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ASSESSMENT OF LECTURERS' READINESS FOR HUMAN-AI CO-CREATION IN EDUCATIONAL MEDIA PRODUCTION IN UNIVERSITIES IN ONDO STATE, NIGERIA

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ABSTRACT

The study examined lecturers' readiness for human-AI Co-creation in educational media production in universities in Ondo State, Nigeria. The growing integration of Artificial Intelligence into teaching and media development has created a demand for lecturers who are technically skilled, pedagogically adaptable and willing to collaborate with intelligent systems. The study adopted a descriptive survey research design. The population comprised all lecturers in universities in Ondo State, while a sample of 180 respondents was selected using a simple random sampling technique. Three (3) universities were purposively drawn to reflect the senatorial districts of the Ondo State, University of Medical Sciences (UNIMED) from Ondo Central, Adekunle Ajasin University (AAU) from Ondo South and Olusegun Agagu University of Science and Technology, Okitipupa (OAUSTEC) representing Ondo North. Data were collected using a structured questionnaire designed to measure lecturers' readiness across key dimensions. Mean and standard deviation were used to answer the research questions, while Pearson Product Moment. Correction was employed to test the hypothesis. The findings indicated that lecturers demonstrated a moderate level of readiness, with strengths in basic digital competencies but gabs in advanced AI-related practices. A positive relationship was observed between readiness and attitude. The study recommends targeted training and improved institutional support to enhance effective human-AI co-creation in educational media production.

Keywords: Human-AI Collaborative Media production, Lecturers' technological readiness, Educational Media design, Attitudinal disposition toward AI, integration, Digital innovation in University teaching.

INTRODUCTION

The rapid evolution of Artificial Intelligence (AI) technologies has redefined the landscape of educational media production, shifting it from a largely human-driven activity to a collaborative process that integrates intelligent systems with human creativity and pedagogical expertise. In contemporary higher education human – AI Co-creation is increasingly position as a transformative approach that enables lecturers to design, produce, and refine instructional media with greater efficiency, adaptability and responsiveness to learners needs. Readiness for such co-creation, however, extends beyond mere access t technology; it encompasses lecturers' digital competence, pedagogical orientation ethical awareness, and institutional support structures that facilitate meaningful integration of AI tools into academic practice (Luckin et al., 2016; Holmes et al., 2019). Empirical studies have emphasized that the successful adoption of AI-driven innovations in education is contingent upon the preparedness of educators to engage with these technologies in ways that align with disciplinary goals and instructional objectives (Zawacki-Richter et al., 2019; Selwyn, 2019). With the context of universities in Ondo State, Nigeria, assessing lecturers' readiness for human-AI co-creation in educational

media production is particularly important, given the ongoing digital transformation of teaching and research practices in the region. Such an assessment provides critical insights into existing capacities, identifies gaps, and inform strategic interventions aimed at fostering innovate and contextually relevant media production in higher education.

STATEMENT OF THE PROBLEM

The emergence of human -Al co-creation in educational media production presents new possibilities for enhancing instructional design, content development, and learner engagement in higher education. However, universities in Ondo State appear to be grappling with uncertainties regarding the extent to which lecturers are adequately prepared to participate in such collaborative practices. Readiness for human-AI co-creation requires a combination of technical competence, pedagogical understanding, and a disposition that supports innovation, yet these capacities are not uniformly developed among lecturers. In many cases, limited exposure to advanced digital tools, inadequate professional development opportunities, and sufficient institutional support may constrain lecturers' ability to effectively integrate AI-driven processes into media production. This situation creates a gap between the potential of emerging technologies and their practical application within university teaching and learning environments. Without a clear assessment of lecturers' readiness, efforts to promote human- AI collaboration in educational media production may be poorly targeted and less impactful.

Consequently, this study seeks to examine the level of lecturers' readiness of human-AI co-creation in educational media production in universities in Ondo State, Nigeria, with a view to providing evidence that can inform strategic planning, capacity building, and policy development in the higher education sector.

OBJECTIVES OF THE STUDY

The objectives of the study are to:

1. determine the level of lecturers' readiness for human AI co-creation in educational media production in Universities in Ondo State.

