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I have the honour of introducing the inaugural issue of the *LASU Journal of Multidisciplinary Nigerian Studies (LASUJMNS)*, Volume 1, Number 1 (December 2025). This maiden publication represents a significant step in the commitment of Lagos State University to advancing rigorous, multidisciplinary scholarship focused on Nigerian realities.

LASUJMNS was established to provide a credible academic platform for high-quality research that interrogates the social, economic, political, educational, cultural, and technological frameworks in Nigeria. The journal responds to the growing need for scholarly work that moves beyond single-discipline approaches and offers integrated, evidence-based perspectives capable of informing policy, practice, and public discourse.

As a peer-reviewed, biannual, open-access journal, LASUJMNS is committed to academic excellence, ethical publishing, and accessibility. All submissions undergo a rigorous double-blind peer review process in line with international best practices and the principles of the Committee on Publication Ethics (COPE). Only original, methodologically sound, and relevant manuscripts are considered for publication.

The articles featured in this inaugural issue reflect the multidisciplinary scope and scholarly standards of the journal. They address contemporary Nigerian issues across key sectors, which offers insightful analyses, empirical findings, and practical implications that contribute meaningfully to national development discussions.

I sincerely appreciate the dedication of the Editorial and Advisory Boards, the professionalism of our reviewers, and the confidence of the authors who contributed to this first volume. Their collective efforts have laid a strong foundation for the journal. On behalf of the Editorial Board, I invite scholars, policymakers, and practitioners to engage with this issue and to partner with us in building a vibrant platform for multidisciplinary Nigerian studies.

Prof. M. O. B. Mohammed, FNAEAP

Editor-in-Chief

LASU Journal of Multidisciplinary Nigerian Studies (LASUJMNS)

Lagos State University.

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ETHICAL USE OF GENERATIVE AI AND DEVELOPMENT GUIDELINES AMONG BUSINESS EDUCATION LECTURERS IN PUBLIC TERTIARY INSTITUTIONS IN LAGOS STATE, NIGERIA

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Abstract

This study investigated the relationship between the ethical use of generative Artificial Intelligence (AI) and the development of institutional ethical guidelines among Business Education lecturers in public tertiary institutions in Lagos State, Nigeria. Grounded in concerns over data privacy, intellectual property rights, and the current lack of formal institutional policies, the research examined how lecturers' ethical practices influence the creation of governance frameworks. A correlational research design was employed, with data collected from 35 lecturers across three institutions using a validated questionnaire. The data were analyzed using Kendall's tau-b correlation coefficient. The findings revealed strong, statistically significant positive relationships between both ethical constructs and guideline development. Specifically, a significant correlation was found between the ethical use of data privacy and the development of ethical AI guidelines ($\tau_b = 0.652, p < 0.05$). Similarly, a strong positive correlation existed between compliance with intellectual property rights and guideline development ($\tau_b = 0.711, p < 0.05$). The study concludes that lecturers' individual ethical awareness and practices regarding generative AI are pivotal predictors of their support for and contribution to formal institutional policies. In the absence of structured guidelines, personal ethics serve as a crucial informal regulatory mechanism. The study recommended that government should encourage integration of ethical AI in the business education curriculum to enable lecturers and students to properly manage AI in their academics and professional career.

Keywords:

Generative Artificial Intelligence, Ethical Use, Development Guidelines, Business Education, Data Privacy and Intellectual Property

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Introduction

All over the world, Business Education holds a very important location in the educational system in Nigeria because of its focus on skill acquisition, employability, entrepreneurship, and managerial acumen. As a discipline, it offers a blend of theoretical knowledge and application to enable students to make a meaningful contribution in today's business environment. In the public tertiary institutions in Lagos State including Universities and Colleges of Education.

