

## **ENHANCING THE APPLICATION OF ARTIFICIAL INTELLIGENCE (AI) IN BUSINESS EDUCATION DELIVERY FOR STUDENT'S ENTREPRENEURSHIP SKILL DEVELOPMENT IN TETIARY INSTITUTIONS IN ABIA STATE**

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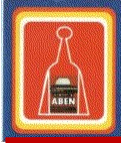
### **Abstract**

*The study focussed on enhancing the application of Artificial Intelligence (AI) in Business Education delivery for student's entrepreneurship skills development in tertiary institutions in Abia State, Nigeria. The study was guided by three research questions and three hypotheses. The study adopted descriptive survey research design. The population of the study was 31 Business Educators comprising 11 male and 20 female in tertiary institutions in Abia State. The entire population of the study was adopted using census technique. The instrument for data collection was questionnaire validated by three experts. The reliability of the instrument was 0.83 obtained using Cronbach Alpha statistic. Data collected were analysed using mean and standard deviation to answer the research questions while t-test statistic was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that Business Educators were slightly aware of the use of AI in Business Education instructional delivery for student's entrepreneurship skills development in tertiary institutions. Also, Business Educators adopt AI in implementation of Business Education curriculum for students entrepreneurship skills development in tertiary institutions of a very low extent while the challenges confronting the adoption of AI were: inadequate technical know-how among educators, high cost of AI tools, inadequate training and development of educators on utilization of AI and high cost of subscription for some AI application among others. Based on the findings, it was recommended that: There was need for adequate training programme to be provided to Business Educators in tertiary institutions by Federal and Abia State government to facilitate the level of awareness and adoption of AI in the implementation of Business Education for students acquisition of entrepreneurship skill.*

### **Introduction**

The roots of business education can be traced back to the 1930s, with significant developments occurring by 1962 when commercial education was introduced at Joseph Etukokwu's School in Onitsha, alongside the establishment of the Eastern Secondary School of Commerce in Port Harcourt. These advancements were indicative of the growing presence of private entrepreneurs during that time. Currently, business education is offered at various educational levels across Nigeria (Ikpeama et al., 2024). According to Okafor (2018), business education is designed to equip students with the skills necessary for specific office functions, as well as the knowledge and understanding required for managing personal affairs and navigating the business world. Ementa and Alonta (2021) further described business education as a form of education that imparts the knowledge, skills, attitude, and values essential for success in the business environment.

Business education is a crucial part of Vocational-Technical Education, designed to prepare individuals for careers in business and to help them become informed consumers of



economic goods and services. In tertiary institutions, business education is offered through four main specializations: Accounting Education, Office Education, Entrepreneurship Education, and Marketing Education (Jude & Anita, 2017). The philosophy underlying business education aligns in the National Policy on Education, with a key objective of contributing to national development. These educational programmes are focused on equipping students with the skills needed for new job opportunities and innovations, enabling them to succeed in the workforce or achieve self-reliance (Federal Republic of Nigeria-FRN, 2014).

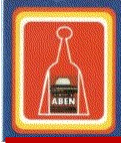
According to the Federal Republic of Nigeria National Policy on Education, tertiary institutions encompass educational establishments such as universities, colleges of education, and polytechnics that provide education beyond the secondary level. These institutions are intended to enhance the production of skilled professionals at both middle and higher levels in fields of national importance. The objectives of the business education programmes, as outlined in the Minimum Standards for the Nigeria Certificate in Education (Okoye & Ashibogwu, 2018), are to: train highly qualified and proficient graduates capable of teaching business subjects in secondary schools and related educational settings, produce educators who can integrate the vocational aspects of business education into the community, contribute to the advancement of vocational development from the primary level, and equip graduates with the necessary skills for office work and self-employment.

