



ASSESSING THE IMPACT OF AI-POWERED EDUCATIONAL PLATFORMS ON CULTIVATING ENTREPRENEURIAL CREATIVITY AMONG BUSINESS EDUCATION STUDENTS

¹Liadi Hakeem Olaniyi (PhD), ²Joy Chinelo Chukwudolue, ³Adedapo Adeyemi (PhD) & ⁴Ohadiugha Marian N. (PhD)

^{1,2,4}Department of Arts & Social Sciences Education,
Faculty of Education
National Open University of Nigeria,

¹holaniyi@noun.edu.ng

²jchukwudolue@noun.edu.ng

³Department of Educational Foundations,

aadedapo@noun.edu.ng

⁴mohadiugha@noun.edu.ng

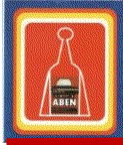
Abstract

This study explores the impact of AI-powered educational platforms on fostering entrepreneurial creativity among Business Education students at the National Open University of Nigeria (NOUN). Four research questions and hypotheses guided the study, tested at a 0.05 significance level. The research used a descriptive survey design targeting NOUN Business Education student across Nigeria's six geopolitical zones. A purposive sampling technique selected 134 fully registered students who had passed entrepreneurship-related courses (GST204 and GST302). The instrument, "Assessing the Impact of AI-Powered Educational Platforms on Cultivating Entrepreneurial Creativity" (AIPEPCECBESQ), had a validated correlation coefficient of 0.82. The results indicated that students' perceptions and attitudes toward AI-powered platforms were generally positive, with no significant gender-based differences in their effectiveness in fostering creativity. AI-powered platforms were found to enhance creative problem-solving skills. However, there was no significant difference in problem-solving abilities between students using AI platforms and those who did not. Additionally, a moderately positive and statistically significant relationship was found between AI-driven personalized learning experiences and the quality of innovative business ideas generated by students. The study recommends incorporating AI-powered tools into business education programs to promote creativity and innovation

Keywords: AI-powered educational platforms, Adaptive learning technologies, Business Education students, Entrepreneurial creativity, Innovation in education.

Introduction

In today's rapidly changing world, aspiring entrepreneurs need to be innovative and think creatively. Business education, which has traditionally focused on teaching management principles and theoretical knowledge, is now being called upon to foster entrepreneurial creativity. One potential way to do this is by integrating Artificial Intelligence (AI) into educational platforms. AI-powered educational platforms refer to learning environments that utilize artificial intelligence to personalize the learning experience, automate administrative tasks, provide real-time feedback, and offer interactive tools to enhance student engagement and learning outcomes, Miller and Roberts, (2021). AI-powered educational platforms are revolutionizing the way business students learn by providing personalized, interactive, and adaptive learning experiences. These platforms



leverage AI to analyze students' learning behaviors and tailor content to meet individual needs, fostering an environment where creative thinking can flourish. By simulating real-world business challenges and providing dynamic feedback, AI platforms encourage students to explore new ideas, take calculated risks, and develop innovative solutions—key components of entrepreneurial creativity. Meanwhile, AI-powered educational platforms offer multiple advantages, such as personalized learning experiences tailored to individual student needs, real-time feedback to enhance performance, improved engagement through interactive tools, and increased efficiency in managing administrative tasks, Anderson and Kim, (2022).

Entrepreneurial creativity refers to the ability to generate innovative ideas, solutions, and approaches that can be transformed into viable business ventures. This is often achieved by identifying opportunities and solving problems in unique ways (Jackson and Morris, 2021). Nevertheless, the benefits of Entrepreneurial creativity cannot be overemphasized because it allows individuals to identify new business opportunities, solve complex problems, and adapt to changing market conditions, thereby fostering innovation and competitive advantage, Nelson and Parker, (2022). Meanwhile, the importance of cultivating entrepreneurial creativity in business education cannot be overstated. Creativity in entrepreneurship is not just about generating novel ideas; it is about applying those ideas in ways that create value, solve problems, and meet market demands. AI, with its ability to process vast amounts of data and identify patterns, can support this process by helping students to see connections that may not be immediately apparent, thereby enhancing their creative problem-solving skills.

