

INTEGRATION OF ARTIFICIAL INTELLIGENCE IN BUSINESS EDUCATION PROGRAMMES FOR ENHANCED STUDENTS' EMPLOYABILITY POTENTIALS IN AI-DRIVEN ECONOMY

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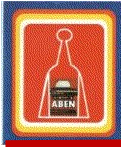
Abstract

This study was conducted to assess the integration of Artificial Intelligence in Business Education programmes for enhanced students' employability potential in the AI-driven economy. The study employed a descriptive survey research design. Three research questions were raised and one hypothesis was formulated to guide the study. The population of the study comprised 176 Business Education lecturers from public universities in South-South Nigeria that offer business education programme. Census sampling was adopted for the study because THE population is of a manageable size. The instrument for data collection was a structured questionnaire on four point Likert rating scale. The instrument was validated by three experts. The reliability of the instrument was established using Cronbach method, and reliability coefficient of 0.73 was obtained. The instrument was administered by the researchers and research assistants from some of the schools. A total of 163 copies of the questionnaire were returned (92 ½ %) and used for the study. Mean and standard deviation were used to answer the research question. The null hypothesis was tested using independent t-test at a 0.05 level of significance. Findings from the study revealed that the integration of AI tools in Business Education programme such as Artificial Intelligence training, AI-driven curriculum and effective engagement of students with AI tools would enhance students' preparedness for the evolving job market. It was concluded that Artificial Intelligence-driven Business Education programmes could enhance students' employability potentials if the Business Education practitioners and other stakeholders support and effectively integrate real-world AI case studies and hands-on projects involving AI tools into the curriculum as well as collaborating with industry professionals for guest lectures and workshops on AI technology. Consequent upon the findings, it was recommended that educational institutions, especially those offering business education should continue to update their curricula, and training of business educators to keep pace with technological advancement.

Keywords: Business Education, Artificial Intelligence, Employability potential, AI-Driven Economy,

Introduction

Educational institutions, particularly those offering business Education programme carry a significant responsibility to equip students for success in today's dynamic and fast-paced business

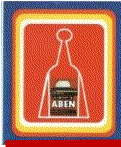


environment. To remain effective, such institutions or programmes must stay attuned to emerging trends and shifts in the business landscape, ensuring that their curricula evolve in line with these developments and retain their relevance. By addressing these essentials, business education teachers can ensure that their recipients are well developed and equipped with the requisite knowledge, competencies, and right attitudes to thrive in the dynamic realm of business. By keeping up with new trends and advances and emphasizing practical and hands-on learning, business education programme can play a crucial role in shaping the future economy of Nigeria as well as propelling the accomplishments of their graduates. Today, the business world is undergoing a profound transformation driven by advancements in Artificial Intelligence (AI). Over the past decade, AI technologies have shifted from theoretical concepts to practical tools that are reshaping industries and redefining job roles. According to a 2023 report by McKinsey & Company, AI has the potential to contribute up to \$13 trillion to the global economy by 2030. The report further stressed that by 2030, around 70% of firms are projected to transit to utilizing artificial intelligence technology, fundamentally altering how businesses operate and compete (McKinsey & Company, 2023). This paradigm shift underscores the necessity for business education programmes to adapt and integrate AI into their curricula to equip students with relevant skills and enhance their employability in an AI-driven economy.

Artificial Intelligence is described as programmes designed with human like intelligence and structured in the forms of computers, robots, or other machine to aid in the provision of any kind of service or tasks to improve the social economic and political development of the society (Raji & Amadi, 2023). Artificial Intelligence is an application, collections of systems, packages and program designed into digital computers or computer controlled robots to carry out assignments and tasks with human-like intelligence (Ogunode, et al, 2023). Artificial Intelligence has continued to develop new ways of application in education which include; customized/personalized learning, smarter content, improved learning effectiveness and efficiency in administration (Chen, et al, 2020). These systems can achieve near superhuman performance in a wide range of activities. Artificial intelligence holds immense potential to reshape the economy, foster the emergence of new industries and business models, enhance productivity, and elevate the overall standard of living. By automating routine tasks, it liberates time, allowing individuals to concentrate on more creative endeavors.

