

## **ARTIFICIAL INTELLIGENCE TOOLS UTILIZED BY BUSINESS EDUCATORS FOR IMPROVE JOB PERFORMANCE IN RIVERS STATE UNIVERSITIES**

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### **Abstract**

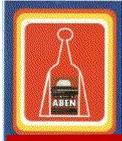
The study investigated Artificial Intelligence Tools Utilized by Business Educators for Improved Job Performance in Rivers State Universities. The study was carried out in Rivers State. Three specific objectives, three research questions were answered and three null hypotheses were tested at 0.05 level of significance. The study adopted a descriptive survey research design. The population of the study was 35 Business Educators in Rivers State University and Ignatius Ajuru University of Education. Based on the small size of the population, the entire population was used for the study. A self-structured questionnaire titled Artificial Intelligence Tools Utilized by Business Educators for Improve Job Performance in Rivers State Universities (AITUBEDRSU) was used as instrument for data collection, Three experts validated the instrument, test re-test method was adopted, scores obtained were correlated using Pearson Product Moment Correlation (PPMC) to determine the reliability of the instrument and a coefficient index of 0.72 was obtain. Mean and Standard Deviation were used to answer research questions, while t-test statistical tool was used in testing the formulated hypotheses. Findings from the study revealed that to a low extent Business Educators utilize chatbot, chatgpt and grammarly to improve their Job performance in Rivers State Universities. Based on the findings the researcher recommends that Business Educators should continually utilised chotbot to increase their experience as regards benefit of chatbot in education, There should be training of Business Educators as regards effective usage of chatgpt in education and Business Educators should utilised all grammarly utilities to effectively and efficiently improve their job performance.

**Keywords:** Artificial Intelligence, Chatbot, Chatgpt, grammarly, Utilization, Business Educators, improve Job performance

### **Introduction**

In recent times, there has been continuous growing trend in higher education to incorporate modern technologies and practice in order to improve the overall education experience as the future of higher education is intrinsically linked with continuous development on new technologies and computing capabilities of new intelligent machines. The modern world of education has shifted from manual ways of passing knowledge to a faster system enabled by information and communication technologies. One of the modern technologies that has the potential to change the entire activities performed by Business Educators is artificial intelligence (Bupo & Akpomi, 2023).

Business Educators are individuals who have the responsibility of classroom instructions for achieving Business Education objectives. The Business Educator is one who is trained and well groomed in principles and in practice in the broad field of Business Education (Igwe, Utebor & Ozoemennaya, 2023). Business Educators holds the key in Business Education programme in tertiary institution and secondary schools respectively. Where this fails to be obtained and where no Business Educators are employed and allowed to teach business subjects such situation becomes a misnomer. In the view of Igwe and Utebor,



(2022) non Business Educators, lecturers do not possess adequate and fundamental knowledge of the principles and practice of Business Education to this end, Business Educators are the prime for achieving viable Business Education. Business Educators usage of artificial intelligence is becoming prevalent (Khadija, Shamma, Elsoori & Mansoori, 2022).

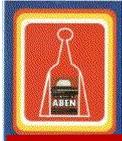
The term Artificial Intelligence (AI) was first coined by John McCarthy in 1956, two years after the death of Alan Turing, known as the father of AI. He was thinking about how a machine can think and developed a machine, called the Turing machine that demonstrates intelligence like human beings such as learning, logical reasoning and problem-solving amongst others. (Singh and Jain, 2018). Artificial Intelligence predicts new scenarios based on a large number of historical data and this is a sector of unutilized potential (Panigrahi, 2020). The advancement of faster computer processes, the availability of large amounts of big data and progress in computational approaches established the base for the renaissance of artificial intelligence that now has been an integral and inseparable part of human life. Anomalously the more it gets integrated into life, the fewer people think of it as Artificial Intelligence (Holmes, Bialik & Fadel, 2019). Artificial Intelligence (AI) is often known as advanced computer programmes such as Auto blocking cellular numbers email spam filtering and voice-activated smart speakers as Amazon Eco, Google Assistant and AirPlay, grammarly, ChatGPT amongst others.

