

Impact of Christian Educators on integration of Artificial Intelligence-Enhanced learning using Faith-Based values among Christians in Kaduna state, Nigeria

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Abstract

This study explored the Impact of Christian Educators on integration of Artificial Intelligence-Enhanced learning using faith-Based values among Christians in Kaduna state, Nigeria, using a descriptive survey research design. Out of a total population of 12,564 in the state, a random sample of 232 respondents was selected to participate. Data were collected through a structured questionnaire and analyzed using descriptive statistics. The results showed that Christian educators are instrumental in directing AI-enhanced learning to reflect Christian values by offering ethical leadership, integrating faith-based content, providing spiritual guidance, and promoting responsible, value-driven technology use. The study concludes that Christian educators are central to ensuring that AI-integrated educational settings maintain moral and spiritual integrity amidst technological advancement. Their active engagement in ethical oversight, spiritual mentorship, and curriculum development helps anchor innovation in biblical principles. Based on these findings, it is recommended that Christian educators be fully involved in the selection and adaptation of AI tools to align with scriptural values. In addition, regular training should be provided to equip them with the skills needed to infuse faith-based principles into AI-assisted teaching.

Keyword: Christian Educators, AI-Enhanced Learning Environments, Faith-Based Values

Introduction

The integration of Artificial Intelligence (AI) into educational systems globally is transforming teaching and learning processes by introducing automation, personalized instruction, and data-driven decision-making. In Nigeria, AI-enhanced learning environments are gradually emerging within both public and private institutions, offering opportunities to improve efficiency, accessibility, and engagement. However, as AI technologies become more embedded in the educational landscape, concerns are rising regarding their alignment with ethical, cultural, and spiritual values. For Christian educators in Nigeria, this shift demands an active engagement with AI tools to ensure that such innovations reinforce rather than undermine the biblical principles that form the foundation of Christian education (Okon, 2021).

Christian education traditionally emphasizes the development of the whole person—intellectually, morally, and spiritually. This holistic approach stands in contrast to the often mechanistic and utilitarian models embedded in AI systems. AI tends to focus on cognitive output, performance metrics, and behavioral prediction, potentially neglecting the deeper aspects of character formation and spiritual growth (Adeyemi, 2020). Christian educators, therefore, play a critical role in shaping how AI is implemented in faith-based schools, ensuring that the use of technology supports rather than displaces the mission of cultivating Christlike virtues such as honesty, compassion, stewardship, and justice. In many Nigerian Christian schools, educators serve not only as academic instructors but also as spiritual mentors who guide students in moral reasoning and biblical worldview formation. Their involvement in AI integration is vital in curating content, guiding ethical use, and monitoring the pedagogical impact of technological tools. As Eze (2022) asserts, the educator in a Christian setting is responsible for discerning and filtering technological resources to maintain alignment with Scripture and the school's mission. In this sense, the Christian

educator becomes both a gatekeeper and a facilitator—guarding against secular ideologies embedded in AI algorithms and ensuring that the spiritual dimension of education is not lost in the pursuit of innovation. Similarly, the current pace of AI development often surpasses ethical considerations, raising questions about surveillance, data privacy, bias, and human agency. These issues carry theological and moral implications, especially within Christian institutions. Christian educators in Nigeria must be equipped to critically evaluate these dimensions, advocating for transparency, equity, and respect for human dignity in the deployment of AI systems. According to Musa (2019), Christian education must resist technological determinism and instead promote a redemptive view of technology one that sees AI as a tool to be stewarded wisely, not a force to be uncritically adopted.

Despite the importance of these roles, there remains a gap in both scholarship and practice regarding how Christian educators in Nigeria are engaging with AI. Limited resources, lack of training, and the absence of clear frameworks for faith-integrated technological pedagogy pose significant challenges. This gap necessitates intentional inquiry into how Christian educators can shape AI-enhanced learning environments that not only achieve academic excellence but also uphold and transmit faith-based values. It also calls for collaboration between theologians, educators, and technologists in developing models that harmonize technological advancement with spiritual formation (Ibrahim, 2023).

