

ASSESSING THE ECONOMIC BENEFITS OF AI-DRIVEN SUSTAINABILITY EDUCATION FOR SECONDARY SCHOOL STUDENTS' FUTURE CAREER PROSPECTS IN IMO STATE.

Chienyenwa.U.CHIEKEZI

Department of Economics

Benjamin Uwajumogu (State) College of Education

Ihitte-Uboma, Imo State.

precioushu@yahoo.com; Ubakumchyneye@gmail.com

08038241920,

Blessing Chinenye NWAIRE

Department of Social Studies

Benjamin Uwajumogu (State) College of Education

Ihitte-Uboma, Imo State.

Chible2016@gmail.com, 08062629590

&

Ijeoma Cynthia EBEDO

Comprehensive Secondary School

Urualla Ideato North, Imo State

ijbedo2@gmail.com; 09027203887

Abstract

This study evaluates the economic benefits of AI-driven sustainability education for the future in Imo State. The study adopted a descriptive research design. The study was guided by three research questions, which were raised, and three hypotheses were formulated. The study was conducted in the Mbaitolu Local Government Area of Imo State in Nigeria. The study population consisted of 392 secondary school students in Imo State. The simple sampling technique was used to obtain 198 students (Taro Yamane Formula). The instrument for data collection was a 25-item researcher-made instrument titled "Economic Benefits of AI-Driven Sustainability Education for Students' Future Career Prospects Questionnaire," which was structured using a Likert type of response with strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) options respectively and the Cronbach Alpha was used to obtain a reliability index of 0.89. The instrument was validated by two experts from the Measurement and Evaluation department of Economics. The research questions were analyzed using means and standard deviations, while the null hypotheses were tested using a t-test. The findings revealed a significant positive impact of AI-driven sustainability education on Students' knowledge and skills in sustainable economic development. AI-driven sustainability education is a promising educational innovation that can boost secondary school students' career opportunities and economic prospects in Imo State. Strengthening its integration into the school system can be a powerful step toward developing human capital, encouraging technological progress, and supporting sustainable economic growth in the state and beyond. It was recommended that Imo State Ministry of Education should officially include AI-driven sustainability education in the secondary school curriculum, especially in science, technology, and civic education subjects. This will help systematically develop skills related to the digital and green economy.

Keywords: Artificial Intelligence in Education, Sustainability education, Economic benefits, Career prospects of secondary school students, and Digital skills & Employability

Introduction

The quick progress in Artificial Intelligence (AI) has greatly changed education, jobs, and economies around the world. AI tools are now being used more in teaching and learning to make education more personal, help students learn better, gain skills, and prepare for future careers. At the same time, there is a growing focus on teaching about sustainability because of concerns about climate change, harm to the environment, and the need to move towards a greener economy. Because of this, combining AI with sustainability education has become an important way to prepare students for future jobs and career opportunities.

Artificial Intelligence (AI)-driven sustainability education refers to the integration of AI technologies into teaching and learning processes to enhance students' understanding of sustainability concepts such as environmental protection, resource management, and green innovation. AI-driven sustainability education means using AI tools, platforms, and data systems to teach about things like protecting the environment, using renewable energy, taking action on climate issues, managing waste, and starting green businesses. These technologies offer interactive learning, instant feedback, simulations, and data analysis, helping students better understand and apply sustainability ideas (UNESCO, 2021; OECD, 2022). Studies show that AI enhances sustainability education by promoting awareness, attitudes, and participation in sustainable practices among secondary school students (Aladede, 2025). This aligns with global educational trends that emphasize technology-driven solutions for achieving sustainable development goals. AI-driven education has been linked to improved career readiness and employability skills. In Nigeria, studies reveal that AI integration in education enhances students' preparedness for the labor market by aligning learning with industry demands. For instance, research on AI and career readiness shows that AI technologies: provide career guidance and labor market insights, improve students' adaptability to technological changes, and enhance job-relevant competencies. A recent Nigerian study reported that AI integration significantly improves students' readiness for sustainable development careers and modern workplaces (Oyediran et al, 2026). Likewise, AI-powered career guidance systems help students align their skills with evolving job market demands (Eze et al, 2025).

Empirical studies indicate that AI-driven pedagogies significantly influence students' employability skills and career readiness. AI-supported learning improves students' attitudes toward technology use, which directly impacts their ability to acquire job-relevant competencies (Ruby et al, 2025). AI systems assist students in three areas: career exploration and guidance, skills assessment and development, and access to global knowledge resources. Finally, AI is seen as a foundational skill for future careers, with many students recognizing its importance for long-term career success (Talker, 2025).