To achieve the goals of business education in Nigerian tertiary institutions, several factors are essential: provision of adequate instructional facilities, recruitment of skilled educators, fair compensation for educators, and the incorporation of modern technologies such as Artificial Intelligence (AI). The use of AI can significantly enhance students' acquisition of relevant knowledge and entrepreneurial skills, supporting their journey toward self-reliance (Ikpeama & Umoren, 2024). AI, also known as machine intelligence, refers to the capabilities demonstrated by machines as opposed to the natural intelligence exhibited by humans and animals. According to Ulaşan (2023), AI is an artificial system designed to replicate aspects of human intelligence, including learning, comprehension, reasoning, and communication. It is a technology that emulates human cognitive processes to solve problems and replicate human thinking patterns (Sağlamtunç, 2020).

Artificial Intelligence (AI) is increasingly being utilized across various sectors, including security, industry, public administration, the justice system, healthcare, business, and education, encompassing both administrative and instructional aspects of diverse curricula such as Business Education (Ali & Ajibola, 2015). The effectiveness of AI in delivering Business Education largely depends on the educator's awareness and proficiency in using various AI applications and tools. As noted by Ikpeama and Umoren (2024), awareness involves understanding or recognizing a situation or fact, which leads to deeper comprehension. It is essentially the capacity to become informed about events.

AI tools that can enhance curriculum implementation according to Edidiong and Jude (2022) include: AI-powered personal computers, search engines, chatbots used as virtual assistants, AI audiopen, and Edu aide AI lesson development tools. They authors emphasize that AI tools can address the issue of inadequate practical materials by providing virtual workshops or laboratories to supplement limited physical resources. This approach enables business education students to gain practical experience in various entrepreneurship areas, making the learning process more effective and meaningful, and ensuring the acquisition of essential skills.

Meanwhile, Savaş (2021) noted that AI can support educators by providing feedback on lessons and assessing student's comprehension, reporting these insights back to instructors. Additionally, AI aids in professional development by offering up-to-date information and assisting



with examination analysis. In educational settings, AI can streamline tasks such as classification and data management. Niyogisubizo et al. (2022) highlighted that AI helps lecturers save time and minimize errors by facilitating tasks like grading, lesson planning, and attendance management. AI systems can also monitor lecturer performance and reduce mistakes, while providing insights into student difficulties, allowing for more targeted lesson planning.

However, Edidiong and Jude (2022) argued that AI has not been fully integrated into the implementation of business education curricula. The authors attributed this lack of adoption to the slow pace of technological advancement in developing countries and limited awareness among lecturers about AI integration. The authors also pointed out that AI has potential for identifying curriculum gaps, developing lesson content, and accessing new information in business education, which can enhance students' acquisition of relevant knowledge and entrepreneurial skills.

Entrepreneurship involves acquiring skills and ideas to create employment opportunities for oneself and others, and it is rooted in creativity. According to Uwameiye (2019), entrepreneurship skills encompass the capabilities needed to leverage one's environment to create and seize opportunities. Ogbodo and Oraka (2017) described these skills as the process through which individuals gain or develop specific abilities or behaviors necessary for business through education or training. Dambo and Nwauzor (2023) identified essential entrepreneurship skills for business education students as including planning, management, communication, accounting, financial management, and interpersonal skills. Despite the benefits of using AI to support business education curriculum, Savaş (2021) highlighted several challenges hindering its effective implementation. These challenges include the high cost of AI devices, insufficient technical knowledge among lecturers, lack of technical support and infrastructure, and inadequate training for lecturers on AI. These issues affect both male and female educators equally.

Gender is a cultural and social construct related to the roles and status assigned to individuals based on being male or female, including aspects of power, privilege, and resources (Out et al., 2022). Ajoku and Alikor (2022) further defined gender as the spectrum of physical, biological, mental, and behavioral traits distinguishing feminine from masculine characteristics. It is therefore on this backdrop the study focused on enhancing the application of Artificial Intelligence (AI) in business education delivery for student's entrepreneurship skills development in tertiary institutions in Abia State, Nigeria.

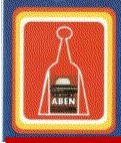
### **Statement of the Problem**

The potential of AI in enhancing business education is significant, offering educators access to a range of information and tools essential for equipping students with the knowledge and entrepreneurial skills necessary for entrepreneurial sustainability. Despite these advancements, the integration of AI into business education by educators in tertiary institutions appears to be underutilized.

