

Correlation Between Integration of Artificial Intelligence Technology and Inclusive Learning Experiences among University Undergraduate Students in Edo State, Nigeria

EGUAGIE, Osagie¹

osagie.eguagie@uniben.edu

Phone no: 08056166108

OSATOHANWEN, Juliet¹

Juliet.osatohanwen@uniben.edu

08063801530

¹Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Nigeria

Abstract

This study focused on examining the relationship between artificial intelligence and inclusive learning experiences among university students in Edo State. Three hypotheses guided the study. A correlational survey research design was adopted. The population comprised undergraduate students of the University of Benin and Ambrose Alli University, Ekpoma, Edo State. A sample size of 350 respondents was selected using a multi-stage sampling technique. Data were collected using a structured questionnaire titled Artificial Intelligence and Inclusive Learning Experiences Questionnaire (AIILEQ) consisting of 30 items measured on a four-point rating scale. The instrument was validated by three experts from the University of Benin, Benin city, while reliability was established through the test-retest method, yielding a reliability coefficient of 0.84. Data were analyzed using simple linear regression analysis with the aid of SPSS at the 0.05 level of significance. Findings revealed that students' awareness of artificial intelligence had a significant relationship with their inclusive learning experiences. The study also revealed that students' utilization of artificial intelligence tools had a significant relationship with their inclusive learning experiences. Furthermore, students' competence in using artificial intelligence was found to have a significant relationship with their inclusive learning experiences. The study concluded that improving students' awareness, utilization, and competence in artificial intelligence is essential for promoting inclusive learning experiences in universities in Edo State.

Keywords: Artificial Intelligence, Awareness, Utilization, Competence, Inclusive Learning Experiences

Introduction

Education remains a fundamental instrument for national development, human capital formation, and social transformation. Universities, as centres of knowledge creation, innovation, and professional development, are expected to prepare students with the knowledge, competencies, and skills required to thrive in an increasingly digital, interconnected, and knowledge-driven society. In recent decades, rapid technological advancement has transformed the landscape of higher education, changing not only how knowledge is delivered but also how students access, process, and apply information. Among these technological innovations, artificial intelligence (AI) has emerged as one of the most transformative developments influencing teaching, learning, assessment, research, and academic support services. Artificial intelligence refers to computer systems and technologies capable of performing tasks that traditionally require human intelligence, including reasoning, learning, language processing, problem-solving, decision-making, personalized recommendations, and data analysis (Hwang et al., 2020). Within university education, AI has expanded learning opportunities beyond the conventional classroom by providing students with continuous access to educational resources, intelligent tutoring systems, adaptive learning platforms, virtual assistants, educational chatbots, and collaborative digital learning environments. The increasing integration of artificial intelligence into higher education has shifted learning from a teacher-centred approach towards a more learner-centred, flexible, and personalized experience. Students are no longer restricted to physical classrooms or fixed instructional schedules but are increasingly able to learn at their own pace, access information on demand, receive individualized academic support, and engage with diverse learning resources regardless of geographical location or time. This transformation aligns with the growing emphasis on inclusive learning, which advocates equitable educational opportunities for all learners irrespective of differences in ability, gender, socioeconomic status, language, culture, or learning needs. Inclusive learning extends beyond mere physical access to education; it encompasses the creation of learning environments in which every student is able to participate meaningfully, engage actively, access appropriate learning resources, and achieve academic success without experiencing barriers to learning. Artificial intelligence offers



Correlation Between Integration of Artificial Intelligence Technology and ... Eguagie, O. & Osatohanwen, J. (2026)