Economic benefits of AI-driven sustainability education can be categorized into three major dimensions:

Individual Economic Benefits

1. Increased employability due to the acquisition of digital and green skills
2. Higher income potential through access to emerging job sectors.
3. Enhanced entrepreneurial capacity in sustainability-related ventures

AI-driven education equips students with the competencies required for participation in knowledge and technology-driven economies.

Institutional Benefits

1. Improved teaching efficiency through automation
2. Reduced operational costs in educational delivery
3. Better alignment between curriculum and labor market needs.

Societal and National Benefits

1. Development of a skilled workforce for sustainable industries.
2. Reduction in unemployment and underemployment
3. Promotion of innovation and economic diversification.

Evidence suggests that AI-driven education contributes to economic transformation by fostering workforce development and entrepreneurship in Nigeria (Ayeshung, 2025).

Aladade (2025) examined the impact of AI-driven service learning on sustainability education among secondary school students in Enugu State. Using a descriptive survey with 251 students, the study found that AI-based learning significantly improved students' awareness, attitudes, and engagement with sustainable practices. The findings revealed that students exposed to AI-driven sustainability education demonstrated higher levels of environmental responsibility and practical application of sustainability concepts.

Areo et al (2025) investigated the role of AI integration in technical education and its implications for employability. The study found that AI-enhanced learning improves students' acquisition of practical and digital skills, thereby increasing their employability and productivity in modern industries. Similarly, a systematic review on technology education in Nigeria revealed that integrating advanced technologies into secondary education enhances problem-solving skills, creativity, and innovation, which are essential for economic development (Adenuga et al, 2025).

In Nigeria, education reforms and national plans stress the role of technology and innovation in developing human resources. The federal government, through policies like the National Digital Economy Policy and Strategy (NDEPS) and the National Policy on Education, encourages the use of digital tools in teaching to build skills needed for the 21st-century workforce (Federal Republic of Nigeria, 2014; Ministry of Communications and Digital Economy, 2020). Sustainability education also fits with Nigeria's efforts towards the Sustainable Development Goals (SDGs), especially Goal 4 (Quality Education), Goal 8 (Decent Work and Economic Growth), and Goal 13 (Climate Action).

In Imo State, secondary schools are slowly using more digital tools and new teaching methods.

However, how much AI-based sustainability education helps students in terms of their economic benefits and future careers has not been well studied. Many students struggle with unemployment, underemployment, and a lack of exposure to careers in green technology and digital fields. Therefore, it is important to study the economic benefits of AI-driven sustainability education to understand how it can improve students' career readiness, job opportunities, and entrepreneurial outcomes in Imo State.

Statement of the Problem

The fast development of artificial intelligence (AI) and the growing focus on sustainability worldwide have changed the skills needed to succeed in today's economy. Employers now look for people who are experts in technology, can solve problems using data, care about the environment, and can come up with new ideas. Because of this, schools are being pushed to prepare students for new jobs in the digital and green sectors. In Imo State, secondary schools are slowly starting to use digital tools and new teaching methods. But the use of AI in teaching about sustainability is not widespread or consistent across all schools. Many students still learn using old methods that don't give them much exposure to AI-based learning or content that focuses on jobs related to sustainability. This raises questions about whether students are getting the right skills, business skills, and knowledge about new career paths. Also, youth unemployment and underemployment are big problems in Nigeria, which shows the need for better education plans that improve students' chances of finding good jobs and having successful careers. Even though there is talk about digital education and sustainability, there isn't enough real data showing how combining AI with sustainability education helps students in the long run, especially in Imo State. So the main issue is that there is not enough real evidence about how AI-driven sustainability education helps secondary school students in Imo State get better jobs, be more employable, and develop skills that can generate income. Without this information, school leaders, teachers, and government officials might not have the right facts to decide whether to change the school curriculum, invest in AI tools, or expand programs focused on sustainability. This study aims to fill this gap by looking closely at how AI and sustainability education can improve students' future career chances in Imo State.