Artificial intelligence (AI) is an umbrella term to describe an automated device that can behave in human intelligence processes such as learning, reasoning, and self-correction. Artificial Intelligence (AI) was founded on the claim that human intelligence can be so precisely described that a machine can be made to simulate it. This raises philosophical arguments about the fact that computer programmes that causes machine to behave like human being would also give the machine subjective conscious experience and a mind, in exactly the same sense that human beings have. Artificial intelligence is the intelligence or software, as opposed to the intelligence of humans or other animals. Copeland, (2024) state that artificial intelligence has the ability to perform task commonly associated with human beings. Supporting this view Laskowski and Tucci (2024) explained that artificial intelligence is the simulation of human intelligence processes by machines, especially computer systems.

Artificial intelligence is the development of systems that would necessitate advanced human intelligence to perform tasks requiring a high degree of “inference, deduction, and perception” (Aldosari, 2020). It refers to intelligence displayed by machines rather than people. A significant difference between humans or animals and AI is that human or animal intelligence encompasses awareness and emotions, whereas AI lacks these characteristics (August & Tsaima, 2021). Luckin (2017) added that AI is the capacity of computer systems to act in ways that we would consider human. Artificial intelligence is presently advancing at a quickened pace, and this as of now impacts on a significant idea of administrations in advance education. Jain (2019) stated that artificial intelligence (AI) is the ability and advancement of data innovation-based personal computer (PC) frameworks or other machines to do tasks that normally need human understanding and rational thought. Artificial intelligence (AI) is the impersonation of human knowledge procedures, for example, discourse and visual acknowledgment, interpretation of the dialects and virtual decision making by machines and robots. The capacity of machine to think and act like people, has given AI an extraordinary place in all fields. Artificial intelligence is available wherever in different parts of our lives beginning from smart sensors to individual associates.

Like other technological innovations, Alam and Raza (2022) stated the artificial intelligence also plays a key role in the field of education through improving teaching and learning and big data is working a fuel. The governments and education institutions are thinking to prepare learners to thrive in an artificial intelligence saturated future and for the increasing presence of it in all aspects of human activity. Jain (2019) explained that artificial intelligence is important for teachers and students because application of such technologies encourages more flexible learning solutions for students without any limitation. With the help of artificial intelligence universities around the world are enrolling increased number of students due to increased flexibility and speed. AI is used in education system in grading, in this process teachers can mechanize grading of students for certain fixed set of questions.

Artificial Intelligence can be applied in adaptive and individualized learning to fulfill student's requirements. AI



assists the teachers to access the understanding capacity of the students on their lectures and empower them to give the appropriate clues for students. It works as a teacher for the students and makes them learn concepts easily. Sharm, (2023) stated that artificial intelligence driven projects provide supportive input for both students and educators. It causes the instructors to screen the performance of students and empower them to improve the guidance they give to the students.

Artificial Intelligence frameworks in schools have changed the manner in which students find and cooperate with coordinated innovation. This has an impact to change educators as facilitators by giving students intuitive learning knowledge. Students can learn by the experimentation strategy without fear as AI bolsters in their learning and give help to their improvement (Siau, 2018). Artificial Intelligence (AI) creates an encouraging environment, especially, can provide a favorable context for students learning characteristics and process. Artificial intelligence consists of all forms of electronically reinforced learning, processing and teaching. The easy and flexible structure of these AI influenced environments and empowers learners to accommodate their personal needs in their own time of learning. Artificial intelligence (AI) can be categorized into two groups viz. Weak and Strong AI.

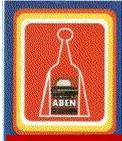
1. Weak AI: It is also called artificial narrow intelligence, is intended to be centered on a restricted job. One case of Weak AI is self-driving vehicle. It is meant for a particular job.
2. Strong AI: It is also known by the name of artificial general intelligence as opposed to weak AI. Strong AI is able to do most (if not every single) mental functions that a human may have and can apply intelligence to more than one explicit issue (Voss, 2017).

