and resistance to change. Specifically talking about the challenges in the adoption of AI in academic libraries, Joel (2023) exposed that many issues and challenges prevent the full integration of cutting-edge technology such as artificial intelligence with library and information work. Challenges such as lack of management/executive support, insufficient budget and funding and inability to keep up with the increasing trend in new technologies and with the challenge of implementing new technologies.

1. Infrastructure deficits

Infrastructure deficits in artificial intelligence refers to the missing or inadequate foundation pieces needed for AI to grow like hardware, software, data, talent, connectivity and governance. Mahuta and Abubakar (2025), maintained that one of the most critical impediments to the adoption of AI in Nigerian higher education is the lack of enabling infrastructure. They further upheld that most universities operate with outdated hardware and software, which are incompatible with modern AI algorithms and systems. It is unfortunate that many Nigerian universities, particularly those in rural or semiurban areas, struggle with poor digital infrastructure (Ogunlade & Usman, 2022).

2. Policy gaps

The policy gaps in AI refer to the missing or unclear rules, guidelines and frameworks needed to properly govern AI development and deployment. It is worth emphasizing that despite increasing interest in AI across Africa, Nigeria currently lacks a national policy specifically dedicated to the integration of AI in the education sector (Aliyu & Hindatu, 2025). The absence of a coherent policy framework means that individual institutions are left to chart their own course without guidance, support, or standardization. This often leads to fragmented efforts, duplication of initiatives, and inconsistent levels of adoption (Benaim & Lalloo, 2021).

Mahut and Abubakar (2025) strongly put it that the absence of national AI policy tailored to the education sector necessitates the urgent development of a comprehensive strategic framework. They further elaborated on the fact that government bodies responsible for education and technology should collaborate to formulate guidelines that promote the responsible adoption of AI in Nigerian higher institutions.



3. Low technical capacity

The above means lacking sufficient knowledge, skills or experience in a specific technical field which in turn means technology is not being utilized, built or managed properly. Adediran *et al.* (2025) asserted that one significant obstacle is the limited availability of proficient experts with competence in AI and its associated domains, Nigeria is with substantial deficiency of expertise areas of AI development, implementation and maintenance. In agreement, Adebayo and Salako (2021) also believes that in Nigeria, the shortage of AI professionals such as data scientists, machine learning engineers, and AI ethicists—poses a major constraint. Many academic institutions do not offer specialized training in AI, and existing staff often lack the technical competencies to implement and manage AI projects. Meanwhile, Oladimeji (2020) explained that the lack of technical expertise is a significant barrier to AI solutions. Furthermore, it can be said that when lecturers lack the needed digital skills, understanding or training about the new technology, they begin to oppose the change because of their inadequate preparation to receive it (Oye & Olamide, 2020). However, Adepoju (2022) maintained that in order to tackle this issue, it is necessary to implement focused educational program and professional development activities that seek to cultivate a skilled workforce.

4. Adapting to AI's evolving landscape

This refers to the challenges of adapting to new definitions, interpretations or applications of artificial intelligence as the field evolves. A myriad of problems has made it difficult for the adaptability of AI in the Nigerian University setting. One of such is the uncertainty and user attitude, there is a general public scepticism and fear of job displacement. On their part, Okoye and Ezema (2020) firmly believed that

many academic and administrative staff in Nigerian universities are accustomed to traditional methods of teaching, learning, and management. As such, they may be reluctant to embrace new technologies that they perceive as disruptive or complex. Olanrewaju *et al.* (2020) critically looked at the subject and rightly put it that emphasizing the advantages of artificial intelligence (AI) and openly addressing any worries from the public can contribute to creating a more supportive atmosphere for the acceptance and implementation of AI.

Conclusion

The adoption of artificial intelligence (AI) is revolutionizing industries and transforming the way we live and work to leverage the benefits of artificial intelligence, Nigerian universities need to prioritize human resource training and development. This can be achieved by implementing AI-focused training programs, enhancing the capacity of human resource professionals, fostering collaboration between departments and industry partners. Additionally, Nigerian universities should prioritize continuous professional development, address ethical concerns and seek government support to drive the growth of the AI ecosystem. By doing so, they can build a workforce, drive innovation and remain competitive globally.

Suggestions

The following suggestions were made in response to the challenges and barriers to AI adoption

- 1 There should be a collaboration between the industry, government and the university which can help develop university education in artificial intelligence and also to promote innovation.
- 2 Government structures should be put in place to implement accountability, frameworks and ethics which can help manage AI



risks and ensure responsible AI development.

- 3 Educational collaboration among educators who collectively harmonize ideas and opinions with technological advancements that will help build technical capacity.
- 4 There should be adequate education and training which will provide resources and knowledge on the benefits of AI.

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