

Influence of Artificial Intelligence in Enhancing Business and Entrepreneurship Education Programme in Public Universities in Nasarawa State

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Abstract

The study looked at how artificial intelligence may improve business and entrepreneurship education programs at public universities in Nasarawa State. Determining the advantages of AI in improving business and entrepreneurship programs as well as the obstacles to its widespread adoption in public institutions in the research region were among the specific goals. According to the study's hypothesis, artificial intelligence can't improve business and entrepreneurship education at Nasarawa State's public institutions. The study employed a survey research design. The employed questionnaire was well-structured, open-ended, and prepared in simple English for the benefit of the respondents. Male and female business educators from Nasarawa State's two public universities—the Federal University of Lafia (FULafia) and Nasarawa State University (NSUK)—were purposefully chosen for the study using purposive and basic random sampling techniques. Because it is manageable and sufficient for the study, the 50 business educators from the two chosen colleges served as the sample and responders. From the study, intelligence tutoring system, personalized learning, enhanced accessibility, career guidance and automated grading were notable benefits of AI in enhancing BEE programme in public universities in Nasarawa State. Also, lack of artificial intelligence literacy, curriculum development, access to AI resources, ethical consideration, faculty training, students' preparation, industry partnership, data quality and availability, balancing artificial intelligence, assessment and evaluation, scalability and regulatory and legal consideration were notable challenges of AI implementation. The hypothesis testing concluded that Artificial

Intelligence has benefits in enhancing Business and Entrepreneurship Education in public universities in Nasarawa State because p value (.001) is < (less than) level of significance which is 0.05. The study further recommended that the incorporation of artificial intelligence basics into curricula will enable students to understand AI concepts and applications.

Keywords:

Artificial Intelligence, Business and Entrepreneurship, Universities, Nasarawa State

1.0 Introduction

The rapidly evolving landscape of technology and industry demands that educational institutions continually adapt to provide students with relevant skills and knowledge. In Business and Entrepreneurship Programs, artificial intelligence (AI) skills are essential for preparing students to enter and succeed in the dynamic business world. However, these programs face significant challenges that hinder the effectiveness of teaching and learning processes, ultimately impacting students' preparedness for the competitive job market.

A subfield of computer science called artificial intelligence (AI) is concerned with building machines that can carry out operations that ordinarily call for human intellect (Igbokwe, 2024). Artificial intelligence, according to Bupo and Akpomi (2023), is the imitation of human cognitive patterns by computer programs, systems, or machines that behave and think like people. This suggests that machines, such as computers, are designed to think like people and act logically in order to solve issues.

According to Okiridu, Ogwunte, and Godpower (2024), China's robots sector has made great

strides thanks to artificial intelligence, displacing people in hazardous and monotonous jobs. Artificial Intelligence (AI) mimics human intelligence tendencies in computer programs, systems, or devices to behave and think like people. Similarly, Godpower and Egbunefu (2024) define artificial intelligence as the use of scientific techniques and methodologies to build intelligent robots and machines using clever computer programs that can mimic humans and make daily activities easier. Problem-solving, natural language comprehension, pattern recognition, experience-based learning, and decision-making are some of these activities.

Numerous academics and researchers have demonstrated how AI applications are visible in the subject of education. AI intelligent systems for tutoring are used in the educational sector, as certain institutions have shown. Computer programs that employ artificial intelligence (AI) to provide pupils individualized education are known as intelligent tutoring systems. These systems have the ability to "adjust to the unique instructional style of each student," claim Zhang and Li (2021)." Teachers can save time and achieve more uniform grading by using AI to grade tests and tasks. According to Ecker, Langer, König, and Schmitz (2023), "automated scoring systems have been proven to be just as precise as human graders in many cases." This is consistent with their findings.

In order to identify at-risk children and offer focused treatments, AI may also be utilized to evaluate student data. "Predictive insights may aid trainers spot pupils that are at greatest chance for abandoning or failing a subject, permitting for early intervention," claim Wang, Zhang, Li, and Wang (2020). Additionally, AI enables individualized learning, which has several advantages, such as better learning results and higher levels of student involvement (Chen, Li, Li, & Li, 2021). Stated differently, AI can design customized learning programs for college students according to their unique requirements and preferences (Akpomi, Nwile, & Kayii, 2022).