Observations reveal that many business educators struggle with operating AI tools and lack the skills needed to effectively use AI applications for delivering pertinent information and skills to students. Some educators have difficulty with basic tasks such as starting their laptops, creating PowerPoint presentations, installing essential apps, composing and sending emails, and managing files.

This situation is worrisome, as it results in business education graduates who may lack the essential knowledge and entrepreneurial skills that AI could help develop. Consequently, this study explored ways to enhance the use of Artificial Intelligence (AI) in Business Education to improve students' entrepreneurial skills development in tertiary institutions in Abia State, Nigeria.

### **Purpose of the Study**



The study focussed on enhancing the application of Artificial Intelligence (AI) in Business education delivery for students' entrepreneurship skills development in tertiary institutions in Abia State, Nigeria. Specifically, the study determined:

1. The extent of awareness of business educators on the use of AI in business education instructional delivery for students entrepreneurship skills development in tertiary institutions in Abia State,
2. The extent of the adoption of AI in its implementation of business education curriculum for student's entrepreneurship skills development in tertiary institutions in Abia State and
3. The challenges affecting the adoption of AI in business Education instructional delivery for student's entrepreneurship skills development in tertiary institutions in Abia State.

### **Research Questions**

The following research questions guided the study:

1. To what extent are business educators aware of the use of AI in business education instructional delivery for student's entrepreneurship skills development in tertiary institutions in Abia State?
2. To what extent is AI adopted in the implementation of business education curriculum for student's entrepreneurship skills development in tertiary institutions in Abia State?
3. What are the challenges affecting the adoption of AI in business education instructional delivery for student's entrepreneurship skills development in tertiary institutions in Abia State?

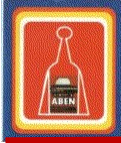
### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

- H0<sub>1</sub>:** There is no significant difference between the mean ratings of male and female business educators on the extent of awareness on the use of AI in business education instructional delivery for student's entrepreneurship skills development in tertiary institutions in Abia State,
- H0<sub>2</sub>:** There is no significant difference between the mean ratings of male and female business educators on extent of the adoption of AI in implementation of Business education curriculum for student's entrepreneurship skills development in tertiary institutions in Abia State.
- H0<sub>3</sub>:** There is no significant difference between the mean ratings of male and female business educators on the challenges affecting the adoption of AI in business education instructional delivery for student's entrepreneurship skills development in tertiary institutions in Abia State.

### **Methodology**

The study adopted descriptive survey research design. The population of the study was 31 business education educators comprising 11 male and 20 female in tertiary institutions in Abia State. The entire population of the study was adopted using census technique. The instrument titled: Enhancing the Application of Artificial Intelligence (AI) in Business Education Delivery for Students Entrepreneurship Skills Development Questionnaire (EAAIBEDSESDQ) was developed by the researcher and validated by three experts. The reliability of the instrument was 0.83 obtained using Cronbach Alpha statistic. The data collected were analysed using mean and standard deviation to answer the research questions while t-test statistic was used to test the hypothesis at 0.05 level of significance. In addition, research question 1 and 2 were answered using real limit of



numbers as follows: 1.00 – 1.49 Not Aware (NA), 1.50 – 2.49 Slightly Aware (SA), 2.50 – 3.49 Highly Aware (HL) and 3.50 – 4.00 Very Highly Aware (VHA) and 1.00 – 1.49 Very Low Extent (VLE), 1.50 – 2.49 Low Extent (LE), 2.50 – 3.49 High Extent (HE) and 3.50 – 4.00 Very High Extent (VHE) respectively.

In addition, mean and standard deviation were used to answer research question 3. With a mean scores above 2.5 was considered as agreed while means below mean cut-off mark of 2.50 and above were considered as agreed while the mean cut off below 2.50 was considered as disagreed. With respect to the hypotheses, the hypotheses of no significant difference was upheld for items if t-calculated value were less than t-table value and rejected on the contrary.