Integration of AI into business education is not merely about adopting new technologies but rather about rethinking how business skills are taught and applied. Traditional Business Education programme often focuses on established practices and frameworks. However, as AI technologies advance, the need to incorporate these innovations into educational programmes to reflect the evolving business environment is no more an option. According to a 2022 study by the World Economic Forum, AI skills are increasingly becoming a prerequisite for various business roles, ranging from marketing to finance and supply chain management (World Economic Forum, 2022). This shift necessitates a curriculum that not only covers AI fundamentals but also emphasizes how these technologies can be applied to solve real-world business problems. To prepare students for their future, business educators must utilize the most advanced tools and techniques available that will allow for greater differentiation, individualized learning, real world integration, and skill competencies in diverse areas. (Amadi-Iwai, et al, 2024)

Integrating AI into Business Education programmes offers several benefits for students' employability. Firstly, understanding AI technologies equips students with the skills necessary to leverage these tools effectively in the workplace. For instance, proficiency in AI-driven data analysis can significantly enhance decision-making processes, a crucial skill in many business roles (Brynjolfsson & McElheran, 2022). Students who are adept at using AI tools can provide valuable



insights and drive business strategy, making them highly attractive to employers. Moreover, as AI continues to evolve, new job roles and functions are emerging. A 2023 report by Gartner highlights that AI and machine learning specialist roles are among the fastest-growing job categories (Gartner, 2023). Business Education programmes that incorporate AI training can help students prepare for these new opportunities, thereby improving their chances of securing relevant and high-demand positions.

Effective integration of AI into business education requires a strategic approach to curriculum development. According to a 2021 study published in the *Journal of Business Education*, curricula must be designed to balance theoretical knowledge with practical application (Smith & Johnson, 2021). This involves not only teaching the basics of AI and machine learning but also incorporating case studies, simulations, and hands-on projects that allow students to apply their knowledge in realistic scenarios. For example, the University of California, Berkeley, has implemented a comprehensive AI curriculum that includes courses on AI applications in business, data science, and ethical considerations (UC Berkeley, 2023). This approach not only equips students with technical skills but also fosters a deeper understanding of how AI can be strategically applied in various business contexts. Similarly, the Wharton School at the University of Pennsylvania has developed a suite of AI-focused courses and initiatives that integrate AI with traditional business disciplines such as finance, marketing, and operations (Wharton School, 2023). By embedding AI into these core areas, students are provided and equipped with a holistic view of how AI can transform business practices and strategies. Furthermore, interdisciplinary collaboration is crucial for successful AI integration. Business Education programmes should consider partnerships with computer science departments or external tech companies to provide students with a comprehensive understanding of AI's technical and business aspects. Such collaborations can offer students access to cutting-edge tools and real-world applications, enhancing their learning experience and employability (Chen et al., 2023).

While integrating AI into Business Education presents numerous opportunities, it also comes with challenges. One major concern is ensuring that the curriculum remains relevant and up-to-date with rapidly evolving AI technologies. As posited by Ojo and Afolabi (2021) that existing Business Education curricula may be updated to include the latest advancements in AI which often creates a disconnect between the skills taught and the skills needed in the industry. In addition, (Nwachukwu and Onuoha (2021) opined that there was often a lack of integration of AI-related topics into the existing Business Education programmes, and when AI concepts were included, they might not be effectively linked with practical applications or business processes. A 2022 report by Deloitte emphasizes the need for continuous curriculum updates and faculty training to keep pace with technological advancements (Deloitte, 2022). In the same vein, Egajivwie (2024) emphasizes the need for regular training and workshops for Business Education lecturers to keep them abreast with saleable knowledge and skills as well as new methods of imparting the skills on Business Education students. The seemingly lack of business educators' expertise knowledge of AI technologies has been reported as one of the challenges bedeviling the effective integration of AI in business education programmes. There is a shortage of educators with the expertise required to teach AI concepts effectively. Many instructors may not have the necessary skills or experience with AI technologies (Olayiwola & Ogunyemi, 2020). Continuous training and development are essential for educators to keep up with evolving AI technologies. However, there are limited opportunities and resources for professional development in this area (Ibrahim & Ibrahim, 2021). Similarly, many business educators who have accustomed to the traditional methods of teaching seem to be unwilling to embrace AI-driven instructional delivery. Udeh and Okafor (2021) opined that there might be resistance to adopting new technologies due to entrenched educational