Despite the potential benefits, the actual impact of AI-powered educational platforms on entrepreneurial creativity remains an area of active investigation. While there are numerous anecdotal accounts and theoretical models that suggest AI can enhance creativity, empirical studies are needed to rigorously assess these claims within the context of business education. This involves measuring how AI influences the development of creative skills, the quality of innovative ideas generated by students, and the overall readiness of graduates to engage in entrepreneurial activities.

Understanding the impact of AI in this context is crucial for educators, policymakers, and business leaders who are looking to prepare students not just for today's jobs, but for the challenges and opportunities of the future. As AI continues to evolve and become more integrated into educational systems, its role in shaping the entrepreneurial capabilities of the next generation will likely expand, making it essential to assess and optimize its effectiveness in fostering the creativity that is at the heart of successful entrepreneurship.

Statement of the Problem

The rapidly changing business world brought into play the ability to innovate and think creatively is vital for success as an entrepreneur. Business schools need to not only impart basic knowledge but also cultivate the creative skills necessary for students to thrive as future business owners. However, traditional teaching methods often fail to sufficiently promote the innovative thinking required to succeed in the ever-evolving business landscape. With the advent of Artificial Intelligence (AI), educational platforms now possess advanced capabilities to personalize learning experiences, provide real-time feedback, and simulate complex business scenarios. These AI-powered platforms have the potential to significantly enhance the learning process by fostering entrepreneurial creativity in business students. Nevertheless, despite the increasing use of AI in education, there is limited empirical research on its effectiveness in developing these essential creative skills. The issue lies in the gap between the theoretical promise of AI-powered educational platforms and the lack of solid evidence supporting their impact on entrepreneurial creativity. The



extent to which these platforms influence the development of creative thinking, problem-solving abilities, and innovative idea generation among business students is still unclear. Without a clear understanding of this impact, educators and institutions may struggle to fully leverage AI technologies in a way that truly benefits students' entrepreneurial capabilities. This study aims to address this gap by empirically evaluating the impact of AI-powered educational platforms on nurturing entrepreneurial creativity among business education students. It aims to provide valuable insights into the effectiveness of these platforms in preparing students to be innovative and successful entrepreneurs in a highly competitive and technology-driven world.

Purpose of the Study

The main purpose of the study is to assess the Impact of AI-powered educational Platforms on Cultivating Entrepreneurial Creativity among Business Education Students. Specifically, the study seeks to:

1. To analyze the perceptions and attitudes of business education students toward the effectiveness of AI-powered platforms in enhancing their entrepreneurial creativity.
2. To evaluate the impact of AI-powered educational platforms on the enhancement of creative problem-solving skills among business education students
3. To examine the correlation between AI-driven personalized learning experiences and the frequency and quality of innovative business ideas generated by business education students.
4. To assess the effectiveness of AI-powered simulations and interactive tools in educational platforms in fostering entrepreneurial creativity among business education students,

Research Questions

The following research questions were raised to guide the study

1. What are the perceptions of business education students regarding the effectiveness of AI-powered platforms in fostering their entrepreneurial creativity?
2. How do AI-powered educational platforms influence the development of creative problem-solving skills among business education students?
3. What is the relationship between the use of AI-driven personalized learning experiences and the generation of innovative business ideas by students?
4. To what extent do AI-powered simulations and interactive tools in educational platforms contribute to enhancing entrepreneurial creativity in business education?

Hypotheses

1. There is no significant difference in the perceptions of business education students regarding the effectiveness of AI-powered platforms in fostering their entrepreneurial creativity based on gender.
2. There is no significant difference in the levels of creative problem-solving skills between business education students using AI-powered educational platforms and those who do not use these platforms.
3. There is no significant correlation between AI-driven personalized learning experiences and the frequency or quality of innovative business ideas generated by business education students.



4. AI-powered simulations and interactive tools do not significantly enhance the entrepreneurial creativity of business education students.