**Results**

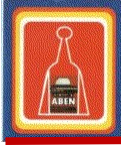
**Research Question 1:** to what extent are business educators aware of the use of AI in business education instructional delivery for student’s entrepreneurship skills development in tertiary institutions in Abia State?

**Table 1: Mean and Standard Deviation Responses on the Extents of Business Educators Awareness on the Use of AI in Business Education Instructional Delivery for Students Entrepreneurship Skills Development in Tertiary Institutions in Abia State N=31**

S/N	ITEM STATEMENT	<i>X</i>	SD	Rmks
1.	AI Personal Computer (AI-PC) for processing of information	1.66	0.73	Slightly Aware
2.	AI audiopen for generating text	1.78	0.57	Slightly Aware
3.	Century for tracking students’ progress	1.52	0.59	Slightly Aware
4.	Canva magic write for brainstorming and creating outline content	1.68	0.65	Slightly Aware
5.	Knewton’s Alta for development of textbooks and instructional videos	1.59	0.67	Slightly Aware
6.	AI Curipod for lesson customization to expose students to divers production techniques	2.04	0.49	Slightly Aware
7.	AI Eduaide lesson development tool for lesson preparation	2.06	0.57	Slightly Aware
8.	AI Slidesgo for preparing instructional presentation	1.83	0.89	Slightly Aware
9.	Use of AI tool for teaching students product development and marketing	2.02	0.91	Slightly Aware
	<b>Cluster Mean</b>	<b>1.79</b>		<b>Slightly Aware</b>

**KEY:** *X* = mean, S.D= Standard deviation, Rmks.= Remarks.

Data presented in Table 1 show that the mean scores of all nine items fall with the real limit of 1.50-2.49 indicating that business educators were slightly aware of the use of AI in Business Education instructional delivery for students entrepreneurship skills development in tertiary institutions in Abia State. In addition, in grand mean of 1.79 and the deviation showed that the respondents agreed that business educators were slightly aware of the use of AI in business education instructional delivery for student’s entrepreneurship skills development in tertiary institutions in Abia State.



**Hypothesis 1:** There is no significant difference between the mean ratings of male and female business educators on the extent of awareness on the use of AI in business education instructional delivery for student’s entrepreneurship skills development in tertiary institutions in Abia State.

**Table 2: t-test Analysis of the Mean Ratings of Male and Female Business Educators on the Extent of Awareness of the use of AI in Business Education Instructional Delivery for Students Entrepreneurship Skills Development in Tertiary Institutions in Abia State**

Variables	N	Mean	S.D	DF	t-cal.	t-crit.	Decision
Male	11	1.83	0.69	29	0.27	2.04	Not Rejected
Female	20	1.76	0.66				

Data in Table 2 above show that the calculated t-value is 0.27 while the t- critical value is 2.04 at 0.05 level of significant and at 29 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis is accepted. Therefore, there is no significant difference between the mean ratings of male and female business educators on the extent of awareness on the use of AI in business education instructional delivery for student’s entrepreneurship skills development in tertiary institutions in Abia State.

**Research Question 2:** To what extents is the adoption of AI in its implementation of business education curriculum for student’s entrepreneurship skills development in tertiary institutions in Abia State?

**Table 3: Mean and Standard Deviation Responses on the Extents of the Adoption of AI in Implementation of Business Education Curriculum for Students Entrepreneurship Skills Development in Tertiary Institutions in Abia State N=31**

S/N	ITEM STATEMENT	X	SD	Rmks
1.	AI is used for lesson planning and preparation in Business Education	1.35	0.61	VLE
2.	AI is used for the development of Business Education instructional content	1.35	0.67	VLE
3.	AI is used as virtual platform to provide students with entrepreneurship information in Business Education	1.21	0.56	VLE
4.	AI is used in teaching students different entrepreneurship skills	1.14	0.35	VLE
5.	AI is used to access new information on a particular subject matter in Business Education	1.37	0.66	VLE
6.	AI is used to enhance communication in the classroom by Business Educators	1.07	0.26	VLE
7.	AI is used as self-support for extra-tutorials for study clarification in Business Education subject matter	1.30	0.61	VLE
8.	AI is used to identify curriculum gaps	1.16	0.38	VLE
9.	Evaluation of students performance	1.26	0.45	VLE
	<b>Cluster Mean</b>	<b>1.24</b>	<b>0.50</b>	<b>VLE</b>