practices and cultural attitudes towards technology. Institutions and educators may be hesitant to change their methods or invest in new technologies. Also, Ogunlade et al. (2021) posited that many educational institutions in Nigeria face significant infrastructure constraints, such as inadequate access to high-speed internet, modern computing facilities, and AI-specific hardware and software which make it difficult to implement and sustain AI-driven educational tools and platforms. In same vein, high costs of AI tools and training appears a challenge to effective integration of AI in business education. The initial investment required for AI tools, software, and training can be prohibitively expensive. Many Nigerian institutions struggle with limited budgets and may not prioritize AI integration due to cost concerns (Eze et al., 2021). Otamiri and Odu (2022) summed it when they succinctly posited and raised some issues bedeviling various efforts aimed at managing Nigerian education in a digital world amongst which are government policies; Nigeria technological level, confusion about how ripe or ready Nigeria is for educational digitalization, and high Level of Illiteracy (general education illiteracy and computer illiteracy).

Business education programmes must invest in resources and training to maintain the quality and relevance of their AI-related courses. Additionally, there is a need to address ethical considerations associated with AI. As AI technologies become more prevalent, understanding their ethical implications is crucial for future business leaders. A 2024 study by the Harvard Business Review highlights the importance of incorporating ethics and governance into AI education to prepare students for responsible decision-making (Harvard Business Review, 2024). This includes understanding issues related to data privacy, algorithmic bias, and the broader societal impacts of AI.

Looking ahead, the integration of AI into Business Education programmes is likely to evolve further as new technologies and applications emerge. Emerging trends such as generative AI, autonomous systems, and advanced analytics will continue to shape the business landscape and influence educational needs. Business education programmes must swim with the tide and stay ahead of these trends by continuously updating their curricula and adopting innovative teaching methods. Furthermore, there is a growing emphasis on lifelong learning and professional development in the AI-driven economy. As AI technologies advance, professionals will need to continually update their skills to remain competitive.

The integration of AI into Business Education programs is essential for preparing students for the challenges and opportunities of an AI-driven economy. By incorporating AI technologies into curricula, business schools can enhance students' employability and equip them with the skills needed to thrive in a rapidly evolving business environment. This integration involves not only teaching AI fundamentals but also emphasizing practical applications, ethical considerations, and continuous learning. As the business world continues to evolve, Business Education programmes must adapt to ensure that students are well-prepared for the future. By embracing AI and integrating it into their curricula, educational institutions can play a pivotal role in shaping the next generation of business leaders and professionals.

Statement of Problem

The growing influence of Artificial Intelligence (AI) across business sectors has heightened the demand for graduates with relevant AI competencies. Evidently, Brynjolfsson and McElheran (2022) reported that AI has been identified as a transformative force in business, driving new business models and operational efficiencies. This apparent advocacy for AI relevance in the contemporary business landscape across the globe appears not have been empirically proven on how its integration into Business Education programmes could impacts students' job readiness, especially in Nigerian. In addition, it is not clear to the researcher that many Business Education programmes have adequately adapted AI in their curricula to meet these current job needs. Also,



challenges such as curriculum design, interdisciplinary collaboration, and access to AI resources remain underexplored. These seeming gaps highlight empirical research on effective integration methods, their influence on graduate employability, and the institutional challenges involved.