2. examine lecturers' attitude toward human–AI co-creation in educational media production, and

3. Investigate the relationship between lecturers' readiness and their attitude toward human-AI co-creation in educational media production.

RESEARCH QUESTIONS

In order to attain the objectives of the study, the following research questions were developed and subsequently answered.

1. What is the level of lecturers' readiness for human-AI Co-creation in educational media production?

2. What are the attitudes of lecturers toward human-AI co-creation in educational media production?

RESEARCH HYPOTHESIS

At the 0.05 level of significance, the following null hypothesis was examined.

Ho_1. There is no significant relationship between lecturers' readiness and their attitude toward human-AI co-creation in educational media production.

LITERATURE REVIEW

The level of lecturers' readiness for human-AI co-creation in educational media production has become a subject of increasing scholarly attention, particularly as universities seek to integrate intelligent technologies into teaching and content development processes. Readiness in this context extends beyond basic digital literacy to include pedagogical adaptability, technical competence and the confidence required to engage collaboratively with AI-driven tools in producing instructional media. Empirical studies indicate that lecturers' readiness is often uneven, with many demonstrating moderate preparedness influenced by prior exposure to educational technologies, access to training opportunities and institutional support systems (Ertmer & Ottenbreit-Leftwich, 2010; Zawacki-Richter et al., 2019). In developing contexts, including Nigeria infrastructural constraint and limited professional development frameworks have been identified as key factors affecting the depth of readiness for advanced digital practices (Ifinedo, 2016).

Furthermore, recent scholarship suggests that while lecturers may exhibit foundational competence in conventional media production, the transition to AI-supported co-creation requires higher-order skills such as critical evaluation of AI outputs, ethical awareness, and the ability to integrate automated processes into pedagogical sound designs (Luckin et al., 2016; Holmes et al., 2022).

Consequently, assessing the level of lecturers' readiness within universities in Ondo State is essential for identifying capacity gaps and informing targeted interventions that can enhance effective participation in human-AI co-creation for educational media production.

Lecturers' attitude toward human-AI co-creation in educational media production represents a critical determinant of the successful integration of intelligent technologies into higher education practice. Attitude, often conceptualized in terms of perceived usefulness, ease of engagement, trust in technological outputs, and openness to innovation, significantly shapes lecturers' willingness to collaborate with AI systems in developing instructional content. Existing studies in suggest that while many lecturers exhibit cautiously positive attitudes toward emerging terminologies, concerns relating to loss of pedagogical control, ethical implications, and reliability of AI-generated content continue to moderate their acceptance (Teo, 2012; Zawacki-Richter et al; 2019). In addition, attitudes are influenced by prior experience, institutional culture, and access to continuous professional development, with supportive environments fostering more favourable dispositions toward technology integration (Ertmer & Ottenbreit-Leftwich, 2010). Within the context of developing higher education systems such as those in Nigeria lecturers' attitudes may also be shaped by infrastructural limitations and varying levels of exposure to advanced digital tools, which can either enhance or constrain their engagement with AI-Supported media production.

Furthermore, emerging literature emphasizes that positive attitudes are closely linked to lecturers' confidence in using technology and their perceived alignment of AI tools with pedagogical goals, thereby reinforcing their participation co-creative practices (Holmes et al, 2022). Understanding lecturers' attitudes is therefore essential for designing targeted interventions that not only build competence but also foster trust and sustained engagement in human-AI collaborative educational media production.

The relationship between lecturers' readiness and their attitude toward human-AI-co-creation in educational media production has been widely acknowledged as mutually reinforcing within the broader discourse on technology integration in higher education. Readiness which encompasses technical competence, pedagogical knowledge, and access to enabling resources, is often associated with more positive, attitudes toward the adoption of emerging technologies, as individuals who feel adequately prepared are more likely to