**KEY:** X = mean, S.D= Standard deviation, Rmks.= Remarks.



Data presented in Table 3 show that the mean scores of all nine items fall within the real limit of 1.50-2.49 indicating very low extent the adoption of AI in implementation of business education curriculum for student’s entrepreneurship skills development in tertiary institutions in Abia State. In addition, the grand mean of 1.24 which showed that both respondents agreed that Business Educators adopt AI in the implementation of business education curriculum for student’s entrepreneurship skills development in tertiary institutions.

**Hypothesis 2:** There is no significant difference between the mean ratings of male and female Business educators on extent of the adoption of AI in implementation of Business Education curriculum for student’s entrepreneurship skills development in tertiary institutions in Abia State.

**Table 4: t-test Analysis of the Mean Ratings of Male and Female Business Educators on the Extent of the adoption of AI in implementation of Business Education Curriculum for Students Entrepreneurship Skills Development in Tertiary Institutions in Abia State**

Variables	N	Mean	S.D	DF	t-cal.	t-crit.	Decision
Male	11	1.29	0.54	29	0.46	2.04	<b>Not Rejected</b>
Female	20	1.20	0.46				

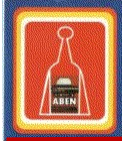
Data in Table 4 show that the calculated t-value is 0.46 while the t- critical value is 2.04 at 0.05 level of significant and at 29 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis is accepted. Therefore, there is no significant difference between the mean ratings of male and female Business educators on extent of the adoption of AI in implementation of business education curriculum for student’s entrepreneurship skills development in tertiary institutions in Abia State.

**Research Question 3:** What are the challenges confronting the adoption of AI in business education instructional delivery for students entrepreneurship skills development in tertiary institutions in Abia State?

**Table 5: Mean and Standard Deviation Responses on the Challenges Confronting the Adoption of AI in Business Education Instructional Delivery for Students Entrepreneurship Skills Development in Tertiary Institutions in Abia State**  
N=31

S/N	ITEM STATEMENT	X	SD	Rmks
1.	Inadequate technical know-how among educators	2.85	0.69	Strongly Agreed
2.	High cost of AI tools	2.90	0.66	Strongly Agreed
3.	Poor technological development in Nigeria	3.23	0.65	Strongly Agreed
4.	Inadequate training and development of educators on utilization of AI	2.80	0.75	Strongly Agreed
5.	Resistance to change by some educators	2.75	0.70	Strongly Agreed
6.	Technological phobia among educators	2.90	0.80	Strongly Agreed
7.	Inadequate funding of education	2.95	0.77	Strongly Agreed
8.	High cost of subscription for some AI application	3.04	0.78	Strongly Agreed
	<b>Cluster Mean</b>	<b>2.92</b>		<b>Strongly Agreed</b>

**KEY:** X= mean, S.D= Standard deviation, Rmks.= Remarks.



In Table 5, all the items have mean values ranging from 2.75 to 3.23 and standard deviation of 0.65 to 0.80 which shows that the respondents agreed that the 8 items are the challenges confronting the adoption of AI in business education instructional delivery for student’s entrepreneurship skills development in tertiary institutions in Abia State. The standard deviation show that respondents’ responses were close to one another and they were not far from the mean.

**Hypothesis Three**

**H0<sub>3</sub>:** There is no significant difference between the mean ratings of male and female business educators on the challenges confronting the adoption of AI in Business education instructional delivery for student’s entrepreneurship skills development in tertiary institutions in Abia State.