Purpose of the Study

The main purpose of this study is to assess the economic benefits of AI-driven sustainability education for secondary school students' future career prospects in Imo State. Specifically, the study seeks to:

1. Examine the influence of AI-based sustainability learning on students' awareness of future career opportunities.
2. Evaluate the contribution of AI-driven sustainability education to students' readiness for tertiary education and technology-related careers.
3. Determine how teachers and school administrators perceive the long-term economic value of integrating AI-driven sustainability education into the secondary school curriculum

Research Questions

The following research questions guided the study:

1. How does exposure to AI-based sustainability learning influence students' awareness of future career opportunities in green technology and digital industries?
2. How does participation in AI-supported sustainability programs influence students' readiness for tertiary education and technology-related careers?
3. How do teachers and school administrators perceive the long-term economic value of integrating AI-driven sustainability education into the secondary school curriculum?

Hypotheses

The following hypotheses were formulated and tested at the 0.05 level of significance.

1. There is no significant male/female difference between students in AI-driven sustainability education and those not exposed to the acquisition of employable digital and green skills in secondary schools in Imo State.
2. Participation in AI-supported sustainability learning does not significantly influence male/female students' readiness for tertiary education and technology-related careers.
3. There is no significant difference in teachers' and students' perceptions of the long-term economic value of AI-driven sustainability education based on gender.

Methodology

The study adopted a descriptive research design. The study was guided by three research questions, and three hypotheses were formulated. The study was conducted in the Mbaitolu.

Local Government Area of Imo State in Nigeria. The study population consisted of 19,879 secondary school students in Imo State. The simple sampling technique was used to obtain 198 students. The instrument for data collection was a 25-item researcher-made instrument titled "Economic Benefits of AI-Driven Sustainability Education for Students' Future Career Prospects Questionnaire" which was structured using a Likert type of response with strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) options respectively and the Cronbach Alpha was used to obtain a reliability index of 0.89. The instrument was validated by two experts from the Measurement and Evaluation department of Economics, and it measured Students' understanding of sustainable economic principles and their potential career opportunities. The research questions were analyzed using means and standard deviations, while the null hypotheses were tested using a t-test.

Results

Research Question One: How does exposure to AI-based sustainability learning influence students' awareness of future career opportunities in green technology and digital industries?

Table 1: Mean ratings of respondents on perceptions of the long-term economic value of integrating AI-driven sustainability education into the secondary school curriculum.

S/N	ItemsMale, n=116 Female =82 XS.DXS.D	ItemsMale, n=116 Female =82 XS.DXS.D	ItemsMale, n=116 Female =82 XS.DXS.D	ItemsMale, n=116 Female =82 XS.DXS.D	ItemsMale, n=116 Female =82 XS.DXS.D
1	I am aware of career opportunities in renewable energy technologies.	3.14	0.88	3.00	0.70
2	I am aware of careers in waste management and recycling technologies.	2.89	1.08	2.75	0.80
3	I am aware of careers in sustainable agriculture and smart farming technologies	2.87	0.50	3.00	0.78
4	I am aware of career opportunities in artificial intelligence and machine learning fields.	3.00	0.49	2.98	0.70
5	I am aware of careers in digital platforms supporting green and sustainable businesses.	3.30	0.91	3.08	0.79
6	I actively seek information about green and digital careers after AI-based sustainability learning.	3.08	0.79	2.80	1.02

Table 1 revealed that the male and female students both accepted the items as indicators of exposure to AI-based sustainability learning, as influenced students' awareness of future career opportunities in green technology and digital industries, as shown by their mean scores and corresponding standard deviations. The mean scores for items 1-10 were all higher than the set criterion of 2.50, indicating the students' acceptance.

Research Question Two: How does participation in AI-supported sustainability programs influence students' readiness for tertiary education and technology-related careers?

Table 2: Mean ratings of respondents on Participation in AI-Supported Sustainability Programs on Students' Readiness for Tertiary Education and Technology-Related Careers

S/N	Items Male, n=116 Female=82 X.S.D X.S.D	Items Male, n=116 Female=82 X.S.D X.S.D	Items Male, n=116 Female=82 X.S.D X.S.D	Items Male, n=116 Female=82 X.S.D X.S.D	Items Male, n=116 Female=82 X.S.D X.S.D
11	I actively participate in AI-supported sustainability or environmental programs in my school.	3.19	0.82	3.00	0.5
12	AI technologies are part of my sustainability learning experiences.	2.85	1.30	2.83	1.29
13	These programs have improved my problem-solving skills needed for higher education.	3.02	0.98	3.20	1.02
14	These programs have improved my computer and technology skills.	2.80	0.96	2.72	0.72
15	Participation has increased my awareness of green and sustainable career pathways.	2.88	0.96	2.81	5.6
16	These programs have improved my ability to learn independently.	3.30	1.08	3.00	1.03
17	I am interested in careers that	2.72	1.39	2.80	0.92

Table 2 revealed that the male and female students accepted all the items as participation in AI-supported sustainability programs that affect students' readiness for tertiary education and technology-related careers, as indicated by their means and standard deviations. The mean scores for items 11-17 were higher than the set criterion of 2.50, indicating the students' acceptance.