Artificial intelligence works in different dimensions like human beings as it is gradually changing the landscape of the education system across the world. It made universal access to the classroom possible all the time for all individuals all over the world. The impotence of artificial intelligence cannot be over emphasis. Therefore the researcher lay emphasis on the following artificial intelligence; Chatbot, ChatGPT and Grammarly.

Chatbot is one of the commonly utilized AI technologies for supporting teaching and learning activities (Okonkwo & Ade-Ibijola, 2020). A Chatbot is an intelligent agent that is capable of interacting with a user by answering a series of questions and providing an appropriate response (Clarizia et al., 2018). A Chatbot, as a dialogue system, should be able to understand the content of the dialogue and identify the users' social and emotional needs during the conversation. It emulates and interprets human communication, allowing individuals to engage with digital devices as though they were conversing with an actual human being (Ciechanowski, Przegalinska, Magnuski, & Gloor, 2019). Additionally, the performance of a chatbot depends on the size and accuracy of its databases, meaning that greater database size leads to better performance (Aleedy, Atwell & Meshoul, 2022). The creation of a Chatbot involves the use of Natural Language Processing (NLP). NLP is a technology that enables a machine to comprehend, analyze and interpret natural human languages (Adiguzel, Kaya, & Cansu, 2023).

ChatGPT was launched by OpenAI (San Francisco, CA) in November 2022, ChatGPT describes itself as "a powerful machine learning software that uses the Generative Pre-trained Transformer (GPT) algorithm to generate human-like responses to text-based inputs". ChatGPT was trained on a vast corpus of data, including articles, websites, books, and written conversations. However, through a process of fine-tuning that includes dialogue optimization, ChatGPT is capable of responding to prompts in a conversational manner (Health, 2023). Generative Pre-trained Transformers (GPTs) are a class of advanced language models that employ deep learning to enhance their output. These models are trained on extensive datasets. Through the identification of patterns and regularities in the data, GPTs generate appropriate phrases and words or produce relevant images in response to a user's queries (Rospigliosi, 2023). A wide range of tasks can be accomplished by ChatGPT, including language translation, text summarization, question answering, creative writing (such as poetry or fiction), generation of high-quality long or short form content (such as blog posts), responding to prompts in conversation, explaining complex subjects, concepts, or themes, and fixing errors in existing code or generating new codes (Eke, 2023). ChatGPT can help teachers generate questions, quizzes, assignments, and interactive educational content, such as games and simulations, that cater to the students' learning styles (Lee, 2023).

ChatGPT has brought about opportunities for education. Its ability to provide personalized learning



experiences, to assist in creating educational content, and to overcome language barriers can have a significant impact on teaching and learning outcomes (Chen, 2023). ChatGPT's ability to understand natural language queries and generate human-like responses has made it a popular tool for getting quick answers to a wide variety of questions, from common to complex topics. For example, it can instantly summarize a long academic article with a single sentence, the words in which may even start with a particular letter like 'q' only. It not only detects what the problem is but also provides accurate solutions even when programming itself. ChatGPT has quickly established itself as a valuable resource for students and professionals (Adiguzel, et al, 2023).

Grammarly is a writing assistant that can proofread and edit written content. It uses web-based or desktop app, entering the text you want to proofread and waiting for feedback in the sidebar. Galuh and Antonina, (2023) explained that as a tool, grammarly helps teachers and students to be more confident in their writing because Grammarly has features of a grammar checker, proofreading, plagiarism checker, and spelling checker. Dewi (2022) stated that grammarly is accurate, precise, and comprehensive, not only that, Grammarly is accessible at any time anywhere. With the help of Grammarly, the context of words in sentences becomes correct and words are used more accurately and more effectively. Thus, the writing becomes more readable, free of mistakes, and impactful with a high rate of accuracy. Besides that, grammarly evaluates writing very quickly (Fahmi & Cahyono, 2021). With the recommendation of correction from grammarly, Job performance of Business Educators is likely to improve. Business Educators job performance entails how Business Educators respond to duties in terms of punctuality in attending lectures, giving and marking assignments, syllabus coverage, preparation of professional documents, supervising the programme activities and being regular in class. It is believed by the researcher that the usage of artificial intelligence will improve job performed by Business Educators.