considerable potential for achieving these goals by providing adaptive instructional support, multilingual communication, personalized feedback, assistive technologies, and accessible learning materials that respond to individual learning characteristics (Pagliara et al., 2024). Globally, universities are increasingly incorporating artificial intelligence into academic activities to improve teaching effectiveness, students' engagement, collaboration, accessibility, and learning experiences. AI-powered educational technologies have transformed learning beyond traditional classroom settings by supporting independent learning, collaborative problem-solving, virtual mentoring, and intelligent knowledge management. According to Kuleto et al. (2021), artificial intelligence technologies facilitate collaborative learning environments, improve students' academic skills, and enhance engagement within higher education institutions. Similarly, Jia and Tu (2024) reported that AI capabilities strengthen students' learning motivation, self-efficacy, and inclusiveness by providing personalized learning experiences and adaptive academic support. These developments demonstrate that artificial intelligence has become an essential component of contemporary higher education and a valuable resource for promoting inclusive learning experiences among university students. While the availability of artificial intelligence technologies presents numerous educational opportunities, students can only benefit from these technologies when they possess adequate awareness of their existence, capabilities, educational applications, and ethical implications. Artificial intelligence awareness refers to students' knowledge, understanding, recognition, and familiarity with AI technologies and their potential applications in learning and academic activities. Awareness enables students to identify appropriate AI tools, understand their educational value, appreciate their limitations, and make informed decisions regarding their academic use. Students who possess greater awareness of AI are more likely to explore its educational possibilities, develop positive attitudes toward its adoption, and utilize AI-supported learning resources effectively. Ayuso-del Puerto et al. (2026) found that university students' knowledge and perceptions of artificial intelligence significantly influence their understanding of inclusive education and their willingness to adopt AI-supported learning approaches. Likewise, El-Shara et al. (2025) reported that students' awareness and attitudes toward artificial intelligence applications positively influence their educational experiences and contribute to more effective and inclusive learning practices. These findings suggest that awareness constitutes an important foundation for students' engagement with AI technologies and may influence their inclusive learning experiences. Beyond awareness, the educational value of artificial intelligence depends largely on students' utilization of AI tools for learning. Artificial intelligence utilization refers to the frequency, extent, and manner in which students employ AI-powered technologies to support academic activities such as information retrieval, assignment preparation, academic writing, language translation, collaborative learning, personalized tutoring, content generation, research assistance, and problem-solving. The increasing availability of applications such as ChatGPT, educational chatbots, virtual tutors, intelligent search systems, Grammarly, Google Gemini, Microsoft Copilot, and adaptive learning platforms has expanded students' opportunities to learn independently and interact with educational content in more flexible ways. Effective utilization of these technologies has the potential to improve students' participation, engagement, accessibility, and overall learning experiences by reducing learning barriers and providing immediate academic support. Alyoussef et al. (2025) observed that perceived usefulness and ease of use significantly influence university students' adoption of artificial intelligence for collaborative and inclusive learning. Similarly, Khalid et al. (2026) found that AI and digital learning technologies positively affect student engagement and support inclusive educational practices among university students. These findings imply that students who make greater educational use of AI technologies may experience more inclusive learning than those who make little or no use of such technologies. Closely related to utilization is students' competence in using artificial intelligence. While awareness enables students to recognize AI technologies and utilization reflects the extent of their use, competence represents students' ability to use these technologies effectively, responsibly, critically, and ethically to achieve academic goals. Artificial intelligence competence encompasses AI literacy, digital literacy, information evaluation skills, ethical awareness, problem-solving abilities, and the practical capability to operate and integrate AI applications into learning activities. Competent students are expected to use AI not merely as a source of information but as an intelligent academic support tool capable of enhancing critical thinking, creativity, collaboration, and independent learning. Asghar et al. (2025) reported that artificial intelligence literacy significantly contributes to collaborative knowledge practices and inclusive leadership development among higher education students. Reyes and Meneses (2024) also emphasized the importance of AI literacy for students and educators in promoting inclusive learning environments within universities. Furthermore, Huang (2021) argued that AI education contributes substantially to developing the competencies required for learners to function effectively in the twenty-first century. These studies

Correlation Between Integration of Artificial Intelligence Technology and ... Eguagie, O. & Osatohanwen, J. (2026)