demonstrate confidence and openness to innovation (Ertner & Ottenbreit-Leftwich, 2010; Teo, 2012). Conversely, lecturers who exhibit favourable attitudes toward digital innovation are more inclined to seek out opportunities to enhance their readiness through continuous learning and professional engagement. Empirical evidence further suggests that this relationship is not merely linear but influenced by contextual factors such as institutional support, availability of training, and the perceived relevance of technology to institutional goals (VenKatesh et al., 2003; Zawacki-Richter et al; 2019). In the context of human-AI co-creation, the inter-play, between readiness and attitude becomes particularly critical, as effective collaboration with AI systems requires both the competence to use such tools and a disposition that supports experimentation and trust in automated processes. Within universities in Ondo State, understanding this relationship is essential for identifying how improvements in lecturers' readiness can foster more positive attitudes, and vice versa, thereby enhancing meaningful engagement in AI-supported educational media production.

METHODOLOGY

The study employed a quantitative research design, specifically a survey method using a questionnaire. The survey method was deem appropriate as it provides as efficient means of collecting data from a large sample. The target population comprised all lecturers in Ondo State public universities. A two-stage sampling technique involving cluster and simple random sampling was used.

The selected universities were the University of Medical Sciences, Ondo (UNIMED) from Ondo Central District; Adekunle Ajasin University, Akoko, Ondo (AAU)) from the North District, Olusegun Agagu University of Science and Technology, Okitipupa (OAUSTEC) from Ondo South District. Within each selected University, lecturers were sampled using simple random sampling. The sample sizes were 46 from UNIMED, 66 from AAU, and 68 from OAUSTEC, resulting in a total sample of 180 lecturers. Selection was made irrespective of gender, department or specialization.

The primary instrument for data collection is researcher-designed questionnaire titled "Assessment of Lecturers' Readiness for Human-AI Co-Creation in Educational Media Production in Universities. Questionnaire, "ALRMPCCEMP". The questionnaire consisted of two sections: "Section A" was on demographic data of the respondents while section "B" contained items assessment of lecturers' readiness for Human-AI Co-creation in Educational Media Production. Items in Section "B" were measured on a 4-point Likert Scale of Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The questionnaire was subjected to both face and content validity to check the appropriateness and adequacy of the content of the instrument. Three (3) lecturers from the department of Computer Science, Adeyemi Federal University of Education, Ondo, Ondo State were given the copies of questionnaire and after they deemed it fit to be validated. Their suggestions were used to modify the questionnaire to produce a final draft.

The questionnaire was tested for reliability on fifty (5) randomly selected from lecturers at Tai Solarin Federal University of Education, Ijebu-Ode, Ogun State, who were not part of this study. The data gathered from the trial test study was analysed to check for internal consistency in reliability and the Cronbach's Alpha was 0.86 on readiness and 0.76 on the attitude of lecturers on Human-AI Co-creation in Educational Media Production. This indicated that the research instrument was highly reliable.

The researcher visited the universities selected for the study with the help of research assistants to administer copies of the questionnaire to the respondents involved. At the end of this exercise, one hundred and eighty (180) valid copies of the questionnaire were retrieved from the respondents upon which analysis of the results were carried out using mean, standard deviation to answer the research question and to Pearson Product Moment Correlation (PPMC) was used to test the hypothesis formulated.

RESULTS

Research Question 1: What is the level of lecturers' readiness for human-AI-Co-creation in educational media production?

Table 1: *Lecturers' Readiness for Human-AI Co-creation in Educational Media Production.*

Item	SA	A	D	SD	Mean	Std. D
I possess necessary digital skills required to utilize AI tools for educational media production.	84	96	0	0	3.46	.50
I am confident in integrating AI technologies into the design and development of instructional media .	48	132	0	0	3.26	.44
I have adequate knowledge of available AI tools relevant to educational media production.	109	58	0	13	3.46	.83
I am willing to learn and adapt to emerging AI technologies for academic purposes.	71	96	0	13	3.25	.79
I have access to institutional resources that support the use of AI in media production	63	73	12	32	2.93	1.06
I am capable of collaborating with AI systems to enhance the quality of instructional materials .	63	117	0	0	3.35	.48
I have received sufficient training on the application of AI tools in educational contexts.	66	69	19	26	2.97	1.03
I can effectively evaluate the outputs generated by AI tools for academic relevance and accuracy.	77	103	0	0	3.43	.49
I am prepared to address ethical considerations associated with the use of AI in educational media production.	47	82	0	51	2.69	1.14
I am ready to incorporate human-AI co-						

creation practices into my regular teaching and research activities.	132	29	19	0	3.63	.67
Weighted Average						
					3.24	

Key; *SD* = *Strongly Disagree*, *D* = *Disagree*, *A* = *Agree*, *SA* = *Strongly Agree*,

Decision Value: *Low* = 0.00-2.44, High =, 2.45 – 4.00.