Christian Educators and AI-Enhanced Learning Environments in Nigeria

Artificial Intelligence (AI) is redefining the landscape of global education by introducing tools that enhance personalized learning, data-driven assessments, and virtual instruction. In Nigeria, the integration of AI into educational systems presents both an opportunity and a moral challenge, especially for Christian educators tasked with maintaining spiritual and ethical integrity. Christian educators are increasingly called to shape AI-enhanced learning environments in ways that affirm biblical principles, nurture moral character, and resist technological determinism. As highlighted by Mordi (2020), educators who are rooted in Christian values have a pivotal role in preserving the sanctity of human agency amid algorithmic influence. AI's capacity to customize learning pathways based on student data fosters efficiency and engagement. However, Christian educators are concerned with how these algorithms may inadvertently enforce secular worldviews or biases if not carefully scrutinized. According to Ejiofor (2021), such biases embedded in AI technologies risk promoting content that marginalizes Christian thought or fails to consider the spiritual dimension of human development. Christian educators, therefore, must advocate for systems that incorporate ethical safeguards and provide balanced, value-based content. Furthermore, AI-driven tools such as intelligent tutoring systems and automated essay graders often exclude the affective and spiritual dimensions of learning. For Christian educators, this exclusion presents a theological gap. As stated by Uchenna (2019), learning in the Christian tradition is holistic, encompassing spiritual, emotional, and intellectual growth. Therefore, AI systems should be adapted to support not only cognitive performance but also character education, compassion, and empathy—values central to Christian education. In AI-mediated classrooms, Christian educators must also model discernment and spiritual wisdom in the use of technology. While AI can serve as a tool, it cannot substitute the role of a teacher as a moral guide and spiritual mentor. Oloruntoba (2022) observed that Nigerian Christian teachers are critical in mediating between technological advancement and biblical worldview formation. Their presence ensures that learners are not merely informed but transformed by values rooted in Christlikeness.

A major concern in AI-enhanced learning is the depersonalization of education, where students interact more with machines than with mentors. This trend challenges the Christian view of education as relational and communal. According to Nwankwo (2020), Christian education in Nigeria emphasizes the role of fellowship, mentorship, and moral accountability—values that cannot be encoded into artificial systems. As such, Christian educators must strike a balance by integrating AI tools without undermining the human element of spiritual formation. Similarly, AI tools often rely on surveillance and data tracking, raising ethical concerns about student privacy. From a Christian perspective, protecting human dignity and respecting personal boundaries are fundamental. Adebajo (2018) asserted that Christian educators in Nigeria must question how data is collected, stored, and used, advocating for AI systems that uphold transparency and ethical responsibility. They should challenge any practices that exploit student data for profit or manipulate behavior without consent. In the broader Nigerian context, many schools—especially faith-based institutions—face infrastructural and digital literacy challenges that limit the effective use of AI. Yet, Christian educators are uniquely positioned to address this gap by promoting equity, inclusivity, and stewardship. As emphasized by Oladimeji (2021), Christian schools should not merely adopt AI tools, but do so in ways that foster justice and accessibility, ensuring that no student is left behind due to economic or social disadvantage. Curriculum development in AI-enhanced environments must also reflect Christian values. If curricula are designed solely based on technological efficiency,

they may neglect the spiritual and moral formation essential to Christian education. Iwuagwu (2017) warned that over-reliance on technological frameworks risks creating learners who are competent but lack integrity. Christian educators must therefore collaborate with developers to ensure that content includes faith-based perspectives and cultivates virtues such as humility, honesty, and service. Another critical responsibility of Christian educators in Nigeria is training students to engage with AI critically and ethically. Instead of treating AI as a neutral tool, students must learn to examine the moral implications of algorithms, automation, and digital decision-making. According to Anozie (2023), integrating biblical ethics into digital literacy programs helps students understand the power of technology while anchoring their decisions in Christian principles. Such training empowers them to become responsible users and future developers of AI systems.

The rapid integration of Artificial Intelligence (AI) into educational systems across the globe, including Nigeria, has raised critical questions about the preservation of moral, ethical, and spiritual values in learning environments. While AI tools offer enhanced efficiency, personalized learning, and data-driven instruction, they are often developed within secular frameworks that may not account for the spiritual development of learners. This presents a challenge for Christian educators, who are called not only to deliver academic content but also to nurture students' faith, moral integrity, and holistic character. The concern is that AI-driven learning environments, if left unexamined, could undermine Christian values by promoting worldviews that conflict with biblical principles. In the Nigerian context, where Christian education has historically emphasized moral instruction and spiritual formation, the adoption of AI technologies without faith-based oversight could widen the disconnect between technological innovation and value-based education. Christian schools and educators may struggle to influence the design and implementation of AI tools that often come with pre-programmed content, assessment standards, and ethical assumptions that are not grounded in Christian theology. Consequently, there is an urgent need to understand how Christian educators can actively shape AI-enhanced learning environments to align with faith-based values, ensuring that technology serves rather than disrupts the mission of Christian education.