suggest that students' competence in AI may determine the extent to which they benefit from AI-supported learning opportunities and experience inclusive learning. Inclusive learning experiences constitute the educational outcomes that students derive from participating in learning environments that are equitable, accessible, engaging, supportive, and responsive to individual learning differences. Inclusive learning experiences reflect students' perceptions of equal opportunities to participate in classroom and online learning activities, access educational resources, receive appropriate academic support, collaborate with peers, and overcome barriers associated with learning differences or technological limitations. Within AI-supported educational environments, inclusive learning experiences are enhanced when students can effectively utilize intelligent technologies to meet their individual learning needs, participate actively in academic activities, and achieve meaningful educational outcomes irrespective of their backgrounds or abilities. Consequently, understanding the factors that contribute to students' inclusive learning experiences has become increasingly important as universities continue integrating AI into teaching and learning processes. The relationship between artificial intelligence and inclusive learning has received increasing scholarly attention in recent years. Existing literature tend to indicate that artificial intelligence contributes to personalized instruction, accessibility, learner engagement, academic support, and improved educational outcomes for diverse groups of learners. Li et al. (2025) observed that AI technologies improve students' learning outcomes and engagement by providing individualized instructional support and adaptive learning experiences. Similarly, Melo-López et al. (2025) found that AI applications facilitate the adaptation of learning environments to students' individual needs, thereby promoting educational inclusion. Salas-Pilco et al. (2022) further reported that artificial intelligence and other emerging educational technologies enhance students' self-efficacy, competence, participation, and academic performance, particularly among diverse and minority learners. Collectively, these studies demonstrate the potential of AI to promote inclusive learning experiences through personalized, accessible, and learner-centred educational practices. Although there appears to be a growing body of international research on artificial intelligence in higher education, empirical evidence from Nigerian universities seems to remain relatively limited. Existing studies have tended to focus primarily on technology adoption, digital learning, AI literacy, and students' acceptance of AI applications, while comparatively fewer studies appear to have examined the relationship between students' awareness of artificial intelligence, utilization of AI tools, competence in using AI, and their inclusive learning experiences. Furthermore, many of these studies have been conducted in developed countries, where technological infrastructure, institutional support, and levels of digital literacy may differ from those found in many developing countries, including Nigeria. As a result, it may not be appropriate to assume that the findings of such studies fully reflect or adequately explain the context and realities of Nigerian universities. In Edo State, universities are increasingly embracing digital technologies to improve teaching, learning, and academic administration. Students are becoming more exposed to AI-powered educational applications that support learning beyond the traditional classroom through personalized tutoring, automated feedback, intelligent information retrieval, and collaborative online learning. However, despite the growing availability of these technologies, there is insufficient empirical evidence regarding whether students' awareness of artificial intelligence, their utilization of AI tools, and their competence in using AI are associated with their inclusive learning experiences. This lack of empirical evidence creates a knowledge gap that limits policymakers, university administrators, and educators in designing evidence-based strategies for integrating AI in ways that promote equitable and inclusive learning.

Research Objectives

The following research objectives guided the study:

1. To determine the relationship between students' awareness of artificial intelligence and their inclusive learning experiences in universities in Edo State.
2. To determine the relationship between students' utilization of artificial intelligence tools and their inclusive learning experiences in universities in Edo State.
3. To determine the relationship between students' competence in using artificial intelligence and their inclusive learning experiences in universities in Edo State.

Research Questions

The following research questions will guide the study:



Correlation Between Integration of Artificial Intelligence Technology and ... Eguagie, O. & Osatohanwen, J. (2026)

1. What is the relationship between students' awareness of artificial intelligence and their inclusive learning experiences in universities in Edo State?
2. What is the relationship between students' utilization of artificial intelligence tools and their inclusive learning experiences in universities in Edo State?
3. What is the relationship between students' competence in using artificial intelligence and their inclusive learning experiences in universities in Edo State?

Hypotheses

The following hypotheses will be tested at the 0.05 level of significance:

- H₀₁:** There is no significant relationship between students' awareness of artificial intelligence and their inclusive learning experiences in universities in Edo State.
- H₀₂:** There is no significant relationship between students' utilization of artificial intelligence tools and their inclusive learning experiences in universities in Edo State.
- H₀₃:** There is no significant relationship between students' competence in using artificial intelligence and their inclusive learning experiences in universities in Edo State.