Methodology

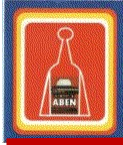
In this study, a descriptive survey research design was utilized to assess the impact of AI-Powered Educational Platforms on Cultivating Entrepreneurial Creativity among Business Education Students in NOUN. The population of the study comprised all NOUN Students offering Business Education Programme in the NOUN study centre in the six geopolitical zones in Nigeria., and 134 business Education students constituted the sample size for the study. A purposive sampling technique was used to select 134 Business Education Students who are fully registered and passed GST204, and GST302, Entrepreneurship, and Innovation, also Business Creation and Growth respectively from the six geopolitical zones of Nigeria. An instrument titled "Assessing the Impact of AI-Powered Educational Platforms on Cultivating Entrepreneurial Creativity among Business Education Students" (AIPEPCECBESQ)," was validated by an expert employed for data gathering. The instrument's correlation coefficient was 0.82. The questionnaire consisted of two sections - section A, which contained demographic variables such as gender, and usability section B, which consisted of 44 item statements relating to the AI-Powered Educational Platforms on Cultivating Entrepreneurial Creativity on a 5-point rating scale of Strongly Agree (SA) – 5, Agree (A) – 4, Undecided (U)-3 Disagree (D) – 2, Strongly Disagree (SD) – 1. The face and content validity of the instrument were established by experts in the field of business education and measurement and evaluation. The questionnaire was administered to 20 NOUN students in another discipline excluded from the sample of study but having the same parameter as the sample of study to determine the internal consistency of the questionnaire items, Cronbach's alpha statistic was used and a reliability coefficient value of ($r=0.82$) was obtained. The researcher personally administered the questionnaire to the respondents, with the help of two research assistants, and 134 copies retrieved were used for data analysis. Descriptive statistics, t-test, correlation analysis, and regression analysis were used to analyze the data and test the null hypotheses at a 0.05 level of significance. A hypothesis was rejected where the p-value was less than the alpha value of 0.05 and accepted where the p-value was greater or equal to the alpha value.

Presentation of Results and Discussion

Research Question One: What are the perceptions of business education students regarding the effectiveness of AI-powered platforms in fostering their entrepreneurial creativity?

Table 1: Mean, and Standard Deviation on the perceptions of business education students regarding the effectiveness of AI-powered platforms. (N = 134)

S /N	Item Statement	Mean	SD	Remarks
1 .	AI-powered platforms effectively foster my entrepreneurial creativity.	3.66	1.12	Positive
2 .	I believe AI-driven educational tools enhance my ability to generate innovative business ideas.	3.90	1.05	Positive
3 .	AI-powered learning environments provide valuable support for my entrepreneurial creativity.	3.69	1.12	Positive
4 .	The use of AI tools in my education has improved my ability to think creatively in business contexts.	3.92	.93	Positive
5 .	AI platforms offer innovative learning experiences that encourage creative problem-solving in entrepreneurship.	3.94	.95	Positive
	I find AI-powered platforms to be essential in developing my entrepreneurial skills and creativity.	3.63	1.17	Positive



S/N	Item Statement	Mean	SD	Remarks
7.	AI-driven content and tools stimulate my creativity in designing new business ventures	3.99	.98	Positive
8	The interactive nature of AI platforms helps me enhance my creative thinking in entrepreneurship.	3.87	1.02	Positive
9.	AI-powered platforms provide personalized experiences that encourage me to explore creative business ideas.	3.81	1.07	Positive
10	AI tools play a critical role in fostering my entrepreneurial mindset and creativity.	3.72	1.13	Positive
11.	I perceive AI-powered platforms as effective in helping me develop unique and innovative business solutions.	3.61	1.26	Positive
	Aggregate	3.50	0.97	Positive

Note. SD = Standard Deviation

Table 1 presents data on the perceptions of business education students regarding the effectiveness of AI-powered platforms in fostering their entrepreneurial creativity. The mean responses on the perceptions of business education students regarding the effectiveness of AI-powered platforms varied from 3.61 to 3.94, with standard deviation values varying from 0.98 to 1.6. The aggregate mean and standard deviation were 3.50 and 0.97, respectively. All measures had a standard deviation below 1, indicating that perceptions and attitudes of business education students towards AI-powered platforms are generally positive. Therefore, it can be inferred that business Education Students at NOUN recognize AI-power platforms as valuable in enhancing their entrepreneurial creativity, with many reporting that it brought into play ability to generate innovative business ideas.