Research Question Three: How do teachers and school administrators perceive the long-term economic value of integrating AI-driven sustainability education into the secondary school curriculum?

Table 3: Mean ratings of respondents on how teachers and school administrators perceive the long-term economic value of integrating AI-driven sustainability education into the secondary school curriculum

S/n ItemsMale,n=116 Female,n=82 XS.DXS.D	S/n ItemsMale,n=116 Female,n=82 XS.DXS.D	S/n ItemsMale,n=116 Female,n=82 XS.DXS.D	S/n ItemsMale,n=116 Female,n=82 XS.DXS.D	S/n ItemsMale,n=116 Female,n=82 XS.DXS.D	S/n ItemsMale,n=116 Female,n=82 XS.DXS.D
18	Students exposed to AI and sustainability education will have better access to high-paying careers.	3.25	1.07	3.00	1.03
19	The program will contribute to students' long-term economic self-reliance.	2.85	1.30	2.98	1.02
20	This integration can lead to increased funding and partnerships for schools.	3.19	0.82	3.00	0.50

21	Schools that adopt AI-driven sustainability programs will become more attractive to students and parents.	2.78	1.08	2.80	0.92
22	The program will help reduce youth unemployment in the long term.	2.83	0.96	2.79	0.90
23	Government and private sector funding for such programs will yield positive economic returns	2.85	1.30	2.98	1.02
24	The program represents good value for money for the education system.	2.78	1.08	2.75	0.80
25	The program will remain economically valuable over the next 10–20 years.	2.78	1.08	2.80	0.92
Grand mean	Grand mean	Grand mean	Grand mean	Grand mean	Grand mean
23.09.02 3.07.0	23.09.02 3.07.0	23.09.02 3.07.0	23.09.02 3.07.0	23.09.02 3.07.0	23.09.02 3.07.0

Table 3 revealed that the male and female students accepted all the items, as teachers and school administrators perceive the long-term economic value of integrating AI-driven sustainability education into the secondary school curriculum, as indicated by their means and standard deviations. The mean scores for items 18-25 were higher than the set criterion of 2.50, indicating the students' acceptance.

Hypothesis One: There is no significant male/female difference between students to AI-driven sustainability education and those not exposed in the acquisition of employable digital and green skills in secondary schools in Imo State.

Table 4: Summary of t-test on the difference in the mean ratings of Male and Female Secondary School Students on AI-driven sustainability education and those not exposed to the acquisition of employable digital and green skills

Gender	N	Mean	S.D	D.F	t-cal	P-value	Remark
Male	116	30.0	8.0	196	0.00	1.00	Not Significant
Female	82	30.0	7.0				

Table 4 revealed that the p-value was 1.00, which was greater than $\alpha = 0.05$. This confirmed that there is no significant difference in the mean ratings of Male and Female Secondary School Students on AI-driven sustainability education and those not exposed to the acquisition of employable digital and green skills. The null hypothesis was therefore accepted.

Hypothesis Two: Participation in AI-supported sustainability learning does not significantly influence male/female students' readiness for tertiary education and technology-related careers.

Table 5:- Summary of t-test on the difference in the mean ratings of Male and Female Secondary School Students on the readiness for tertiary education and technology-related careers.

Gender	N	Mean	S.D	D.F	t-calculated	P-value	Remark
Male	116	21.0	7.0	196	0.64	0.52	Not Significant
Female	82	20.0	13.0				

Table 5 revealed that the p-value was 0.52, which was greater than $\alpha = 0.05$. This confirmed that there is no significant difference in the mean ratings of Male and Female Secondary School Students on the readiness for tertiary education and technology-related careers. The null hypothesis was therefore accepted.

Hypothesis Three: There is no significant difference in teachers' and students' perceptions of the long-term economic value of AI-driven sustainability education based on gender.

Table 6: Summary of t-test on the difference in the mean ratings of teachers' and students' perceptions of the long-term economic value of AI-driven sustainability education based on gender.