Research Methodology

This study adopted a correlational survey research design. The design was considered appropriate because it enabled the researcher to collect data from respondents and determine the relationship between students' awareness of artificial intelligence, utilization of artificial intelligence tools, competence in using artificial intelligence, and inclusive learning experiences in universities in Edo State without manipulating any of the variables. The population of the study comprised all undergraduate students of the University of Benin and Ambrose Alli University, Ekpoma, Edo State. A sample size of 350 undergraduate students was selected for the study using a multi-stage sampling technique. First, the two universities were purposively selected because they are among the major public universities in Edo State. Thereafter, faculties and departments were selected using simple random sampling, while proportionate sampling was used to allocate respondents to each university. Finally, accidental sampling technique was used to select the respondents who participated in the study. The instrument used for data collection was a structured questionnaire developed by the researcher titled Artificial Intelligence and Inclusive Learning Experiences Questionnaire (AIILEQ). The questionnaire was designed to elicit information on students' awareness of artificial intelligence, utilization of artificial intelligence tools, competence in using artificial intelligence, and inclusive learning experiences. The instrument consisted of two sections. Section A elicited respondents' demographic information, while Section B contained items measuring the variables of the study. The questionnaire was structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1 respectively. To ensure the validity of the instrument, the questionnaire was subjected to face and content validation by three experts. These comprised two lecturers from the Department of Curriculum and Instructional Technology and one expert in Measurement and Evaluation, all from the University of Benin, Benin City. Their comments, observations, and suggestions were used to modify ambiguous statements, improve the clarity of the items, and ensure that the instrument adequately measured the variables under investigation. The corrections made by the validators were incorporated into the final version of the instrument before administration. The reliability of the instrument was established using the test-retest method. The questionnaire was administered to 30 undergraduate students from Delta State University, Abraka, who were not part of the study population. After an interval of two weeks, the same instrument was re-administered to the same respondents. The two sets of scores obtained were correlated using the Pearson Product Moment Correlation Coefficient, which yielded a reliability coefficient of 0.84, indicating that the instrument was reliable and suitable for data collection. Data for the study were collected by the researcher with the assistance of two trained research assistants. Before the administration of the questionnaire, permission was obtained from the relevant university authorities, while the respondents were informed of the purpose of the study and assured that the information provided would be treated with strict confidentiality and used solely for academic purposes. Copies of the questionnaire were administered personally to the respondents and retrieved immediately or within an agreed period to ensure a high retrieval rate. The data collected were analyzed using simple linear regression analysis to test the hypotheses at the 0.05 level of significance. The decision rule was that any hypothesis with a probability (p) value less than 0.05 was rejected, while any hypothesis with a probability (p) value equal to or greater than 0.05 was accepted.

Presentation of Results

Hypothesis 1: There is no significant relationship between students' awareness of artificial intelligence and their inclusive learning experiences in universities in Edo State.

Table 1: Regression Analysis of Students' AI Awareness and their Inclusive Learning experiences in Universities in Edo State

R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.428	0.183	0.181	3.214			
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	812.456	1	812.456	78.627	0.000	
Residual	3595.781	348	10.333			
Total	4408.237	349				
Coefficients						
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	
(Constant)	21.436	1.286		16.669	0.000	
AI Awareness	0.371	0.042	0.428	8.867	0.000	

Table 1 shows the F-value of 78.627 and a p-value of 0.000. Testing the hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Hence, the null hypothesis which states that there is no significant relationship between students' awareness of artificial intelligence and their inclusive learning experiences in universities in Edo State was rejected. This implies that there is a significant relationship between students' awareness of artificial intelligence and their inclusive learning experiences in universities in Edo State. The R-Square value of 0.183 revealed that 18.3% variance in inclusive learning was accounted for by students' AI awareness. The unstandardized coefficient (B) for predicting inclusive learning from AI awareness was 0.371. The standardized coefficient (Beta) was 0.428, $t = 8.867$. Hence, students' AI awareness was significant at the 0.05 level.

Hypothesis 2: There is no significant relationship between students' use of artificial intelligence and their inclusive learning experiences in universities in Edo State.

Table 2: Regression Analysis of Students' AI Use and their Inclusive Learning Experiences in Universities in Edo State

R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.391	0.153	0.151	3.274			
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	674.293	1	674.293	62.912	0.000	
Residual	3733.944	348	10.730			
Total	4408.237	349				
Coefficients						
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	
(Constant)	20.882	1.451		14.392	0.000	
Students' AI Utilization	0.346	0.044	0.391	7.932	0.000	

Table 2 shows the F-value of 62.912 and a p-value of 0.000. Testing the hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Therefore, the null hypothesis which states that there is no significant relationship between students' utilization of artificial intelligence and their inclusive learning experiences in universities in Edo State was rejected. This implies that there is a significant relationship between students' utilization of artificial

Correlation Between Integration of Artificial Intelligence Technology and ... Eguagie, O. & Osatohanwen, J. (2026)

intelligence and their inclusive learning experiences in universities in Edo State. The R-Square value of 0.153 revealed that 15.3% variance in inclusive learning was accounted for by students' AI use. The unstandardized coefficient (B) was 0.346, while the standardized coefficient (Beta) was 0.391, $t = 7.932$. Thus, students' AI utilization was significant at the 0.05 level.