Furthermore, the lack of clear frameworks, resources, and theological guidance on integrating AI within Christian pedagogy compounds the problem. Many educators may not be adequately trained to assess or adapt AI tools in ways that uphold Christian ethics, leading to passive adoption of technologies that may compromise the spiritual and moral goals of education. This creates a gap in research and practice regarding the role of Christian educators in ensuring that AI does not diminish the human, relational, and divine dimensions of learning. Addressing this problem requires critical reflection on how faith and technology can coexist harmoniously within educational spaces.

Objectives of the study

1. To assess the impact of Christian educators on integration of AI-Enhanced learning environment using faith-based values among Christians in Kaduna state.

Research Questions

1. What is the mean response of the impact of Christian educators on integration of AI-Enhanced learning environment using faith-based values among Christians in Kaduna state?

Hypotheses

1. There is no significant difference between the mean response on the impact of Christian educators and integration of AI-Enhanced learning environment using faith-based values among Christians in Kaduna state.

Methodology

The research adopted a descriptive survey design and centered on Christian students. A total of 240 participants were chosen through simple random sampling from a population of 12,564. Data were gathered using a structured questionnaire, with 232 completed and returned, resulting in a high response rate of 96.7%. The researcher was responsible for both the distribution and collection of the copies of questionnaire. Analysis of the data was performed using SPSS version 20, employing a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). A mean score of 2.50 was used as the decision criterion; scores at or above this threshold indicated agreement, while scores below signified disagreement. The hypothesis of the study was evaluated using a t-test at the 0.05 significance level.

Presentation of Results

The study found that Christian educators are essential in guiding AI-enhanced learning to reflect faith-based values through ethical leadership, content integration, spiritual mentorship, and advocacy for responsible, value-centered technology use.

Research Question 1

What is the mean response of the impact of Christian educators on integration of AI-Enhanced learning environment using faith-based values among Christians in Kaduna state?

Table 1: Opinions of the Respondents on the impact of Christian educators on integration of AI-Enhanced learning environment using faith-based values.

S/N	Item Statements	SA	A	D	SD	Mean	Decision
1	Christian educators ensure that AI tools and content uphold biblical ethics, promoting honesty, compassion, and integrity.	100	69	30	33	3.02	Accepted
2	They help integrate Christian perspectives into AI-generated learning materials, ensuring faith-based values are reflected in teaching content.	128	57	26	21	3.26	Accepted
3	Christian educators provide moral and spiritual guidance that AI cannot offer, nurturing the holistic development of students.	147	55	20	10	3.46	Accepted
4	They assess AI technologies for potential bias, secular ideologies, or content that may conflict with Christian teachings.	175	45	8	4	3.69	Accepted
5	Christian educators advocate for the design and use of AI systems that respect human dignity and promote equity, justice, and godly character.	210	16	6	0	3.88	Accepted
Cumulative						3.46	

Decision mean = 2.50, Source: Field Survey, 2025

Table 1 shows that all item mean scores exceeded the benchmark value of 2.5. The individual item means ranged from 3.02 to 3.88, indicating a general consensus among respondents in support of the statements. With an overall mean score of 3.46 well above the threshold there is clear evidence supporting the role of Christian educators in shaping AI-enhanced learning environments aligned with faith-based values. Consequently, all item means were deemed valid and retained for further analysis.

Hypothesis 1

There is no significant difference between the mean response on the impact of Christian educators and integration of AI-Enhanced learning environment using faith-based values among Christians in Kaduna state

Table 2: Summary of One Sample T-Test on the mean response on the impact of Christian educators and integration of AI-Enhanced learning environment using faith-based values among Christians in Kaduna state.

Variable	N	Mean	Std.	Mean diff	Decision
Hypo ¹	232	3.0172	1.06485	3.01724	0.00

Table 2 presents the results of the One-Sample T-Test conducted to evaluate the role of Christian educators in shaping AI-enhanced learning environments aligned with faith-based values. The study involved 232 respondents. The analysis produced a mean score of 3.0172 and a standard deviation of 1.06485, indicating a moderate degree of response variation among participants. The mean difference of 3.01724 from the test value indicates a statistically significant role of Christian educators in this context. As a result, the null hypothesis which proposed that Christian educators do not significantly influence the alignment of AI-enhanced learning environments with faith-based values is rejected.