### **Statement of the Problem**

Artificial intelligence has been significantly changing the structure of every industry and exponentially increasing the availability of cutting-edge tools utilized in people's everyday lives. This state of art technology has also considerably influenced educational practices and efforts are constantly being made to incorporate artificial intelligence into teaching and learning. It is observed by the researcher that despite Business Educators being aware that one of the major significant of artificial intelligence is its ability to reduce teacher's workload and subsequently decrease stress levels, they seems not to utilize it in their job performance. It is against this background that the researcher deem it fit to investigate Artificial Intelligence tools Utilized by Business Educators for improve Job performance in Rivers State Universities.

### **Research Questions**

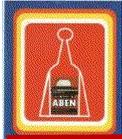
The following research questions guided the study.

1. To what extent do Business Educators utilize Chatbot to improve Job performance in Rivers State Universities?
2. To what extent do Business Educators utilize chatgpt to improved Job performance in Rivers State Universities?
3. To what extent do Business Educators utilize gammarly to improved Job performance in Rivers State Universities?

### **Hypotheses**

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

1. There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent of utilize chatbot to improve their job performance
2. There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent they utilize chatgpt to improve job performance.



- There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent they utilize grammarly to improve their job performance.

### Methodology

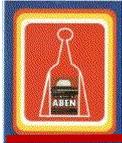
This study adopted a descriptive survey research design and the area of the study is Rivers State. The population of this study consisted 35 Business Education lecturers, 30 from Rivers State University and 5 from Ignatius Ajuru University of Education. There was no sampling as the entire population was used for the study, the reason was that the population size is manageable. The instrument used for this study was a self-structured questionnaire developed by the researcher and tagged “Artificial Intelligence Tools Utilized by Business Educators for Improve Job Performance in Rivers State Universities” (AITUBEDRSU). The questionnaire was structured on a four-point rating scale of Very High Extent (VHE -4 points), High Extent (HE-3 points), Moderate Extent (ME -2 points), Low Extent (LE -1 point). The instrument was validated by three experts: Two from Business Education Department and a Pyschometrician (Measurement and Evaluation Expert). Corrections and inputs made by the experts were taken into consideration by the researcher before the final copy of the instrument was produced for administration to the respondents. In order to establish the reliability of the instrument that was used for the study, test re-test method was adopted, scores obtained were correlated using Pearson Product Moment Correlation Coefficient and it yielded a reliability coefficient of 0.82 meaning the instrument is appropriate and reliable for the study. Out of 35 instrument distributed 31 were successful retrieved and used for analysis. The data collected for the study was analyzed by the researcher using the mean and standard deviation to answer the research questions posed for the study. A criterion mean score of 2.50 and above was used to ascertain very high extent and high extent, while 2.50 below was used to ascertain moderate extent and low extent as the case maybe. The null hypotheses was tested using t-test statistics at the 0.05 level of significance. The decision rule for the analysis was made based on the following: if the t-calculated value is greater than the t-critical value, reject the null hypotheses and conclude a significant difference. Retain the null hypotheses and conclude that there is no significant difference if the t-calculated value is less than the t-critical value.

### Results

**Research Question 1:** To what extent does Business Educators utilize Chatbot to improve Job performance in Rivers State Universities?