Additionally, the use of AI in business and entrepreneurial education, including chatbots, would help teachers with research, assignment marking, creating new curriculum, creating teaching materials, and responding to student

inquiries. Students may quickly create project outlines, receive feedback on their work, get ready for tests, and gather pertinent data (Cribben & Zeinali, 2023). With a focus on universities in Nasarawa State, the study will be carried out to ascertain the impact of AI on advancing business and entrepreneurial education programs.

1.1.Statement of the Problem

Emerging technologies including artificial intelligence (AI), live streaming, cloud computing, virtual reality, augmented reality, wearable technology, and the Internet of Things (IoT) are completely changing the quality of work that students and teachers do in the contemporary educational environment. By enabling people to upgrade their skills and adjust to shifting educational trends, these tools help them stay competitive in the job market of the future. Adopting these technologies is essential for business instructors and higher education institutions to succeed in their careers and meet the expectations of the contemporary workplace. AI integration in particular has the potential to revolutionize Business and Entrepreneurship Education (BEE) programs by increasing work efficiency, improving job performance, and raising educational standards generally.

The preparation and use of new technologies in Nasarawa State's public institutions is noticeably lacking, despite their acknowledged advantages. Concerns about lecturers' knowledge of and use of cutting-edge AI technologies, such as machine learning, online communication, natural language processing, and intelligent tutoring systems, are concerning in the state's public universities. This has a detrimental effect on students' exposure to and interaction with contemporary technology tools. Institutions that do not embrace these innovations run the danger of lagging behind their counterparts and losing out on important career prospects, which presents a serious dilemma.

Furthermore, university lecturers may find it challenging to accommodate the various learning styles and skill levels of their pupils if AI and other technologies are not adopted, which might eventually jeopardize academic results. In light of this situation, there is a knowledge gap based on research that requires

empirical study. By investigating how AI may improve BEE programs in public institutions in Nasarawa State, this study seeks to close this gap. It will examine how AI may improve students' learning capacities and make sure they are ready for the fast-paced commercial sector. The study specifically aimed to examine the advantages of artificial intelligence (AI) in augmenting business and entrepreneurship programs as well as the obstacles to its establishment in public institutions within the study region.

1.2. Research Hypothesis

The underlisted hypothesis were formulated for the study.

1. Artificial intelligence has no benefits in enhancing Business and Entrepreneurship Education in public universities in Nasarawa State

2.0. Review of Literature

Artificial Intelligence

The term artificial intelligence (AI) describes the creation of computer systems that are capable of carrying out activities that normally call for human intellect. These systems are also able to learn from data, experiences, and interactions, which allows them to perform better and adjust to changing circumstances. It can also use logic, rules, and patterns to solve problems, draw conclusions, and make judgments. Artificial intelligence systems are frequently able to recognize issues and find inventive solutions. By interpreting and comprehending data from sensors, photos, audio, and text, the system can help users comprehend their surroundings.

The ability of artificial intelligence systems to understand and produce human language allows them to communicate with people, according to Berglund, Bousfiha, and Mansoori (2020). These systems use algorithms to handle data, learn from experiences, and use high-quality data for instruction, improve, and make accurate decisions. According to Berglund, Bousfiha, and Mansoori (2020), the system needs a lot of processing power in order to do difficult tasks and process vast volumes of data. Actuators are used by artificial intelligence systems to interact with the physical world, while sensors are used to sense their surroundings. Artificial

intelligence comes in three varieties: super intelligence, general intelligence, and limited intelligence. This machine is capable of simulating certain aspects of learning.

Concept of Business Education

According to Gidado and Akaeze (2024), business education is a course of study that attempts to raise awareness of business occupations, prepare young people for the workforce, and help individuals be better citizens and knowledgeable consumers of products and services. It is a training course with many specializations that equips students with competent abilities to carry out various responsibilities in the commercial and educational worlds. Edokpolor and Owenvbiugie (2023) assert that business education is a crucial component of general and vocational education that focuses on imparting business knowledge and orientation for both individual and national growth.