Research Question

The following research questions were raised to guide the study

1. What are the effective methods for integrating AI technologies into Business Education programmes?
2. How does the integration of AI tools in Business Education programme impact students' employability potentials?
3. What are the key challenges faced by Business Education practitioners when incorporating AI into business education programmes?

Hypotheses

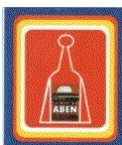
The following null hypothesis was formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean response of Business Education lecturers in Federal and state-owned universities on the effective methods used for AI integration into Business Education curricula in universities in South-South Nigeria
2. Business Education lecturers in federal and state universities do not differ significantly in their mean responses on the impact of integration of AI on Business Education graduates' employability potential in South-South Nigeria.
3. There is no significant difference in the mean response of Business Education lecturers in Federal and state-owned universities on the key challenges faced by Business Education practitioners when incorporating AI into Business Education programmes in universities in South-South Nigeria

Methodology

The study adopted descriptive survey research design. This research design is considered appropriate for this study because according to Nworgu (2015), descriptive survey is a type of a research design which aims at collecting data for the purpose of describing systematically the characteristics, features and facts about a given population the way they are without manipulating variables. This study was conducted in South-South geo-political zone of Nigeria. The population of the study comprised 176 lecturers in Business Education programme in federal and state universities in South-South Nigeria. Census sampling was adopted for the study because the population is of manageable size; this is in line with Agboola (2018) who posited that it is ideal to study the entire population when such population is of a manageable size. The instrument for data collection was a structured questionnaire. The questionnaire was structured on four point modified Likert rating scale of Strongly Agreed (4), Agreed (3), Disagreed (2), and Strongly Disagreed (1). The instrument was face and content validated by three experts. The reliability of the instrument was established using Person Product Moment Correlation method, and reliability coefficient 0.73 was obtained. The instrument was administered by the researchers and research assistants from some of the schools. A total of 163 copies of the questionnaire were returned (92 ½ %), and used for the study. Mean and standard deviation were used to answer the research questions. The null hypothesis was tested using independent samples t-test at 0.05 level of significance. The null hypothesis was rejected where the p-value is less than the significant level of 0.05 ($p \leq 0.05$), and it was retained where the p-value is equal to or greater than the significant level of 0.05 ($p \geq 0.05$)

Results and Discussion



Research Question 1: What are the most effective methods for integrating AI technologies into Business Education programmes?

Table 1: Mean and Standard Deviation responses of Business Education lecturers on the effective methods for integrating AI technologies into business education programmes

Item	Statement	Mean	SD	Decision
1	Incorporating real-world AI case studies into the curriculum	2.71	0.63	Agreed
2	Integrating hands-on projects involving AI tools into the curriculum	2.79	0.67	Agreed
3	Collaborating with industry professionals for guest lectures and workshops on AI technology.	2.85	0.55	Agreed
4	Integrating AI simulations and software into coursework	2.65	0.72	Agreed
5	Developing interdisciplinary courses that combine AI with traditional business disciplines.	2.74	0.67	Agreed
6	Offering specialized AI-focused elective courses .	2.91	0.76	Agreed
7	Using AI-driven tools for personalized learning and assessments.	2.64	0.68	Agreed
8	Creating partnerships with tech companies to provide students with hands-on AI experience.	2.84	0.70	Agreed
9	Regularly updating AI curriculum content to reflect the latest technological advancements.	2.86	0.82	Agreed
10	Providing professional development and training for business educators on AI technologies for effective teaching.	2.61	0.73	Agreed
11	Implementing AI-powered analytics to track student progress and adapt learning materials for instructional effectiveness.	2.59	0.69	Agreed
Average Mean and Standard Deviation		2.76	0.69	Agreed