Research Question Two: How do AI-powered educational platforms influence the development of creative problem-solving skills among business education students?

Table 2: Mean, and Standard Deviation of the influence of AI platforms on the development of creative problem-solving skills among business education students (N= 134)

S/N	Item Statement	Mean	SD	Remarks
12.	AI-powered educational platforms enhance my ability to think critically and solve problems creatively.	3.64	1.16	Positive
13.	AI-based tools help me approach business problems from different perspectives.	3.67	.98	Positive
14.	Using AI technologies in my coursework has improved my creativity in developing business solutions	3.73	1.11	Positive
15	AI educational platforms provide personalized feedback that boosts my creative problem-solving skills.	3.46	1.04	Positive
16.	AI tools foster a learning environment that encourages innovation in solving business challenges	3.49	.73	Positive
17.	The interactive features of AI-powered platforms improve my ability to generate original ideas	3.09	1.14	Positive
18.	AI-enhanced learning makes me more confident in tackling complex business problems.	3.58	1.13	Positive
19.	AI-based simulations and models in educational platforms enhance my problem-solving capabilities.	3.86	.97	Positive
20.	AI-driven recommendations and customized content support my creative thinking process.	3.93	1.05	Positive
21.	AI platforms assist in identifying multiple solutions to business problems that may not have been considered.	3.82	1.02	Positive



S/N	Item Statement	Mean	SD	Remarks
22.	The use of AI in education has significantly enhanced my ability to develop innovative business strategies	3.58	1.02	Positive
	Aggregate	3.30	0.94	Positive

Note. SD = Standard Deviation

In Table 2, data is presented on how AI-powered educational platforms affect the development of creative problem-solving skills among business education students. The responses ranged from 3.09 to 3.93, with standard deviations varying from 0.73 to 1.16. The overall mean and standard deviation were 3.30 and 0.94, respectively. All measures showed a standard deviation below one, indicating that AI-powered educational platforms influence the development of creative problem-solving skills among business education students. This suggests that AI-powered platforms have shown a significant positive impact on students' creative problem-solving abilities, ultimately leading to a more engaging and responsive educational environment that encourages innovative thinking.

Research Question Three: What is the relationship between the use of AI-driven personalized learning experiences and the generation of innovative business ideas by students?

Table 3: Mean, and Standard Deviation on the relationship between the use of AI-driven personalized learning experiences and the generation of innovative business ideas by students. (N = 134)

S/N	Item Statement	Mean	SD	Remarks
23.	AI-driven personalized learning experiences help me generate new and innovative business ideas.	4.19	.97	Positive
24.	Personalized feedback from AI tools motivates me to think creatively in business-related tasks	3.76	1.10	Positive
25.	AI-based learning platforms help tailor content that stimulates innovative thinking.	3.69	1.17	Positive
26.	I am more likely to develop original business concepts using AI-powered learning resources.	4.17	.89	Positive
27.	The customization of learning paths by AI systems enhances my ability to innovate in business.	3.81	1.13	Positive
28.	AI-driven personalized learning experiences encourage me to explore unconventional business ideas.	4.14	.87	Positive
29.	The adaptability of AI-based learning platforms fosters a more innovative mindset in my business studies.	4.08	.96	Positive
30.	AI-enabled personalization helps me connect theoretical knowledge to real-world business innovation.	4.22	.78	Positive
31.	The individual learning experiences provided by AI tools support my ability to generate creative business solutions	4.17	.81	Positive
32.	Personalized learning recommendations from AI platforms inspire me to develop new business ideas.	3.98	1.12	Positive
33.	AI-driven customization of my learning experience plays a significant role in developing my entrepreneurial creativity.	3.82	1.05	Positive
	Aggregate	3.66	0.89	Positive