The basic ideas, theories, and procedures of business are taught to pupils as part of business education, according to Edokpolor and Owenvbiugie (2023). According to Amaewhule (2021), business education's dynamic character and operation aim to educate young people for careers including self-employment and financial understanding in the marketplace. Elujekwute, Nwaokwa, Aja, and Oigoche (2021) assert that students can be better equipped to thrive in the changing and complicated business environment by comprehending the idea of business education. According to Anyaeneh and Nzegwu (2022), business education is a course of study that gives students who want to work in business the chance to acquire the knowledge and abilities necessary to enter, operate, and advance in the field after high school or college. Therefore, producing capable, skilled, and energetic business instructors, office managers, and entrepreneurs who can successfully compete in the labor market is the main objective of business education. The kind of education known as "business education" helps people develop abilities that they may use to handle issues in office and commercial settings. Learners are expected to possess the necessary abilities, information, and mindset to function well in both public and private settings.

2.3.Review of Empirical Literature

i.Benefits of AI in Enhancing Business and Entrepreneurship Education programme?

a.Intelligence Tutoring System

An Intelligent Tutoring System (ITS) is a computer program that simulates a human tutor by giving pupils tailored advice and feedback. By providing individualized assistance and teaching, it seeks to accommodate each student's unique learning needs, evaluating the knowledge, abilities, and learning preferences of pupils. Additionally, keeping content expertise organized and stored. It adjusts to each student's unique demands and speed. Tuomi (2018) asserts that intelligent tutoring enhances traditional teaching methods, prepares students for standardized examinations, and gives specialized help for a variety of learners. It also provides efficient and successful learning experiences while rendering learning easier accessible and enjoyable.

b.Personalized Learning

An educational strategy known as "personalized learning" adjusts lessons to each student's unique requirements, skills, and learning preferences. It seeks to give every student a distinct learning route so they may concentrate on their areas of strength and weakness and study at their own speed. Because it is student-centered, it concentrates on the needs and resources of each individual student. It also lets students study at their own pace, adapts the level of complexity and content to fit their development, and provides a variety of ways to meet learning objectives. regularly assesses students' development and modifies the curriculum. Instead of giving lectures, teachers help and mentor their pupils. Furthermore, via technological integration, artificial intelligence in business education aids in utilizing digital tools and resources to improve learning.

According to Chen, Jane, and Wenting (2023), the use of artificial intelligence in business education boosts students' motivation and interest, improves comprehension and retention, and saves time spent reviewing materials. It also gives a clearer picture of students' knowledge and fosters strong bonds and trust that improve teacher-student relationships. Personalized

learning seeks to enhance academic potential and cultivate a lifelong interest in learning by customizing instruction to each student's specific requirements.

c.Enhanced Accessibility

Business education may become more inclusive by utilizing artificial intelligence to improve accessibility, giving every student an equal chance to thrive and realize their full potential. The use of artificial intelligence (AI) technology for creating studying easier and more accessible for all students, especially those with impairments or limits, is known as "enhancing usability in the application of AI in business education."

d.Career Guidance

In the utilization of artificial intelligence (AI) in business education, career advice refers to the use of AI technology to assist students in exploring and navigating their future pathways; it may evaluate students' interests, abilities, and values to provide relevant job possibilities. Additionally, it provides individualized career counseling according to each student's goals, shortcomings, and talents. Analytics powered by artificial intelligence can predict career trajectories, assisting students in making wise choices. It allows for focused learning by identifying the areas in which students need to improve their skills. AI can help students make individualized strategies and create and accomplish professional goals. The way learners approach their professional prospects might be completely transformed by artificial intelligence-powered career counseling, increasing the effectiveness and impact of business education (Banfield, Lombard & Wax, 2022).

e.Automated Grading

The use of AI algorithms to assess and grade students' assignments, tests, and other assessments is known as automated grading in the context of business education. Multiple-choice, true/false, and numerical response questions may all be graded fast and precisely using automated grading driven by artificial intelligence. Additionally, it may access subjective responses and assess essay-style

questions by analyzing language use, structure, and content using natural language processing (NLP). Berglund, Bousfiha, and Mansoor (2020) assert that artificial intelligence is capable of producing feedback reports that indicate areas for growth as well as strengths and flaws. Students can find knowledge gaps and enhance their comprehension with the aid of the given comments. promoting adaptive learning by modifying the content and level of assessment according to student achievement.

assisting teachers in improving their teaching strategies by facilitating data analysis by offering insights into student performance. Compared to human teachers, it can automate considerably more quickly, boosting grading uniformity, minimizing bias and mistakes, and saving up time for mentorship and instruction. By offering feedback that can assist students in identifying knowledge gaps and enhancing their comprehension, it improves student learning.