Source: Field Survey 2024

The data on table 1 above shows the mean responses of Business Education lecturers in public universities on the most effective methods for integrating AI technologies into Business Education programmes in the universities in South-South Nigeria. The mean scores ranged from 2.59- 2.91 showing that all the items listed were answered in affirmative. The average mean score of 2.76 shows that the respondents agreed that incorporating real-world AI case studies into the curriculum, integrating hands-on projects involving AI tools into the curriculum, collaborating with industry professionals for guest lectures and workshops on AI technology, developing interdisciplinary courses that combine AI with traditional business disciplines, creating partnerships with tech companies to provide students with hands-on AI experience, providing professional development and training for business educators on AI technologies for effective teaching, implementing AI-powered analytics to track student progress and adapt learning materials for instructional effectiveness., and others are the effective methods for AI integration in Business Education programmes

Research Question 2: How does the integration of AI tools into Business Education programme impact students' employability potentials?



Table 2 Mean and Standard Deviation responses of Business Education lecturers on the impact of integration of AI tools on business education students' employability potentials

S/N	Item Statement	Mean	SD	Decision
1	Exposure to AI tools in Business Education enhances students' technical skills required for modern business roles.	2.75	0.83	Agreed
2	Students who learn to use AI tools are better equipped to handle complex data analysis tasks in their future jobs.	2.91	0.87	Agreed
3	Incorporating AI tools into the curriculum increases students' competitiveness in the job market.	2.83	0.75	Agreed
4	AI training in Business Education improves students' ability to make data-driven decisions in professional settings.	2.77	0.70	Agreed
5	Incorporating AI tools into the curriculum increases students' competitiveness in the job market.	2.72	0.67	Agreed
6	Hands-on experience with AI tools boosts students' confidence in applying technology to solve real-world business problems.	2.71	0.72	Agreed
7	Business Education programmes that integrate AI tools increase students' readiness for a diverse range of career opportunities in the evolving job market.	2.87	0.68	Agreed
8	AI tools in the curriculum help students develop skills that are directly applicable to their future job responsibilities.	2.94	0.76	Agreed
9	Students trained in AI technologies are more adaptable to changes in job roles influenced by AI advancements.	2.76	0.82	Agreed
10	The use of AI tools in coursework provides students with practical experience that aligns with employer expectations.	2.87	0.93	Agreed
11	Students who engage with AI tools are better prepared for roles that require both business acumen and technical expertise.	2.99	0.79	Agreed
Average Mean and Standard Deviation		2.80	0.78	Agreed

Source: Field Survey 2024

The data on table 2 above shows the mean responses of Business Education lecturers in public universities on how the integration of AI tools in Business Education programme impact students' preparedness for the evolving job market in the universities in South-South Nigeria. The mean scores ranged from 2.71- 2.99 showing that all the items listed were answered in agreement. The average mean score of 2.80 shows that the respondents agreed that AI training in business education enhances students' technical skills required for modern business roles, students who learn to use AI tools are better equipped to handle complex data analysis tasks in their future jobs, incorporating AI tools into the curriculum increases students' competitiveness in the job market, incorporating AI tools into the curriculum increases students' competitiveness in the job market, Students trained in AI technologies are more adaptable to changes in job roles influenced by AI advancements, Business Education programmes that integrate AI tools increase students' readiness for a diverse range of career opportunities in the evolving job market, Students who engage with AI tools are better prepared for roles that require both business acumen and technical expertise, and others.



Research Question 3: What are the key challenges faced by business education practitioners when incorporating AI into business education programmes?

Table 3: Mean and Standard Deviation responses of Business Education lecturers on the key challenges faced by Business Education practitioners when incorporating AI into business education programmes

S/N	Item Statement	Mean	SD	Decision
1	The high cost of AI technology and resources is a significant barrier to integrating AI into Business Education programmes	2.75	0.83	Agreed
2	Lack of business educators expertise in AI technologies presents a challenge in delivering effective AI education.	2.87	0.70	Agreed
3	There is a shortage of relevant and practical AI educational materials for Business Education programmes.	2.88	0.75	Agreed
4	The rapid pace of AI technological advancements makes it difficult to keep educational content up-to-date.	2.77	0.80	Agreed
5	Resistance from business educators who are accustomed to traditional teaching methods hinders AI integration.	2.85	0.73	Agreed
6	Lack of standardized guidelines for integrating AI into business education curricula.	2.91	0.86	Agreed
7	Difficulty in partnering with technology companies to support AI education programmes .	2.70	0.68	Agreed
8	The need for ongoing technical support and maintenance of AI tools adds to the burden on educational institutions.	2.84	0.74	Agreed
9	Managing the ethical implications of AI in Business Education poses significant challenges.	2.76	0.92	Agreed
Average Mean and Standard Deviation		2.79	0.77	Agreed