**Table 6: T-test Analysis of the Mean Ratings of Male and Female Business Educators on the Challenges Confronting the adoption of AI in Business Education Instructional Delivery for Students Entrepreneurship Skills Development in Tertiary Institutions in Abia State**

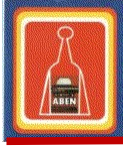
Variables	N	Mean	S.D	DF	t-cal.	t-crit.	Decision
Male	11	2.98	0.67	29	0.45	2.04	<b>Not Rejected</b>
Female	20	2.86	0.77				

Data in Table 6 show that the calculated t-value is 0.45 while the t- critical value is 2.04 at 0.05 level of significant and at 29 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis is accepted. Therefore, there is no significant difference between the mean ratings of male and female Business educators on the challenges confronting the adoption of AI in business education instructional delivery for students entrepreneurship skills development in tertiary institutions in Abia State.

**Discussions of the Findings**

From the findings of the study, it was revealed that business educators were slightly aware of the use of AI in business education instructional delivery for student’s entrepreneurship skills development in tertiary institutions in Abia State. The corresponding hypothesis tested indicated that there was no significant difference between the mean ratings of male and female business educators on the extent of awareness on the use of AI in business education instructional delivery for students entrepreneurship skills development in tertiary institutions in Abia State. The findings align with the study of Edidiong and Jude (2022) which asserted that there was low level of awareness among the lecturers in tertiary institutions on the integration of AI for effective implementation of curriculum.

The findings of the study also revealed that business educators adopted AI in implementation of business education curriculum for student’s entrepreneurship skills development in tertiary institutions on a very low extent. The corresponding hypothesis tested indicated that there was no significant difference between the mean ratings of male and female business educators on extent of the adoption of AI in implementation of business education curriculum for student’s entrepreneurship skills development in tertiary institutions in Abia State. The findings relate with the study of Edidiong and Jude (2022) that AI has not been adequately integrated in the implementation of business education curriculum.



The study also revealed that the challenges confronting the adoption of AI in business education instructional delivery for student's entrepreneurship skills development in tertiary institutions in Abia State included inadequate technical know-how among educators, high cost of AI tools, inadequate training and development of educators on utilization of AI and high cost of subscription for some AI application among others. Also, the corresponding hypothesis tested indicated that there is no significant difference between the mean ratings of male and female business educators on the challenges confronting the adoption of AI in business education instructional delivery for student's entrepreneurship skills development in tertiary institutions in Abia State. The findings correspond with the study of Savaş (2021) which maintained that the utilization of AI for implementation of business education curriculum among educators were retarded by challenges such as: high cost of AI support devices, poor technical know-how among lecturers, inadequate technical support and infrastructure, inadequate training and development of lecturers on AI utilization among others.

### **Conclusion**

It can be concluded from the findings of the study that business educators were slightly aware of the use of AI in business education instructional delivery for student's entrepreneurship skills development in tertiary institutions. Also, business educators adopted AI in the implementation of business education curriculum for students entrepreneurship skills development in tertiary institutions at a very low extent while the challenges confronting the adoption of AI in business education instructional delivery for students entrepreneurship skills development in tertiary institutions in Abia State include: inadequate technical know-how among educators, high cost of AI tools, inadequate training and development of educators on utilization of AI and high cost of subscription for some AI application among others. Sequel to the findings of the study, it is concluded that the application of AI in the instructional delivery of the business education programme is critical when applied, it would make instructional delivery easy and interesting. Nevertheless, business educators and administrators must be ready to contend with some challenges.

### **Recommendations**

Based on the findings, it is recommended that:

1. There is need for adequate training programme to be provided to business educators in tertiary institutions by federal and State governments to facilitate the level of awareness and adoption of AI in the implementation of business education programme for student's acquisition of entrepreneurship skills.
2. The federal and state government should endeavour to ensure adequate provision of technological tools to enhance tertiary institutions for students' acquisition of entrepreneurship skills.
3. There is need for adequate funding of education to ensure that needed infrastructural facilities are provided to enhance all round development of students' to enable them acquire the need entrepreneurial skills for sustainable livelihood.

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