ii.Challenges to Entrenching AI in Business Education

a.Lack of Artificial Intelligence Literacy

It's possible that educators and learners lack the know-how to successfully incorporate artificial intelligence into business education. One issue is that professionals and students in business education have a limited grasp of artificial intelligence principles, technology, and applications. This literacy gap makes it difficult to successfully integrate AI into business education, which, among other things, results in a lack of acceptance of AI, poor AI education, misunderstandings and anxiety, inefficient AI integration, and a growing skills gap.

b.Curriculum Development

Because artificial intelligence (AI) is a quickly evolving topic, it can be difficult to create curricula that keep up with the most recent developments. This makes creating curricula that integrate AI and its use in business education a considerable task. Once more, a lack of AI expertise may prevent many business teachers from creating effective AI-related curricula. Integration with current courses: AI concepts need to be incorporated into current business education courses, necessitating a major curriculum redesign. Soft skills, business

education knowledge, and technical AI abilities must all be balanced in the courses.

Examining ethical and societal implications: AI courses need to cover issues like prejudice, data privacy, and employment displacement. To prepare students for real-world application and foster the development of practical abilities, the curricula must provide them actual experience with AI tools and technology. To guarantee relevance and viability, curriculum creation may necessitate collaboration with AI specialists and industry experts. Furthermore, creating courses pertaining to AI may call for a large investment of money, infrastructure, and staff.

c.Access to Artificial Intelligence (AI)

Resources

The cost of obtaining artificial software, hardware, and tools can be prohibitive, resulting in difficult for educational institutions to acquire them. This makes access to AI resources a barrier when incorporating AI in business education. As a result, the institutions might not have the infrastructure they need, like internet speed, data storage, and high-performance computers. For research and initiatives using artificial intelligence, access to pertinent, high-quality data may be restricted. As a result, organizations can depend on cloud services, which might make them susceptible to outages and raise privacy issues (Nwosu, 2021).

d.Ethical Consideration

If artificial intelligence systems are not created with justice and fairness in mind, they may reinforce preexisting prejudices and discrimination. Large volumes of personal data are frequently used by artificial intelligence systems, which poses privacy and data security concerns. Jobs might be automated by technology, which could result in worker displacement and worsen income inequality. It can be complicated and hard to comprehend, which makes it hard to justify their choices and behavior.

e.Faculty Training

Many business faculty members may not have the necessary artificial intelligence knowledge or

experience to teach artificial intelligence related courses. Faculty may not fully understand how artificial intelligence applies to business disciplines, making it difficult to integrate it into the curricula. Oguejiodor and Ezeabasili (2020) affirm that faculty members may have limited time and resources to devote to artificial intelligence training and curriculum development. They require need for up skilling is required training to develop skills in artificial intelligence tools, technologies and pedagogies. Artificial intelligence is a rapidly evolving field, making it challenging for faculty to stay current with the latest development and advancement. They may need training on how to effectively integrate artificial intelligence concepts into existing business courses.

f.Students Preparation

Students preparation is a challenge in integrating Artificial Intelligence (AI) in business education. This is because many students may not have strong understanding of artificial intelligence concepts and technologies. Many students may not possess the necessary technical skills, such as programming and data analysis, to fully understand and work with artificial intelligence. Nwanewezi (2021) states that students may require development of critical thinking and problem – solving skills to effectively apply artificial intelligence in business contexts. Students need to BEE aware of the ethical implications of artificial intelligence in business such as bias and privacy concerns. Also, students must stay current with the rapidly evolving artificial intelligence landscape.

g.Industry Partnership

Industry partnership is a challenge in integrating artificial intelligence in business because identifying industry partners with relevant artificial intelligence expertise and interest can BEE challenging, ensuring industry partners needs align with academic goals and curricular requirement can BEE difficult. Balancing academic priorities with industry needs and timeliness can BEE challenging.

h.Data Quality and Availability

Data quality and availability are challenges in integrating artificial intelligence in business education, this is because artificial intelligence algorithms require high-quality, accurate and reliable data to learn and make decisions. The data must BEE relevant to the specific business problem and representative of the population or market. Accessing and sharing data across organization and industries can BEE challenging due to legal and ethical agreement (Nwaigburu and Eneogwe, 2023).