Hypothesis 3: There is no significant relationship between students' competence in artificial intelligence and their inclusive learning experiences in universities in Edo State.

Table 3: Regression Analysis of Students' AI Competence and their Inclusive Learning Experiences in Universities in Edo State

R	R Square	Adjusted R Square		Std. Error of the Estimate		
0.512	0.262	0.260		3.056		
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	1154.958	1	1154.958	123.691	0.000	
Residual	3253.279	348	9.349			
Total	4408.237	349				
Coefficients						
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	
(Constant)	18.764	1.217		15.418	0.000	
AI Competence	0.492	0.044	0.512	11.122	0.000	

Table 3 shows the F-value of 123.691 and a p-value of 0.000. Testing the hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Therefore, the null hypothesis which states that there is no significant relationship between students' competence in artificial intelligence and their inclusive learning experience in universities in Edo State was rejected. This indicates that there is a significant relationship between students' competence in artificial intelligence and their inclusive learning experiences in universities in Edo State. The R-Square value of 0.262 revealed that 26.2% variance in inclusive learning was accounted for by students' AI competence. The unstandardized coefficient (B) was 0.492, while the standardized coefficient (Beta) was 0.512, $t = 11.122$. Therefore, students' AI competence was significant at the 0.05 level.

Discussion of Findings

The findings of this study revealed that there is a significant relationship between students' awareness of artificial intelligence and their inclusive learning experiences in universities in Edo State. This implies that students who possess greater awareness of artificial intelligence are more likely to experience equitable access to learning opportunities, active participation, and meaningful engagement in the teaching and learning process. The finding agrees with Ayuso-del Puerto et al. (2026), who found that university students with greater knowledge and awareness of artificial intelligence demonstrated more positive perceptions of inclusive education and were more willing to adopt AI-supported learning approaches. The finding is also consistent with Raphael et al. (2025), who reported that awareness of artificial intelligence tools among undergraduate students, particularly those with disabilities, promotes the utilization of intelligent learning technologies that enhance accessibility and multisensory learning experiences. The study also found that there is a significant relationship between students' utilization of artificial intelligence and their inclusive learning experiences in universities in Edo State. This indicates that students who frequently utilize artificial intelligence tools for academic activities are more likely to experience improved participation, collaboration, engagement, and equitable learning opportunities. The finding supports Alyoussef et al. (2025), who reported that the adoption and utilization of artificial intelligence technologies significantly enhance collaborative learning and promote inclusive learning environments in higher education institutions. The finding also aligns with Khalid et al. (2026), who found that artificial intelligence and digital learning technologies positively influence students' engagement and participation while supporting inclusive educational practices in universities. Finally, the study revealed that there is a significant relationship between students' competence in using artificial intelligence and their inclusive learning experiences in universities in Edo State. This implies

Correlation Between Integration of Artificial Intelligence Technology and ... Eguagie, O. & Osatohanwen, J. (2026)

that students who possess higher levels of competence in using artificial intelligence technologies are more likely to benefit from inclusive learning through improved problem-solving skills, personalized learning, collaboration, and active participation in academic activities. The finding is in agreement with Asghar et al. (2025), who reported that artificial intelligence literacy and competence significantly enhance collaborative knowledge practices, inclusive leadership development, and students' participation in higher education. The finding also supports Costache and Enăchescu (2026), who emphasized that the development of artificial intelligence competencies among university students is essential for fostering global competence, inclusive education, and sustainable higher education.

Conclusion

The study revealed that students' awareness, utilization, and competence in using artificial intelligence have significant relationships with their inclusive learning experiences in universities in Edo State. This implies that students who are more aware of artificial intelligence, utilize AI tools effectively, and possess the competence to apply them appropriately are more likely to experience improved participation, engagement, accessibility, and collaboration in learning. The study therefore concludes that promoting artificial intelligence awareness, utilization, and competence is essential for enhancing inclusive learning experiences in universities in Edo State.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. University management should organize regular awareness programmes on the educational applications of artificial intelligence to improve students' understanding and acceptance of AI technologies.
2. Lecturers should encourage the appropriate use of artificial intelligence tools in teaching and learning to enhance students' participation and inclusive learning experiences.
3. Universities should provide regular training on artificial intelligence skills and integrate AI literacy into academic programmes to improve students' competence in using AI for learning.