Business Education makes a major contribution to human capital development and sustainability. As the commercial and educational capital of Nigeria, Lagos State embraces a large number of public tertiary institutions offering programs in Business Education; thus, it remains a very important context in which emerging trends in academic practices and innovations can be studied. Recently, the role of lecturers in business education has greatly expanded. Apart from teaching in classrooms, lecturers conduct intense research work, handle undergraduate and postgraduate students, publish in authentic journals, and participate in developing institutions and the community. Such roles were observed by Shittu, Yekinni, and Adedapo (2022) that Nigerian lecturers in conducive learning environments driven by performance where high productivity is expected within a short time. As a result, lecturers have increasingly turned to technology to aid learning functions.

However, the emergence of Artificial Intelligence (AI), especially generative AI, has significantly impacted the ecosystem of higher education institutions across the world. Generative AI can be described as systems with intelligence to create original content such as text, summaries, learning notes, or analysis based on a large volume of information. Examples of such tools used in learning institutions include ChatGPT, Grammarly, Gemini, and Turnitin. ChatGPT is an AI tool used by students to assist tutors in research writing, literature summaries, assessment solutions, and plagiarism checks. As noted by Chan in 2023, generative AI can be used to boost academic efficiency and aid in knowledge production if used properly. In Business Education, these tools provide an opportunity for better teaching delivery, enhanced research production, and innovative teaching operations. According to Dairo, Shittu, Beyioku and Odekunle (2025), Artificial Intelligence represents not merely a technological advancement but a paradigm shift that reshapes teaching, learning, and research practices. In the context of Nigeria, Artificial Intelligence offers unprecedented opportunities to address systemic inefficiencies that have long hindered higher education: inadequate infrastructure, administrative bottlenecks, poor funding, and limited access to quality educational resources. Moreover, in addition to the emerging opportunities, it is important to highlight that the application of generative AI technology holds equal social and moral multiplicities. The moral application of AI in academia incorporates responsible handling of information, upholding IP rights, being transparent in authorship, and upholding academic integrity. Akgun and Greenhow in 2022 highlighted that if moral considerations were not put in place, generative AI technology would pose a threat to academic integrity, undermine critical thinking capabilities, and increasingly blur lines between human-authored and AI-authored scholarly work, particularly among lecturers offered moral ascendancy over students they teach.

In the Nigerian context, the professional ethics of using generative AI have not obtained much development. Some of the public tertiary institutions in the country do not have guidelines governing the application of AI tools by lecturers. The deficiency in systematic guidelines creates dilemmas on acceptable practices, particularly concerning matters of personal information and intellectual rights. As indicated by Shittu, Ola, & Oladipo (2024) in their concerns on this matter, digital technology boosts efficiency but lacks regulation in ethics, which can pose potential risks to institutions in reputational damages and academic dishonesty.

Data privacy is among the most pressing moral considerations in dealing with generative AI technology. Lecturers frequently upload personal information such as research information, students' information, and unpublished texts into AI systems. Moreover, another important consideration remains in regards to intellectual property rights. For instance, generative AI technology sometimes utilizes an enormous amount of existing information. Thus, important moral considerations include addressing ownership and appropriate citation in regards to generative AI technology.

Statement of the Problem

In recent years, the rapid emergence of generative Artificial Intelligence has transformed academic practices by providing tools that support instructional delivery, research writing, assessment, and data management. While these tools offer considerable benefits, their increasing use has raised serious ethical concerns within academic environments. Most Business Education lecturers in public tertiary institutions in Lagos State have started integrating generative AI into teaching and research activities without clear institutional guidelines that regulate ethical use. This has caused challenges relating to academic integrity, originality of scholarly work, data privacy, transparency, and respect for intellectual property. The absence of structured development guidelines has also resulted in inconsistent practices among lecturers, with some using AI responsibly while others over-rely on automated outputs, which may weaken critical thinking and professional judgment. Moreover, this has been exacerbated by differences in lecturer awareness and ethical orientation, given that institutions have found it challenging to establish common standards on using AI. In the absence of evidence regarding how ethical use of generative AI is related to the development of institutional guidelines, policymakers and academic leaders are deprived of the information needed for effective governance frameworks and professional development programs. This is therefore given the limited understanding of the relationship between the ethical use of generative Artificial Intelligence and the development of guidelines among business education lecturers in public tertiary institutions in Lagos State, Nigeria. Normally, responsible AI adoption would go hand in hand with promoting academic integrity to ensure that there are quality teaching and research in Business Education.