3.0.Methods

The study employed a survey research design. Important information from both male and female business educators on the advantages and difficulties of using AI to improve business and entrepreneurship programs at public universities in Nasarawa State was clarified by the researcher thanks to the study's selected design. A questionnaire made the process of acquiring information easier. The employed questionnaire was well-structured, open-ended, and prepared in simple English for the benefit of the respondents. The respondents were asked to choose their favorite response from a list of options in most cases, while in certain cases they were expected to indicate more than one choice. The questionnaire's objective was to collect information on the advantages and difficulties of using AI to improve business and entrepreneurship programs in Nasarawa State's public universities. Purposively, male and female business educators from the two public universities in Nasarawa State; the Federal University of Lafia (FULafia) and the Nasarawa State University (NSUK) were chosen for the study using purposive and basic random sampling techniques. Because they are manageable and sufficient for the study, the 50 business educators from the two chosen colleges served as the sample and responders. This supports Sekaran and Bougie's (2020) assertion that each study should have a sample size of between 30 and 500. The gathered data was displayed and assessed using frequencies, percentages, and means, and the study's hypotheses were tested using the Chi-Square test.

4.0. Findings and Discussions

4.1. Objective One

Benefits of AI in enhancing Business and Entrepreneurship Program in Public Universities in Nasarawa State

According to Table 1, the five elements that were discovered are the advantages of artificial intelligence (AI) in improving the business and entrepreneurship programs at Nasarawa State's public institutions. It is confirmed by the grand mean of 3.52. The findings showed that automated grading, job counseling, improved accessibility, individualized learning, and intelligence tutoring systems were all

noteworthy advantages. The aforementioned finding is consistent with that of Ogwunte and Olali (2024), who discovered that the majority of BEE postgraduate students at Rivers State institutions were unable to use AI tools such as automation features, online communication and analysis, natural language learning, and predictive analytics.

Table 1: Mean scores of the respondents on the benefits of AI in enhancing Business and Entrepreneurship Program in Public Universities in Nasarawa State

S/N	The following are the benefits of AI in enhancing Business and Entrepreneurship Program in Public Universities in Nasarawa State:	SA	A	D	SD	\bar{X}	Remark
1	Enhance intelligent tutoring systems	18	28	4	-	3.28	Agree
2	Promotion of personalized learning	37	13	-	-	3.74	Agree
3	Enhance accessibility to adequate information	22	15	8	5	3.08	Agree
4	Provision of career guidance	36	11	3	-	3.66	Agree
5	Promotion of automated grading system	43	7	-	-	3.86	Agree
	Grand Mean					3.52	

Source: Field Survey, 2026

4.2. Objective Two

Challenges to entrenching AI in enhancing Business and Entrepreneurship Program in Public Universities in Nasarawa State

The difficulties in integrating AI to improve the Business and Entrepreneurship Program at Nasarawa State's public institutions are shown in Table 2. With a grand mean of 3.59, which is higher than the cut-off point of 2.50, analysis from Table 2 revealed that all eight of the highlighted factors are obstacles to the entrenchment of AI in improving Business and Entrepreneurship Programs at public institutions in Nasarawa State. The findings indicated that important challenges included balancing artificial intelligence, assessment and evaluation, scalability, ethical considerations, faculty training, students' preparation, industry partnerships, lack of artificial intelligence

literacy, curriculum development, access to AI resources, and scalability.

The aforementioned issues were apparent in the study region, and as a result, AI technologies were not used very often in BEE programs in Nasarawa State's public colleges. The aforementioned outcome supports the findings of Igomu, Kwaghbo, Nayela, and Elukekwute (2024), who identified several significant obstacles to the integration of AI in BEE programs, including faculty training, student preparation, curriculum development, ethical considerations, lack of artificial intelligence literacy, and access to AI resources.