Gender	N	Mean	S.D	D.F	t-value	P-value	Remark
Male	116	23.0	9.0	196	0.00	1.00	Not Significant
Female	82	23.0	7.0				

Table 6 revealed that the p-value was 1.00, which was greater than $\alpha=0.05$. This confirmed that there was no significant difference in the mean ratings of teachers' and students' perceptions of the long-term economic value of AI-driven sustainability education based on gender. The null hypothesis was therefore accepted.

Discussion of Findings

Exposure to AI-Based Sustainability Learning on Students' Awareness of Future Career Opportunities in Green Technology and Digital Industries

Firstly, exposure to AI-based sustainability learning increases students' career awareness and understanding of green economy opportunities. The findings of the studies are in line with (Alalade,2025) reveals that students who participate in AI-integrated sustainability programmes demonstrate a clearer understanding of careers in renewable energy, environmental management, and green innovation sectors. This is because AI tools help contextualize real-world environmental problems and connect learning experiences to industry applications. For instance, research on AI-driven sustainability education shows that students develop heightened awareness of sustainability concepts and begin to recognize their relevance to green materials, environmental protection, and eco-friendly innovations. Secondly, findings of the study are in support of (Liu et al,2026) who indicated that AI-based learning environments strengthen students' awareness of digital industry careers, including data science, artificial intelligence engineering, and smart technology development. Exposure to AI tools in sustainability education allows learners to see how digital technologies are applied to solve environmental challenges, such as climate modeling, waste management, and energy optimization. This aligns with evidence that AI integration in sustainability education fosters a deeper understanding of technological systems and prepares students for digitally driven economies.

Participation in AI-Supported Sustainability Programs on Students' Readiness for Tertiary Education and Technology-Related Careers

Firstly, participation in AI-supported sustainability programmes enhances students' conceptual understanding of sustainability issues and emerging technologies, which is a foundational requirement for tertiary education success. The finding of the study corroborates with (Anakpua et al ,2025), who state that learners exposed to AI-integrated sustainability instruction develop higher awareness and understanding of environmental concepts and green practices, as well as Improved engagement with complex interdisciplinary ideas. For example, research on AI-driven service-learning found that students demonstrated high awareness of sustainability concepts and positive attitudes toward sustainable practices, although full integration of AI tools in classroom practice was still limited. Similarly, STEM-focused AI sustainability programmes have been shown to strengthen students' environmental literacy and motivation to address real-world challenges. Secondly, findings align with (Alalade,2025), who reveals that such participation improves students' technological readiness and digital self-efficacy, which are critical predictors of success in tertiary education and technology-based careers. Exposure to AI tools enhances students' confidence in using digital systems, problem-solving abilities, and adaptive learning skills. Empirical evidence from Nigerian tertiary contexts shows that students with higher technological readiness and positive attitudes toward AI are more likely to perceive AI as useful and are more willing to engage with it for academic purposes. This suggests that sustained engagement with AI-supported sustainability programmes helps bridge the digital skills gap often observed at entry into higher education.

Teachers' and School Administrators' Perceptions of the Long-Term Economic Value of Integrating AI-Driven Sustainability Education into the Secondary School Curriculum

The study found that teachers and school administrators mostly see integrating AI-driven sustainability education into the secondary school curriculum as having great long-term economic value. They generally agree that this helps improve students' job prospects, better prepares them for the workforce, supports the country's economic growth, and provides long-term benefits from

educational investments. While they acknowledge challenges like infrastructure costs, teacher training, and digital access, they believe the long-term economic benefits of this integration are worth the initial costs. These views match human capital theory, which states that investing in education improves productivity, income potential, and national Economic growth. The finding is in line with the World Bank (2020), which says countries that invest in digital and green skills are better prepared for sustainable economic growth. These findings are also supported by the World Economic Forum (2023), which recognizes digital skills, AI knowledge, analytical thinking, and environmental understanding as important for future employment. The study suggests that educators see AI-driven sustainability education as a key way to build these needed skills at the secondary school level.

Conclusion

This study explored the economic benefits of AI-driven sustainability education on secondary school students' future career opportunities in Imo State. The study highlights the importance of integrating artificial intelligence and sustainability into secondary education as a strategic response to the changing needs of the digital and green economy. The study found that exposure to AI-driven sustainability education helps students gain valuable digital and environmental literacy skills, enhances their problem-solving and innovation abilities, and increases their awareness of new careers in technology and sustainability sectors. Students who learned through AI-supported sustainability programs showed greater readiness for university, technology-focused fields, and entrepreneurial opportunities. These results show that AI-driven sustainability education has the potential to significantly help students with their long-term economic growth.