Research Hypotheses

The following null hypotheses were raised and tested at 0.05 level of significance:

1. There is no significant relationship between ethical use of data privacy in generative Artificial Intelligence and the development of ethical guidelines among Business Education lecturers in public tertiary institutions in Lagos State, Nigeria.
2. There is no significant relationship between compliance with intellectual property rights in the use of generative Artificial Intelligence and the development of ethical guidelines among Business Education lecturers in public tertiary institutions in Lagos State, Nigeria.

Literature Review

Recently, breakthroughs in generative artificial intelligence have profoundly impacted educational contexts such as learning, instruction, and administration. With generative AI, for instance, large language models make it possible to produce content, learning, and analysis of data in real time, thus improving learning and instruction in educational settings. Some of the ethical considerations in generative AI include matters pertaining to academic integrity, privacy, transparency, and accountability. The application of generative AI in higher education is related to enhanced educational performance when used appropriately. Research shows that AI can assist teachers in automating admin work, creating personal feedback, and developing adaptive learning systems, which increase critical thinking and problem-solving capabilities in learners (Wu, 2024; Akgun & Greenhow, 2022). However, AI technology can contribute to cheating in educational institutions through plagiarism, generating citations, and diminishing originality in the work presented by students. The role of AI in higher education, therefore, highlights a critical need for educational institutions to govern AI in a way that makes AI an addition rather than a replacement for learning capabilities in humans (Mirbabaie et al., 2022). Research further confirms the significance of AI illiteracy among both lecturers and students. Educating lecturers on how to incorporate AI in a moral way in teaching will not only allow them to teach their students how to make good use of technology but will also make sure they keep their integrity intact (Baidoo-Anu & Ansah, 2023). On a different but related matter, leaders have a very vital role to play when it comes to incorporating moral guidelines in AI usage in teaching. Research confirms that institutions with ethics guidelines in AI have an increased level of ethics guideline application and enhanced teaching methodologies (Chan, 2023; Rudolph et al., 2023).

Business Education, as a field of study, not only focuses on ethics but also emphasizes ethics, accountability, professionalism, and prudent decision-making. Perhaps these can be considered closely linked with ethics in generative AI usage. Teachers in this case not only have a role in using generative AI technology in a responsible manner but also have to display exemplary ethics in front of students, most of whom will become future leaders in business and administration. Although the application of generative AI gains prominence in contemporary society, very few studies have empirically assessed its ethics in practice among lecturers in Nigeria. While literature primarily investigates students' attitudes towards AI or educational technology, very little consideration has been given to ethics among lecturers and developing ethics guidelines in institutions. Especially in Business Education, where ethics are core to professionalism, very few studies assess the significance of ethics in generative AI in connection with creating guidelines in public institutions. Knowledge on the connection between using generative AI in an ethical capacity and developing guidelines for ethics is vital in making well-informed decisions on technology integration. Ethical awareness among lecturers can have an impact on institutions in developing AI governance frameworks in terms of conceptualization and implementation. Moreover, institutions providing guidelines on ethics can have an impact on lecturers' attitudes towards AI usage. The study of such a connection in relation to public tertiary institutions in the state of Lagos will be insightful with regards to

adopting AI in developing educational systems. With this background in focus, this research inquiry explored the relationship between the ethical usage of generative Artificial Intelligence and the formulation of ethics guidelines among lecturers in Business Education in public tertiary institutions in Lagos State, Nigeria. Through a focus on data privacy and IP rights compliance, this research contributes to existing conversations on ethics in AI governance, academic ethics, and educational innovation. The results of this research will shed light on institutions, capacity-building programs, and policies in support of ethics in generative AI usage in higher education institutions.