Table 2: Mean scores of the respondents on the challenges of entrenching AI in enhancing Business and Entrepreneurship Program in Public Universities in Nasarawa State

S/N	The following are the challenges of entrenching AI in enhancing Business and Entrepreneurship Program in Public Universities in Nasarawa State:	SA	A	D	SD	\bar{X}	Remark
1	Lack of AI literacy	47	3	-	-	3.94	Agree
2	Poor curriculum development	37	12	1	-	3.70	Agree
3	Lack of access to AI resources	42	6	2	-	3.80	Agree
4	Poor ethical considerations	44	6	-	-	3.88	Agree
5	Inadequate faculty training	49	1	-	-	4.1	Agree
6	Poor student preparation	47	3	-	-	3.94	Agree
7	Reduced industry partnerships	42	7	1	-	3.80	Agree
8	Poor mechanism for scaling AI reports	48	2	-	-	3.96	Agree
	Grand Mean					3.89	

Source: Field Survey, 2026

4.3. Testing Hypothesis One

Artificial intelligence has no benefits in enhancing Business and Entrepreneurship Education in public universities in Nasarawa State

To test the hypothesis one, values from table 1 was inputted into the computer with the software “Statistical Package for Social Sciences” (SPSS) and the Chi-Square results in Table 3 were obtained with a df of 24.

Table 3: Chi-square results

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	54.946 ^a	24	.000
Likelihood Ratio	56.167	24	.000
Linear-by-Linear Association	1.102	1	.294
N of Valid Cases	650		

a. 13 cells (33.3%) have expected count less than 5. The minimum expected count is 4.77.

Source: SPSS, 2026

Chi-Square Value = 54.946
 p Value = .001
 Level of significance (α) = 0.05 (See Appendix I)

Decision Rule:

Reject Ho, if p value is less than level of significance and accept Ho if otherwise.

Conclusion:

p value = .001
 Level of significance = 0.05

correlation value of 1 and .754 respectively shows strong correlation between the variables.

Therefore, Ho is rejected because p value (.001) is < (less than) level of significance which is 0.05. Also, a Pearson’s R² and Spearman

Implication:

The implication of this result is that the null hypothesis (Ho) was not accepted, which states that Artificial intelligence has no benefits in enhancing Business and Entrepreneurship Education in public universities in Nasarawa State and H₁ is accepted which states that Artificial Intelligence has benefits in enhancing Business and Entrepreneurship Education in public universities in Nasarawa State. Therefore, it is concluded that Artificial Intelligence has benefits in enhancing Business and Entrepreneurship Education in public universities in Nasarawa State.

5.0.Conclusion

Students' learning capacities can be greatly improved by the use of AI in business and entrepreneurship programs. AI has the ability to revolutionize BEE and better prepare students for prosperous careers in the business world by updating teaching strategies, enhancing resource access, customizing learning experiences, and coordinating education with industry demands. In general, the use of artificial intelligence (AI) in BEE has the potential to completely transform the educational landscape. Teachers may enhance student engagement, give real-time feedback, and tailor the learning process with the use of AI-powered technologies.

Additionally, AI can help students and educational institutions automate tests and grading, optimize resource allocation, and streamline administrative processes. Although there is a lot of potential for enhancing the quality and efficacy of education via the use of AI in school administration, it is crucial to approach this technology cautiously and mindful of its possible drawbacks. Business and entrepreneurship programs may make data-driven decisions by using AI-driven analytics to obtain insights into student performance and learning trends. Additionally, AI can support adaptive learning environments, which improve learning results by customizing instructional materials to each student's unique needs.

AI may also mimic actual business situations, giving students hands-on experience and preparing them for the intricacies of the corporate world. By using AI practically in business and entrepreneurship education,

students are given the tools they need to thrive in the always changing business environment. In conclusion, learning capacity may be greatly enhanced by incorporating AI into the business and entrepreneurship programs at Nasarawa State's public institutions. Educational institutions may build a more effective, efficient, and engaging learning environment that equips students for the possibilities and challenges of the corporate world by utilizing AI technology.

6.0.Recommendations

- i. Develop AI literacy: Incorporate artificial intelligence basics into curricula, enabling students to understand AI concepts and applications.
- ii. Update curricula: Regularly review and update curricula to reflect AI's rapid evolution and industry needs.
- iii. Ethical considerations: Integrate ethical discussions into AI courses, addressing bias, privacy, and responsibility.
- iv. Faculty development: Offer training and support for faculty to develop AI expertise and teaching skills.
- v. Students support: Provide additional resources and support for students to develop AI-related skills.
- vi. Industry partnerships: Collaborate with industry partners to provide practical experience, case studies, and mentorship.
- vii. Data management: Ensure access to high-quality data and develop data management skills.
- viii. Balance AI with human skills: Emphasize the complementarity of AI and human skills, like creativity and critical thinking.
- ix. Assessment innovation: Develop innovative assessment methods to evaluate student learning in AI-related topics.

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