**Table 1 Mean and Standard Deviation on the extent Business Educators utilize Chatbot to improve Job performance in Rivers State Universities**

S/No	Items	RSU = 26		Institutions			Aggregate		Remark	
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark	$\bar{X}$		SD
1	Chatbot helps Lecturers s to get answers to their quickly to facilitate job performance	1.47	0.32	Low Extent	1.45	0.52	Low Extent	1.47	0.42	Low Extent
2	Through chatbot Lecturers provide feedback to student’s question.	1.17	0.43	Low Extent	1.38	0.43	Low Extent	1.17	0.43	Low Extent
3	I use chatbot improve t Lecturers pedagogy	1.38	0.65	Low Extent	1.43	0.19	Low Extent	1.41	0.42	Low Extent
4	I use Chabot to improve teachers interaction with student to improve	1.44	0.67	Low Extent	1.31	0.27	Low Extent	1.38	0.47	Low Extent



5	their job performance Usage of chatbot clarify content for instructional delivery	1.30	0.70	Low Extent	1.23	0.81	Low Extent	1.27	0.73	Low Extent
<b>Grand Mean/SD</b>		<b>1.35</b>	<b>0.62</b>	<b>Low Extent</b>	<b>1.36</b>	<b>0.59</b>	<b>Low Extent</b>	<b>1.36</b>	<b>0.50</b>	<b>Low Extent</b>

Source: Field Survey Data, 2024

Table 1 showed that item 1, 2, 3, 4 and 5 with aggregate mean scores of 1.47, 1.17, 1.41, 1.38 and 1.27 rated low extent by the respondents. This implies that the respondents to a low extent utilize Chatbot helps lecturers to get answers to their quickly to facilitate job performance, through chatbot lecturers provide feedback to student’s question, I use chatbot improve teachers pedagogy, I use Chabot to improve teachers interaction with students to improve their job performance and Usage of chatbot clarify content for instructional delivery. This implies that the respondents to a low extent Chatbot improve lecturers interaction with students to improve their job performance. Above all, the aggregate grand mean score of 1.31 indicates that to a low extent Business Educators utilize chatbot to improve Job performance in Rivers State Universities.

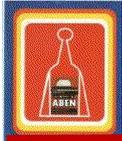
**Research Question 2:** To what extent does Business Educators utilize chatgpt to improve Job performance in Rivers State Universities?

**Table 2 Mean and Standard Deviation on extent Business Educators utilize chatgpt to improve Job performance in Rivers State Universities**

S/No	Items	Institutions						Aggregate		
		RSU = 26			IAUE = 5			$\bar{X}$	SD	Remark
$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark					
6	Through chatgpt I plan effectively for my lesson.	1.32	0.48	Low extent	1.30	0.65	Low extent	1.31	0.78	Low extent
7	Chatgpt help me to provide feedback on my students	1.40	0.55	Low extent	1.20	0.31	Low extent	1.30	0.82	Low extent
8	I use chatgpt to proofread articles before publication	1.09	0.16	Low extent	1.13	0.50	Low extent	1.11	1.01	Low extent
9	I use chatgpt to insight and encourage meaningful engagement	1.14	0.45	Low extent	1.29	0.94	Low extent	1.22	0.34	Low extent
10	I use chatgpt to generate personal study materials and resources	1.40	0.75	Low extent	1.35	0.56	Low extent	1.38	0.77	Low extent
<b>Grand Mean/SD</b>		<b>1.27</b>	<b>0.62</b>	<b>Low Extent</b>	<b>1.23</b>	<b>0.59</b>	<b>Low Extent</b>	<b>1.26</b>	<b>0.74</b>	<b>Low Extent</b>

Source: Field Survey Data, 2024

Table 2 showed that item 6, 7, 8, 9 and 10 with aggregate mean scores of 1.31, 1.30, 1.11, 1.22 and 1.38 rated low extent by the respondents. This implies that the respondents rated to a low extent that through chatgpt they plan effectively for my lesson, Chatgpt help me to provide feedback on my students, they use chatgpt to proofread articles before publication and they use chatgpt to insight and encourage meaningful engagement and they use chat chatgpt to generate personal study materials and resources. Above all, the aggregate grand mean score of 1.26 indicates that to a low extent Business Educators utilize chatgpt to improved Job performance in Rivers State Universities.