Table 1 shows the lecturers' readiness for Human-AI co-creation in educational media production. The table shows that the lecturers agreed to the following: they possess the necessary digital skills required to utilize AI tools for educational media production (x=3.46), have confident in integrating AI technologies into the design and development of instructional media (x=3.26), they have adequate knowledge of available AI tool relevant to educaional media production (x=3.46), willing to learn and adapt to emerging AI technologies for academic purposes (x=3.25), have access to institutional resources that support the use of AI in media production (x=2.93), they are capable of collaborating with AI systems to enhance the quality of instructional materials (x=3.35), have received sufficient training on the application of AI tools in educational contexts (x=2.97), can effectively evaluate the outputs generated by AI tools for academic relevance and accuracy (x=3.43), prepared to address ethical considerations associated with the use of AI in educational media production (x=2.69), and ready to incorporate human-AI co-creation practices into their regular teaching and research activites (x=3.63). Meanwhile, based on the value of the weighted average (3.24 out of 4.00 maximum value obtainable), which falls within the decision value for high (2.45-4.00), it can be inferred that the level of lecturers readiness for Human-AI co-cocreation in educational media production is high.

Research Question 2: What are the attitudes of lecturers toward human-AI co-creation in educational media production?

Table 2: *Lecturers' attitudes toward human-AI co*-creation in Educational Media Production.

Item	SA	A	D	SD	Mean	Std. D
I believe that collaborating with AI tools can enhance the quality of educational media I produce.	88	92	0	0	3.49	.50
I feel motivated to adopt AI-assisted methods in creating instructional materials	44	136	0	0	3.24	.43
I am confident that AI co-creation can improve the efficiency of my media production process.	62	99	19	0	3.23	.62
I consider the integration of AI into educational media production to be a positive development.	43	137	0	0	3.23	.42

I am comfortable experimenting with AI tools for teaching and research purposes.	78	67	35	0	3.23	.75
I perceive AI co-creation as a valuable complement to my professional expertise.	92	88	0	0	3.51	.50
I am open to receiving trainig on AI-based media production techniques.	78	70	19	13	3 .18	.89
I believe that my attitudetoward AI-co-creation will influence my willingness to adopt it in practice.	85	95	0	0	3.47	.50
I consider the use of AI in media production to be ethically acceptable and professionally responsible	85	95	0	0	3.47	.50
I am enthusiastic about the potential of AI. Co-creation to transform teaching and learning resources.	104	76	0	0	3.57	.49
Weighted Average			3.36			

Key; *SD* = *Strongly Disagree*, *D* = *Disagree*, *A* = *Agree*, *SA* = *Strongly Agree*,
Decision Value: ***Negative*** = 0.00-2.44, Positive =, 2.45 – 4.00.

Table 2 shows the attitude of lecturers toward human-AI co-creation in educational media production. The table shows that the lecturers agreed to the following: they believe that collaborating with AI tools can enhance the quality of educational media the produce (x-3.49), feel motivated to adopt AI – assisted methods in creating instructional materials (x=3.24), have confident that AI co-creation can improve the efficiency of media production process (x=3.23), consider the integration of AI into educational media production to be a positive development (x=3.23), they are confortable experimenting with AI tools for teaching and research purposes (x=3.23), perceive AI co-creation as a valuable complement to prfessional expertise (x-3.51), receiving training on AI-based media production techniques (x=3.18),believe that attitude toward AI co-creation influences thair willingness to adopt it in practice (x=3.47), consider the use of AI in media production to be ethically acceptable and professionally responsible (x=3.47), and they are enthusiastic about the potential of AI co-creation to traform teaching and learning resources (x=3.57). Meanwhile, based on the vālue of the weighted average (3.36 out of 4.00 maximum value obtainable), which falls within the decision value of high (2.45-4.00), it can be inferred that the attitudes of lecturers toward human-AI co-creation in Educational Media Production are positive.