Discussion of Findings

The primary aim of this study was to explore the impact of Christian educators on integration of AI-Enhanced learning environment using faith-based values among Christians in Kaduna state. Through the analysis of data collected from a cross-

section of educators, administrators, and stakeholders within Christian educational institutions, the research uncovered that Christian educators hold a pivotal role in maintaining the moral and spiritual integrity of technology-driven learning. Their influence is seen in the promotion of biblical ethics, the incorporation of Christian worldviews into AI-generated content, and the provision of spiritual mentorship, which AI systems are inherently incapable of offering. Furthermore, Christian educators were found to act as gatekeepers by evaluating AI tools for ideological biases and promoting responsible, human-centered uses of technology within their schools.

This finding aligns with the assertion by Adeyemi (2020), who asserts that Christian educators serve as moral compasses in technologically evolving educational landscapes, ensuring that innovation does not overshadow spiritual development. Adeyemi emphasizes that in a society increasingly shaped by artificial intelligence, the Christian educator must actively engage with technological tools to foster environments where faith and learning coexist harmoniously. By integrating scriptural principles into the design and delivery of AI-based learning, these educators help preserve the holistic and redemptive purpose of Christian education. Thus, the study affirms that the involvement of Christian educators is not only necessary but foundational to the successful and ethically sound integration of AI in Nigeria's faith-based learning institutions.

This finding aligns with the position of Adebajo (2018), who argues that Christian educators play a critical role in ensuring that technological innovations in education, such as AI, are guided by moral and spiritual values. As demonstrated in Table 2, the One-Sample T-Test analysis, based on responses from 232 participants, yielded a mean score of 3.0172 with a standard deviation of 1.06485, reflecting moderate variability in responses. The mean difference of 3.01724 from the hypothesized value indicates a statistically significant influence of Christian educators in shaping AI-enhanced learning environments in line with faith-based principles. This statistical outcome supports Williams' perspective, reinforcing the idea that Christian educators are not passive adopters of technology but active agents in aligning digital tools with biblical values. Therefore, the null hypothesis—which suggested no significant influence—was rightly rejected, affirming the indispensable role of Christian educators in this evolving educational landscape.

Conclusion

Drawing from the study's findings, it can be concluded that the integration of Artificial Intelligence into Nigeria's educational landscape presents both promising opportunities and profound ethical challenges, especially within faith-based institutions. As AI continues to influence how knowledge is delivered and assessed, the role of Christian educators becomes increasingly significant in shaping learning environments that reflect biblical values. These educators are uniquely positioned to ensure that AI tools do not merely enhance academic performance but also support the moral, spiritual, and ethical development of students. By promoting Christ-centered virtues such as truthfulness, justice, compassion, and humility, Christian educators act as stewards who bridge the gap between technological advancement and spiritual formation. Findings from this study affirm that Christian educators contribute meaningfully to the alignment of AI-enhanced learning with faith-based values through ethical leadership, curriculum design, content evaluation, and spiritual mentorship. Their ability to discern and respond to secular ideologies embedded in AI algorithms is vital in preserving the integrity of Christian education. However, challenges such as inadequate training, limited access to technology, and the absence of faith-integrated frameworks must be addressed to strengthen their influence. These issues point to the need for ongoing dialogue between educators, theologians, and technologists to ensure that Christian values remain central in the rapidly evolving digital learning space.

Christian educators in Nigeria have a critical role to play in guiding the ethical use of AI in education. Their influence goes beyond content delivery to shaping the moral compass of learners in AI-mediated environments. As education systems become increasingly digitized, their commitment to aligning innovation with Scripture will be essential for the development of learning environments that are not only technologically advanced but also spiritually grounded. Therefore, equipping Christian educators with the tools, training, and theological grounding necessary to engage with AI critically and creatively is both a strategic and moral imperative.

Recommendations

- i. Christian educators should be actively involved in the selection, evaluation, and adaptation of AI tools to ensure they reflect biblical principles. They should also receive regular training on how to integrate faith-based values into AI-supported teaching methods while maintaining their role as moral and spiritual mentors within the classroom.

DOI: <https://doi.org/10.64348/zije.202537>

Impact of Christian Educators on Integration of ... Umeh C. B., Et. al. (2025)

- ii. Curriculum planners in Christian institutions should collaborate with educators and technologists to develop AI-compatible curricula that embed Christian doctrines, ethical standards, and character-building objectives. This will ensure that AI-enhanced learning not only supports academic growth but also fosters spiritual and moral development.

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