Note. SD = Standard Deviation

In Table 3, data was presented regarding the correlation between the use of AI-driven personalized learning experiences and the generation of innovative business ideas by students. The average ratings for the use of AI-driven personalized learning experiences ranged from 3.19 to 4.22, with



standard deviation values ranging from 0.87 to 1.17. Importantly, all measures had a standard deviation below one, indicating a substantial correlation between the use of AI-driven personalized learning experiences and the generation of high-quality, innovative business ideas. This suggests that students who utilize AI tools are effectively demonstrating the power of these platforms in fostering entrepreneurial creativity

Research Question Four: To what extent do AI-powered simulations and interactive tools in educational platforms contribute to enhancing entrepreneurial creativity in business education

Table 4: Mean, and Standard Deviation on the extent AI-powered simulations and interactive tools in educational platforms contribute to enhancing entrepreneurial creativity (N = 134)

S/N	Item Statement	Mean	SD	Remarks
34.	AI-powered simulations significantly enhance my creative thinking abilities for business ventures.	3.56	1.19	Agreed
35.	Interactive AI tools help me to develop innovative approaches for overcoming entrepreneurial challenges.	3.59	1.16	Agreed
36.	AI-based simulations in educational platforms encourage me to experiment with new business ideas.	3.56	1.25	Agreed
37.	The use of AI-driven interactive tools enhances my creativity in making entrepreneurial decisions	3.75	1.04	Agreed
38.	.AI-powered simulations provide real-world business scenarios that stimulate creative problem-solving.	3.88	1.06	Agreed
39	The interactive features of AI tools foster my ability to generate unique business concepts.	3.53	1.28	Agreed
40.	AI-driven simulations allow me to creatively explore multiple solutions to entrepreneurial problems.	3.55	1.11	Agreed
41.	I feel more confident in developing innovative business strategies due to AI-powered simulations.	3.87	1.11	Agreed
42.	AI-based interactive tools provide practical experiences that enhance my entrepreneurial creativity.	3.81	1.08	Agreed
43.	AI-powered platforms offer dynamic learning environments that improve my creative thinking in business.	3.72	1.13	Agreed
44.	The combination of AI simulations and interactive learning tools plays a key role in developing my entrepreneurial creativity.	3.58	1.29	Agreed
	Aggregate	3.35	1.04	Agreed

Note. SD = Standard Deviation

In Table 1, the results show the data regarding the impact of AI-powered simulations and interactive tools on boosting entrepreneurial creativity in students. The average scores for the usage of AI-powered simulations and interactive tools ranged from 3.53 to 3.88, with standard deviation values ranging from 1.04 to 1.29. The overall average score and standard deviation were 3.35 and 1.04, respectively. All the measures had a standard deviation of one (1), indicating that the use of AI surpassed the set criterion average score of 3.00 set for a high extent. This indicates that AI-powered simulations and interactive tools have been found to significantly contribute to enhancing entrepreneurial creativity by providing students with practical, real-world scenarios, better preparing them for entrepreneurial ventures.



Hypotheses

The following null hypotheses guided the study and were tested at a 0,05 level of significance.

Hypothesis 1: There is no significant difference in the perceptions of business education students regarding the effectiveness of AI-powered platforms in fostering their entrepreneurial creativity based on gender

Table 5: t-test on the difference in the perceptions of business education students regarding the effectiveness of AI- powered platforms

Variable	Gender	N	Mean	SD	df	t	p	Decision
Perception of BE Students on effectiveness AI-powered platform	Male	77	41.5065	7.69932	132		.705	Not Significant
	Female	57	42.0877	10.05570				

Note. SD = standard deviation.