References

- Alyoussef, I. Y., Drwish, A. M., Albakheet, F. A., Alhajhoj, R. H., & Al-Mousa, A. A. (2025). AI adoption for collaboration: Factors influencing inclusive learning adoption in higher education. *IEEE Access*, 13, 81690–81713.
- Asghar, M. Z., Iqbal, J., Özbilen, F. M., Abedin, J., Järvenoja, H., & Widanapathirana, U. (2025). The nexus of artificial intelligence literacy, collaborative knowledge practices, and inclusive leadership development among higher education students in Bangladesh, China, Finland, and Turkey. *Discover Computing*, 28(1), 172.
- Ayuso-del Puerto, D., Cabanillas-García, J. L., Sánchez-Herrera, S., & Pérez-Vera, L. (2026). Knowledge, perceptions, and applicability of universal design for learning and artificial intelligence in inclusive education. In *Frontiers in Education* (Vol. 11, p. 1832142). Frontiers Media SA.
- Costache, B., & Enăchescu, V. A. (2026). Artificial intelligence, hybrid learning, and global competence development: Emerging educational paradigms for inclusive and sustainable higher education. *International Journal of Education, Leadership, Artificial Intelligence, Computing, Business, Life Sciences, and Society*, 7, 1–17.
- El-Shara, I. A., Saeed, A. S., & Aroui, Y. M. (2025). University students' awareness and attitudes toward the use of artificial intelligence applications (AIAs) in learning: A descriptive study. *International Journal of Information and Education Technology*, 15(3), 539–548.
- Huang, X. (2021). Aims for cultivating students' key competencies based on artificial intelligence education in China. *Education and Information Technologies*, 26, 4569–4585.
- Hwang, G. J., Xie, H., Wah, B. W., & Gašević, D. (2020). Vision, challenges, roles and research issues of artificial intelligence in education. *Computers and Education: Artificial Intelligence*, 1, 100001.
- Jia, X. H., & Tu, J. C. (2024). Towards a new conceptual model of AI-enhanced learning for college students. *Systems*, 12(3), 85.
- Khalid, Z., Khan, I. U., Sarwar, A., Bibi, A., & Ali, N. (2026). The impact of AI, digital learning, and blended approaches on student engagement for inclusive education. *The Critical Review of Social Sciences Studies*, 4(1), 90–105.



Correlation Between Integration of Artificial Intelligence Technology and ... Eguagie, O. & Osatohanwen, J. (2026)

- Kuleto, V., Ilić, M., Dumangiu, M., et al. (2021). Exploring opportunities and challenges of artificial intelligence and machine learning in higher education institutions. *Sustainability*, 13(18), 10424.
- Li, J., Yan, Y., & Zeng, X. (2025). Exploring artificial intelligence in inclusive education: A systematic review of empirical studies. *Applied Sciences*, 15(2), 611.
- Melo-López, V. A., & Basantes-Andrade, A. (2025). The impact of artificial intelligence on inclusive education: A systematic review. *Education Sciences*, 15(1), 41.
- Pagliara, S. M., Bonavolonta, G., Pia, M., Falchi, S., & Zurru, A. L. (2024). The integration of artificial intelligence in inclusive education: A scoping review. *Information*, 15(8), 482.
- Raphael, F. O., Ofoegbu, T., & Okechukwu, E. B. S. (2025). Awareness and utilization of artificial intelligence tools among undergraduate students with disabilities in federal universities in South East, Nigeria. *African Journal of Science, Technology and Mathematics Education*, 11(2), 72–80.
- Reyes, J. I., & Meneses, J. (2024). Is artificial intelligence an opportunity for inclusive education? A case study in a fully online university. *Ubiquity Proceedings*, 4(1).
- Salas-Pilco, S. Z., Xiao, K., & Oshima, J. (2022). Artificial intelligence and new technologies in inclusive education for minority students: A systematic review. *Sustainability*, 14(20), 13572.