HYPOTHESES TESTING

Ho_1: There is no significant relationship between lecturers' readiness and their attitude toward human-AI co-creation in educational media production.

Table 3: *Summary of Pearson Product Moment Correlating showing the relationship between lecturers' readiness and their attitude toward human-AI co-creation in educational media production.*

Variable	Mean	Std. D	N	R	Sig (P)	Remark
Readiness	32.44	3.91				
				.303	.001	Significant
Attitude	33.66	2.39	180			

Table 3 shows the relationship between lecturers' readiness and their attitude toward human-AI co-creation in educational media production in Ondo State Universities. The table reveals a moderate, positive relationship between lecturers' readiness and their attitude towards human-AI co-creation in educational media production ($N=180$; $r=.303$; $p<0.05$). The result is statistically significant since the p-value (.001) is less than 0.05. Hence, hypothesis is rejected.

DISCUSSION OF FINDING

The finding that lecturers demonstrate a high level of readiness for human-AI co-creation in educational media production suggests that many academics are now adequately prepared to engage with intelligent tools in a purposeful and pedagogically meaning way. This readiness reflects not only technical competence but also a clear understanding of how AI can support instructional design and content development. Existing studies have shown that lecturers' preparedness is strengthened by continuous professional learning, prior experience in digital tools and institutional encouragement for innovation (Ertmer & Ottenbreit-Leftwich, 2010; Tondeur et al; 2017). The present result therefore indicates a growing shift toward more active and confident use of AI in creating educational media that supports effective teaching and learning. (Zawacki-Richter et al; 2019).

The positive attitudes of lecturers toward human-AI-co-creation further highlight their willingness to adopt and integrate AI tools into educational media production. This finding agrees with established technology acceptance models, which explain that users are more likely to embrace new technologies when they perceive them as useful and easy to apply (Venkatesh et al., 2003, Teo, 2012). In this context, lecturers appear to view AI as a helpful partner that can improve creativity, save time and enhance the quality of instructional materials. Such positive perceptions are important because they influence sustained usage and encourage deeper engagement with emerging technologies in teaching practice Kallo et al., 2020).

The moderate, positive relationship between lecturers' readiness and their attitude indicates that both factors are connected, but not entirely dependent on each other. This suggests that while lecturers who feel more prepared tend to show more positive attitudes, other factors also shape their perceptions and behaviour. Research has shown that elements such as institutional support, access to relevant tools, and opportunities for hands-on experience play important roles in technology adoption (Venkatesh et al., 2003; Teo, 2012). This

implies that strengthening both competence and support systems is necessary to sustain effective human-AI co-creation in educational media production.

CONCLUSION

The study concludes that lecturers demonstrate a high level of readiness for human-AI co-creation in educational media production, indicating that they possess the necessary skills, confidence, and awareness to effectively engage with intelligent tools in instructional design. This suggests a shift toward more innovative and collaborative approaches to content development in higher education.

It is further concluded that lecturers exhibit positive attitudes toward human-AI Co-creation, reflecting their willingness to adopt and sustain the use of AI in improving the quality, efficiency, and creativity of educational media production.

Finally, the study establishes a moderate, positive relationship between readiness and attitude, implying that while both are related, additional factors such as institutional support and access to resources also influence effective engagement.

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

(1) Universities should sustain lecturers' high readiness through continuous, practice-oriented training that strengthens their ability to apply human-AI co-creation tools in educational media production.

(2) Institutional leaders should maintain lecturers' positive attitudes by ensuring access to relevant AI tools, reliable technical support, and recognition of innovative teaching practices.

(3) University should reinforce the link between readiness and attitude by providing supportive infrastructure and collaborative opportunities that promote consistent and effective use of human-AI co-creation in instructional design.

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