The data in Table 5 displays the average responses of male (M=41.51) and female (M=42.09) business education students regarding the effectiveness of AI-powered platforms in fostering their entrepreneurial creativity based on gender. According to the Table, there is no notable distinction ($t = -.379, df = 132, p > .05$) between male and female students, as the p-value surpasses the alpha value of 0.05. Therefore, the null hypothesis is accepted. Consequently, there is no significant difference in the perceptions of business education students regarding the effectiveness of AI-powered platforms in fostering their entrepreneurial creativity in NOUN based on gender

Hypothesis 2: There is no significant difference in the levels of creative problem-solving skills between business education students using AI-powered educational platforms and those who do not use these platforms.

Table 6: t-test on the levels of creative problem-solving skills on AI-Powered educational platforms

Variable	Utilization	N	Mean	SD	df	t	p	Decision
Levels of creative problem-solving skills of students	Students who use AI-powered platforms	78	39.14	8.43	132	948	.245	Not Significant
	Students who do not use AI-powered platforms	56	40.86	8.32				

Note. SD = standard deviation.

Data present in Table 6 show the aggregate mean responses of Students who use AI-powered educational platforms ($M = 39.14$) and Students who do not use AI-powered platforms (40.86) for business creative problem-solving skills. The Table shows a significant difference ($t = -1.169, df = 132, p > .05$) between the students who use AI-powered educational platforms and Students who do not use AI-powered platforms since the p-value is greater than the alpha value of 0.05. The null hypothesis is therefore accepted. Thus, there is no significant difference in the levels of creative problem-solving skills between business education students using AI-powered educational platforms and those who do not use these platforms

Hypothesis 3: There is no significant correlation between AI-driven personalized learning experiences and the quality of innovative business ideas generated by business education students.



Table 7: Correlation between the AI-driven personalized learning experiences and the quality of innovative business ideas

Variable	N	Mean	Std. Deviation	R	P
AI-driven personalized learning experiences	134	23.7537	4.71350	.822**	.000
Quality of innovative Business ideas.	134	20.2687	4.11884		

** Correlation is significant at the 0.05 level (2-tailed).

Correlations			
		AI-driven personalized learning experiences	Quality of innovative Business ideas.
AI-driven personalized learning experiences	Pearson Correlation	1	.822**
	Sig. (2-tailed)		.000
	N	134	134
Quality of innovative Business ideas.	Pearson Correlation	.822**	1
	Sig. (2-tailed)	.000	
	N	134	134

** Correlation is significant at the 0.01 level (2-tailed).

Table 7 shows the result for Pearson product-moment correlation between the **AI-driven** personalized learning experiences and the quality of innovative business ideas generated by business education students in NOUN. The result was found to be moderately Strong positive and statistically significant. The correlation Table indicated that there was a moderately positive and statistically significant relationship between AI-driven personalized learning experiences and the quality of innovative business ideas generated by business education students ($r = .822^{**}$, $p < 0.05$).

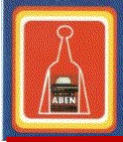
Hypothesis 4: AI-powered simulations and interactive tools do not significantly enhance the entrepreneurial creativity of business education students.

Table 8: Shows the summary of the findings about hypothesis 2.

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	p-value	Hypothesis Supported
Ho	AI -- EC	.054	.373	78.507	.611	Yes

Note: * $p > 0.05$. AI: AI-powered simulations and interactive tools, EC= Entrepreneurial Creativity.

The results in Table 8 show that AI-powered simulations and interactive tools do not significantly enhance the entrepreneurial creativity of business education students in NOUN. The dependent variable EC was regressed on predicting variable AI to test hypothesis Ho. AI insignificantly predicted EC, $F(1, 132) = 78.51$, $p > .05$ which indicates that AI-powered simulations and interactive tools do not significantly enhance the entrepreneurial creativity of business education



students EC ($b = .054$, $p > .05$) since the p-value is greater than the alpha value of 0.05. The result clearly shows a statistically insignificant influence on the entrepreneurial creativity of business education students. Moreover, the $R^2 = .373$ depicts that the model explains 33.3% of the variance in AI-powered simulations and interactive tools.