Empirical studies have reiterated the advantages offered by the integration of AI in a responsible manner. Ethical integration of generative AI in education will lead to efficiency in learning, a culture of innovation in learning, and a learning system where lecturers deliver personalized learning opportunities to candidates (Thongprasit & Wannapiroon, 2022; Ebinga, 2014). In summary, existing literature shows a very important interface existing between the potential offered by generative AI and the ethics involved in adopting AI in higher education institutions. Although AI holds very promising opportunities in Business Education, it is important to address these ethics in a proper manner, which requires guidelines and professional development among lecturers. Therefore, this justifies moving towards an assessment of existing practices, ethics, and guidelines for AI adoption offered in Nigerian institutions.

Methodology

The study adopted a correlational research design in order to establish the ethical use of generative AI as related to practices among Business Education lecturers in public tertiary institutions in Lagos State. The target population size of this study consists of 40 Business Education lecturers from the three identified public tertiary institutions, namely Lagos State University (LASU), Ojo; Lagos State University of Education (LASUED), Otto-Ijanikin; and the Federal College of Education (FCE), Akoka. From these institutions, the researcher considered selecting 10 lecturers for LASU, 15 lecturers for LASUED, and 15 lecturers for FCE Akoka. Proportionate stratified random sampling, given the relatively small population, thus selected a sample of 35 lecturers to ensure that this representation cuts across the three institutions. LASU contributed 9 lecturers, LASUED 13 lecturers, and FCE Akoka 13 lecturers. Stratification was important to account for institutional differences in the adoption of AI and access to other resources. Data were collected using a structured questionnaire titled the Ethical Usage of Generative AI Tools Questionnaire (EUGAITQ), designed by the researchers. The questionnaire had two sections. Section A accounted for demographic data like gender, years of experience, and academic rank, while Section B contained items based on the research objectives/questions addressing the ethical usage of generative AI, present practices, and guideline development. All items used a four-point Likert-type scale measured as: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument had content validity since it was expert reviewed by specialists in Business Education and educational technology. It was pretested for reliability through a pilot study on 5 lecturers outside the sample, and the Cronbach's alpha coefficients fell between 0.73 and 0.75, indicating acceptable

reliability. Data collected was analysed using the Kendall's tau-b correlation coefficient with the aid of Statistical Package for Social Science version 26.0.

Results and Discussion

Test of Hypothesis One

Table 1: Kendall's tau-b Correlation between ethical use of data privacy and development of ethical AI guidelines

	Ethical Use of Data Privacy	Development of Ethical AI Guidelines
Ethical Use of Data Privacy	1.000	.652**
Sig. (2-tailed)	.	.000
N	35	35
Development of Ethical AI Guidelines	.652**	1.000
Sig. (2-tailed)	.000	.
N	35	35

Correlation is significant at the 0.05 level (2-tailed).

The Kendall's tau-b correlation result shows a strong positive and statistically significant relationship between ethical use of data privacy and the development of ethical AI guidelines among Business Education lecturers ($\tau_b = 0.652$, $p < 0.05$). This indicates that lecturers who demonstrate higher ethical consideration for data privacy are more likely to support and contribute to the development of ethical AI guidelines in public tertiary institutions. The first null hypothesis stated that there is no significant relationship between the ethical use of data privacy in generative AI and the formulation of ethics guidelines for Business Education lecturers in public higher learning institutions in Lagos State, Nigeria. This was tested using the Kendall's tau-b correlation, and the result showed that there was a positive and significant link between using data privacy ethically and developing ethics guidelines for AI in Business Education, with a tau-b correlation of 0.652 and $p < 0.05$. This means that the null hypothesis was rejected, as the probability value was less than the significant value. This means that the more lecturers feel conscientious about using data privacy in their work with generative AI, the more supportive they will be or become in terms of the implementation of AI guidelines on matters concerning ethics. The study found that lecturers who feel more aware about aspects such as confidentiality, proper handling of data, or personal information would result in the lecturers being highly committed to adhering to the institutional guidelines in matters pertaining to ethics in AI use. This study supports previous studies, which clearly noted that being more aware in terms of data privacy in any learning institution has significant effects on implementing ethics in their policies on AI (Shittu et al., 2021; Afolayan & Yusuf, 2022).