**Research Question 3:** To what extent does Business Educators utilize chatgpt to improved Job performance in Rivers State Universities?

**Table 3 Mean and Standard Deviation on the extent Business Educators utilize chatgpt to improved Job performance in Rivers State Universities.**

S/No	Items	Institutions			Aggregate					
		RSU = 26			IAUE = 5					
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
11	I used grammarly to restructure sentence.	1.17	0.38	low Extent	1.35	0.25	low Extent	1.26	0.32	low Extent
12	I uses grammarly to check plagiarism level	1.17	0.31	low Extent	1.10	0.22	High Extent	1.14	0.27	low Extent
13	I use grammarly to identify common Errors that students make.	1.28	0.62	low Extent	1.33	0.17	low Extent	1.31	0.40	low Extent
14	Lecturers use the insights provided by grammarly to initiates conversations about language structure.	1.24	0.73	low Extent	1.18	0.41	low Extent	1.21	0.57	low Extent
15	Usage of grammarly increases my confidence in writing.	1.10	0.44	low Extent	1.05	0.29	Low Extent	1.08	0.37	Low Extent
<b>Grand Mean/SD</b>		<b>1.19</b>	<b>0.50</b>	<b>Low Extent</b>	<b>1.02</b>	<b>0.27</b>	<b>Low Extent</b>	<b>1.10</b>	<b>0.39</b>	<b>Low Extent</b>

**Source:** Field Survey Data, 2024

Table 3 showed that item 11, 12, 13, 14, 15 with aggregate mean scores of 1.26, 1.14, 1.31, 1.15 and 2.23 was rated low extent by the respondents. This implies that the respondents to a low extent that they use grammarly to restructure sentence, uses grammarly to check plagiarism level, use grammarly to identify common errors that their students make, Teachers use the insights provided by grammarly to initiates conversations and usage of grammarly increases confidence. Above all, the aggregate grand mean score of 1.10 indicates that to a low extent Business Educators utilize chatgpt to improve Job performance in Rivers State Universities

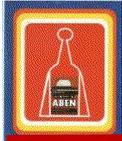
**Hypothesis 1:** There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on extent they utilize chatgpt to improve job performance.

**Table 4 t-test of Difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on extent they utilize chatgpt to improve job performance.**

Respondents	N	Mean	Std	Df	t-cal	t-crit	A	Decision
RSU	26	1.35	0.62	29	-0.03	1.699	0.05	Accepted
IAUE	5	1.36	0.59					

**Source:** Field Survey Data, 2024

The result in table 4 shows that at degree of freedom of 29 and at 0.05 level of significance, the t-calculated value of -0.03 is less than the t-critical value of 1.699 Thus, the null hypothesis was accepted. This implies that there is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent they utilize chatgpt to improve job performance. In other words Business Educators in Rivers State University and Ignatius Ajuru University of Education have



common view on this regard.

**Hypothesis 2:** There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent they utilize chatgpt to improve job performance.

**Table 5 t-test of Difference in the mean rating of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent they utilize chatgpt to improve job performance.**

Respondents	N	Mean	Std	Df	t-cal	t-crit	A	Decision
RSU	26	1.27	0.62	29	0.17	1.699	0.05	accepted
IAUE	5	1.23	0.59					

**Source:** Field Survey Data, 2024

In table 5 shows that at 29 degree of freedom and at 0.05 level of significance, the t-calculated value of 0.17 is less than the t-critical value of 1.699. Thus, the null hypothesis was accepted. This implies that there is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent they utilize chatgpt to improve job performance. In other words Business Educators in Rivers State University and Ignatius Ajuru University of Education do not have a common view on this regards.