Additionally, the study shows that giving students 21st-century skills at the secondary school level can be an effective step to tackle youth unemployment and underemployment.

By developing digital skills, green knowledge, and an entrepreneurial mindset, AI-driven sustainability education helps students succeed in future job markets. However, achieving these economic benefits depends on good digital infrastructure, well-prepared teachers, supportive policies, and equal access to resources across schools in Imo State. Without continued investment and proper implementation, the full potential of AI-driven sustainability education may not be realized. In conclusion, AI-driven sustainability education is a promising educational innovation that can boost secondary school students' career opportunities and economic prospects in Imo State. Strengthening its integration into the school system can be a powerful step toward developing human capital, encouraging technological progress, and supporting sustainable economic growth in the state and beyond.

Recommendations

Based on the study results, the following recommendations were made:

1. The Imo State Ministry of Education should officially include AI-driven sustainability education in the secondary school curriculum, especially in science, technology, and civic education subjects. This will help systematically develop skills related to the digital and green economy.
2. Regular training, workshops, and professional development programs should be organized for teachers to improve their ability to use AI tools and teach sustainability-based content effectively.
3. The government and private sector should invest in good digital infrastructure, including internet access, AI-enabled learning platforms, smart classrooms, and computer labs to support successful implementation.

References

- Adenuga, B.A. Olusiji, O.L. & Mukaila,A.Y.(2025). Leveraging technology education at secondary school level for sustainable development in Nigeria: A systematic review. Federal University Gusau. *Journal of Education*
- Alalade, O. E (2025).Learners 'awareness and engagement with sustainability education through AI-driven service-learning .*International Journal of Environmental Science*
- A n a k p u a , B . O b i a d a z i e , R.Nnalue,O.Muogbo,U.Isidi,P.Ofozoba,C.Enemuo,C.Odimkpa.Inweregbuh.Okudo,O (2025). Enhancing STEM Education Through AI-Driven Service-Learning: Fostering Student Understanding of Nanotechnology –Based Green Materials For Sustainability. Vo 11 NO.20S
- Areo, J.O. Oladipo, S.J.,& Oyenuga,A.O.O (2025). Redefining technical education through artificial intelligence: Pathways to employability and sustainability. *The Vocational and Applied Science Journal*
- Ayeshung, R. (2025). Harnessing artificial intelligence in science education for skills development and economic transformation in Nigeria. Research Gate
- Eze, P. Alabi, A.,& Osunbunmi,I (2025).AI-driven career guidance: comparing Nigerian undergraduate and postgraduate perceptions. Discover Education Springer
- Federal Republic of Nigeria (2014). National Policy on Education. Abuja: NERDC.
- Liu, F .Wang,H.Guo,Y.Tang, & Tang,T .(2026). Enhancing Sustainability Consciousness in Higher Education: Impacts of Artificial Intelligence-Integrated Sustainable Engineering Education. Volume 18 (4),2124
- International Labour Organization. (2018). World employment and social outlook 2018: Greening with jobs. Geneva: ILO.
- Ministry of Communications and Digital Economy (2020). National Digital Economy Policy and Strategy (2020–2030). Abuja, Nigeria.
- OECD (2022). Digital Education Outlook: Pushing the Frontiers with AI and Data. Paris: OECD Publishing.
- Organisation for Economic Co-operation and Development. (2019). OECD future of education and skills 2030. Paris: OECD Publishing.
- Oyediran, A.O. Odekeye, A.A., & Ayema,O.O.(2026). Influence of Artificial Intelligence technology integration on career readiness for sustainable development. Federal University Gusau. *Journal of Education*
- Ruby, S Banawari, L.J., & Vinod,K.J (2025). AI-Driven Pedagogies and Sustainable Career Pathways: Assessing Students' Employability Skills through the Extended TOE Framework. Journal of Informatics Education and Research Vol. 5.No.3
- UNESCO (2021). Artificial Intelligence and Education: Guidance for Policy Makers. Paris: UNESCO.
- World Economic Forum (2023). The Future of Jobs Report. Geneva: WEF.
- World Bank. (2020). World development report 2020: Trading for development in the age of global value chains. Washington, DC: World Bank.
- Talker, S.S (2025). The majority of Students see responsible AI use as key to career success, new research says. New York Post.