Test of Hypothesis Two

Table 2: Kendall's tau-b Correlation between compliance with intellectual property rights and development of ethical AI guidelines

	Compliance with Intellectual Property Rights	Development of Ethical AI Guidelines
Compliance with Intellectual Property Rights	1.000	.711**
Sig. (2-tailed)	.	.000
N	35	35
Development of Ethical AI Guidelines	.711**	1.000
Sig. (2-tailed)	.000	.
N	35	35

Correlation is significant at the 0.05 level (2-tailed).

The Kendall's tau-b correlation result indicates a strong positive and statistically significant relationship between compliance with intellectual property rights and the development of ethical AI guidelines among Business Education lecturers ($\tau_b = 0.711$, $p < 0.05$). This implies that higher compliance with intellectual property rights is associated with greater support for and development of ethical AI guidelines in public tertiary institutions. The second null hypothesis was that there was no significant relationship between compliance with intellectual property rights with regard to the adoption of generative artificial intelligence, and the development of guideline documents for ethical artificial intelligence among business education lecturers in public institutions of higher learning within Lagos State, Nigeria. The result for Kendall's tau-b correlation indicated that compliance with intellectual property rights was strongly and significantly positively related to the development of guideline documents for ethical artificial intelligence ($\tau_b = 0.711$, $p < 0.05$). Therefore, the null hypothesis was rejected. The implication here is that the more a participant adheres to the intellectual property principles of originality, giving proper credit to sources, and honoring author rights, the more he or she participates in the development of ethical guidelines for AI use. The finding suggests that the more a lecturer adheres to intellectual property principles when employing generative AI tools, the more he or she agrees to the creation of proper regulations on AI use. The finding agrees with some empirical research, which has found respecting intellectual property to be fundamental within proper AI regulation in an academic environment (Floridi & Cowls, 2019; Jobin et al., 2019).

Conclusion

This research made a significant positive link between the ethical utilization of generative AI in relation to data privacy and intellectual property rights and the formulation of institutional ethics guidelines for Business Education lecturers in the public higher institutions in Lagos State. From the study, it is clear that the lecturers' values of being mindful of their data and authoring rights are a major determinant of their efforts and activity in the formulation and promotion of formal guidelines for the regulation of AI. Observing the lack of formal guidelines

in the current environment, the individual ethics of the lecturers provide an important, yet informal, mechanism for the same. This study supports the promotion of ethics literacy in the integration of AI in the higher learning institutions to ensure that the integration of the technology does not end up undermining the ethics and standards of Business Education.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Policymaker of higher institutions in Lagos State should develop guidelines for the ethical use of generative AI. These guidelines should cover data privacy, intellectual property, as well as the responsible use of AI.
2. Higher institutions management in Lagos State should offer continuous professional development program for lecturers to participate in regular training sessions and workshops to enhance their knowledge on generative AI tools and teaching and research practices.
3. Public tertiary institution management in Lagos State should create data privacy and intellectual property rights awareness to make lecturers aware of the associated rules and regulations related to data protection and intellectual property to ensure that AI content is used responsibly.
4. Management should employed mechanisms for monitoring system and evaluation in order to assess the usage of Artificial Intelligence and comply with ethical principles.
5. Public tertiary institution in Lagos State should promote collaborative development of guidelines for AI among lecturers, administrators, and students for workable, relevant, and acceptability.
6. Government should encourage integration of ethical AI in the business education curriculum to enable lecturers and students to properly manage AI in their academics and professional career.

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