**Hypothesis 3:** There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on extent they utilize grammarly to improve job performance

**Table 7: t-test Difference in the Mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent they utilize grammarly to improve job performance**

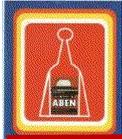
Respondents	N	Mean	Std	Df	t-cal	t-crit	A	Decision
RSU	26	1.19	0.50	29	1.09	1.699	0.05	Accepted
IAUE	5	1.02	0.27					

**Source:** Field Survey Data, 2024

The result in Table 6 showed that the degree of freedom of 29 at 0.05 level of significance, the t-calculated value of 0.30 is less than the t-critical value of 1.699. Thus, the null hypothesis was accepted meaning that there is no significant difference in the mean ratings of Business Educator in Rivers State University and Ignatius Ajuru University of Education on extent they utilize grammarly to improve job performance. In other words Business Educators in Rivers State University and Ignatius Ajuru University of Education have common view on this regard.

### Discussion of findings

The researcher presented the discussion of findings as follows; Based on the data collected and findings from research question one revealed that to a low extent Business Educators utilize Chatbot to improve their Job performance in Rivers State Universities. This findings is in agreement with the view Chatbot is an intelligent agent that is capable of interacting with a user by answering a series of questions and providing an appropriate response (Clarizia, 2018). In agreement to Clarizia, Okonkwo and Ade-Ibijola, (2020) stated that chatbots is one of the commonly utilized AI technologies for supporting teaching and learning activities is the Chatbot system, the researcher is of the view that Chabot helps to provide gaps in students' knowledge and provide targeted feedback to improve learning outcome.



The corresponding hypothesis 1 prove that there is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent to which they utilize Chatbot to improve their Job performance.

Based on the data collated, findings in research question two proved that to a low extent Business Educators utilize chatgpt to improve their Job performance in Rivers State Universities. This findings is in agreement with the view of Lee (2023) who stated that chatgpt can help teachers generate questions, quizzes, assignments, and interactive educational content, such as games and simulations, that cater to the students' learning styles. In agreement with the view of Lee, Eke, (2023) stated that chatgpt uses language translation, text summarization, question answering, creative writing (such as poetry or fiction), generation of high-quality long or short form content (such as blog posts), responding to prompts in conversation, explaining complex subjects, concepts, or themes, and fixing errors in existing code or generating new codes. The researcher is of the view that chatgpt help educators create individualize lesson plans base on unique student's profile.

The corresponding hypothesis 2 proved that there is no significant difference in the mean rating of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent to which they utilize chatgpt to improve their Job performance in Rivers State Universities.

Based on the data collated, findings in research question three proved that to a low extent Business Educators utilize gammarly to improve their Job performance in Rivers State Universities. This findings is in agreement with the view of Dewi (2022) who stated that grammarly is accurate, precise, and comprehensive, not only that, Grammarly is accessible at any time anywhere. With the help of Grammarly, the context of words in sentences becomes correct and words are used more accurately and more effectively. In agreement with the view of Dewi, Galuh and Antonina, (2023) who explained that as a tool, grammarly helps teachers and students to be more confident in their writing because Grammarly has features of a grammar checker, proofreading, plagiarism checker, and spelling checker. The researcher is of the view that with the help of grammarly writing becomes more readable, free of mistakes, and impactful with a high rate of accuracy.

The corresponding hypothesis 3 proved that there is no significant difference in the mean rating of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent to which they utilize grammarly to improve their job performance.

## **Conclusion**

Based on the results and findings of this study, the researcher concluded that artificial intelligence such as chatbot, chatgpt and grammarly has been poorly utilized by Business Educators despite knowing that effective utilization of Ai will improve their job performance. As it will help in reducing mental stress, as mistake is greatly minimized in sentence structure of Business Educators.

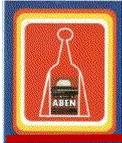
## **Recommendations**

Based on the findings and conclusion drawn from the study, the following recommendations were made;

1. Business Educators should utilised chotbot as it will improve their job performance
2. There should be training of Business Educators as regards effective usage of chatgpt in education.
3. Business Educators should utilised all grammarly utilities to effectively and efficiently improve their job performance.

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