Discussion of Findings

The study examined the impact of AI-powered educational platforms on cultivating entrepreneurial creativity among Business Education students at the National Open University of Nigeria (NOUN). The study found that the perceptions and attitudes of business education students towards AI-powered platforms are generally positive. All eleven items on the AI-powered educational platforms questionnaire revealed a mean score above the benchmark average, indicating that business Education Students at NOUN recognize AI-power platforms as valuable in enhancing their entrepreneurial creativity. This finding agrees with that of Smith, and Johnson (2023), who report that students generally exhibit positive perceptions and attitudes toward AI-powered platforms, particularly in terms of their usefulness in enhancing learning outcomes and fostering creativity, also, the finding revealed that there is no significant difference in the perceptions of business education students regarding the effectiveness of AI-powered platforms in fostering their entrepreneurial creativity in NOUN based on gender

The second research question revealed that AI-powered educational platforms influence the development of creative problem-solving skills among business education students. All 11 items in the questionnaire used to measure AI-powered educational platforms' influence showed mean scores above the benchmark average, indicating that integrating AI-powered educational platforms into business education curricula can be highly beneficial. The study also revealed that there is no significant difference in the levels of creative problem-solving skills between business education students using AI-powered educational platforms and those who do not use these platforms. This finding agreed with Williams, & Davis, (2022) research, which found that AI-powered educational platforms play a significant role in fostering creative problem-solving skills among business students, providing interactive tools that simulate real-world challenges

The analysis of the third research question revealed that there was a substantial correlation between the use of AI-driven personalized learning experiences and the generation of high-quality, innovative business ideas, likewise shows that there was a moderately positive and statistically significant relationship between AI-driven personalized learning experiences and the quality of innovative business ideas generated by business education students. This finding agreed with Garcia and Thompson, (2021), who report a positive and statistically significant relationship between AI-driven personalized learning experiences and the quality of innovative business ideas generated by business education students

The outcome of the fourth research question revealed that AI-powered simulations and interactive tools have been found to significantly contribute to enhancing entrepreneurial creativity by providing students with practical, real-world scenarios, better preparing them for entrepreneurial ventures, similarly, the finding shows that AI-powered simulations and interactive tools do not significantly enhance the entrepreneurial creativity of business education students in NOUN. This finding agreed with Kumar and Malik (2023), who reported that AI-powered simulations and interactive tools have been found to significantly enhance entrepreneurial creativity by immersing students in practical, real-world scenarios, which better prepares them for entrepreneurial ventures, also, the findings align with that of Nguyen and Carter (2022), who opined by offering practical, real-world experiences through AI-powered tools, business education students develop improved entrepreneurial creativity, equipping them with skills to navigate complex business environments



Conclusion

The study assessed the impact of AI-powered educational platforms on cultivating entrepreneurial creativity among business education students in higher institutions of learning. The findings revealed that the perceptions and attitudes of business education students towards AI-powered platforms are generally positive. Also, the result show that there was a moderately positive and statistically significant relationship between AI-driven personalized learning experiences and the quality of innovative business ideas generated by business education students. Furthermore, the results show that AI-powered educational platforms influence the development of creative problem-solving skills among business education students. Additionally, the results clearly show a statistically insignificant influence on the entrepreneurial creativity of business education students. However, this evaluation sheds light on how AI-driven tools can enhance creative problem-solving and innovation skills, which are crucial for future entrepreneurs navigating an increasingly competitive and technology-driven business environment.

Recommendations

Based on the preceding information and the results of this study, the following recommendations deemed necessary were proffered:

1. Educational institutions should consider integrating AI-powered tools into their business education programs to promote creativity and innovation.
2. It is crucial to continuously assess and refine AI tools to ensure they align with educational objectives and adapt to the changing needs of students.
3. Educational stakeholders should establish continuous monitoring and evaluation mechanisms to gauge the impact of AI platforms on student creativity.
4. Further research should investigate the long-term effects of AI-powered platforms on entrepreneurial success and identify the specific features that most significantly contribute to creative outcomes.
5. Strengthening partnerships between educational institutions and AI technology developers will ensure that the platforms meet the evolving demands of business education.
6. Educators should receive specialized training to maximize the benefits of AI platforms. training on how to effectively use these technologies to guide students.

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