Source: *field survey 2024*

The data on table 3 above shows the mean responses of Business Education lecturers on the key challenges faced by Business Education practitioners when incorporating AI into Business Education programmes in the universities in South-South Nigeria. The mean scores ranged from 2.70- 2.99 showing that all the items listed were answered in agreement. The average mean score of 2.79 shows that the respondents agreed that high cost of AI technology and resources, lack of Business Educators expertise in AI technologies, shortage of relevant and practical AI educational materials, rapid pace of AI technological advancements, resistance from Business educators who are accustomed to traditional teaching methods, Lack of standardized guidelines for integrating AI into Business Education curricula, difficulty in partnering with technology companies to support AI



education programmes are some of the key challenges hindering effective integration AI in business education programmes.

Testing of hypotheses

Ho1: There is no significant difference in the mean response of Business Education lecturers in Federal and state-owned universities on the effective methods used for AI integration in Business Education curricula in universities in South-South, Nigeria

Table 4: Independent t-test Analysis of Business Education lecturers' mean responses on the effective methods used for AI integration in Business Education curricula in universities in South-South, Nigeria

Respondents	N	\bar{X}	SD	DF	Level of Sig.	p-value	Decision
Fed. Universities	66	2.74	0.77	163	0.05	0.11	Not Rejected
State Universities	97	2.79	0.80				

Source: Field survey, 2024

Data in table 4 above shows the t-test analysis of difference in the mean response of Business Education lecturers in federal and state universities on the effective methods used for AI integration in Business Education curricula in universities in South-South, Nigeria. The table showed that the p-value 0.11 is greater than the level of significance 0.05, thus, the null hypothesis was accepted. This implies that there is no significant difference in the opinions of Business Education lecturers in federal and state universities on the effective methods used for AI integration in business education curricula.

Ho2: Business Education lecturers in federal and state universities do not differ significantly in their mean responses on the impact of integration of AI on Business Education graduates' employability potential in South-South Nigeria.

Table 5: Independent t-test analysis of Business Education lecturers means responses on the impact of integration of AI on Business Education student's employability potentials in South-South Nigeria.

Respondents	N	\bar{X}	SD	DF	Level of Sig.	p-value	Decision
Fed. Universities	66	2.74	0.77	163	0.05	0.10	Not Rejected
State Universities	97	2.79	0.80				

Source: Field survey, 2024

Data in table 5 above shows the t-test analysis of difference in the mean response of Business Education lecturers in federal and state universities on the the impact of integration of AI on business education student's employability potentials in South-South Nigeria. The table showed that the p-value of 0.10 is greater than 0.05 level of significance, thus, the null hypothesis was not rejected. This implies that there is no significant difference in the opinion of Business Education lecturers in federal and state universities on the impact of integration of AI on Business Education student's employability potentials in South-South Nigeria.



HO3: There is no significant difference in the mean responses of business education lecturers in federal and state universities on the key challenges faced by Business Education practitioners in incorporating AI into Business Education programmes in South-South Nigeria.

Table 6 Independent t-test Analysis of Business Education lecturers' mean responses on the key challenges faced by Business Education practitioners when incorporating AI into business education programme.

Respondents	N	\bar{X}	SD	DF	Level of Sig.	p-value	Decision
Fed. Universities	66	2.7	0.77	163	0.05	0.10	Not Rejected
State Universities	97	2.7	0.80	9			

Source: Field survey, 2024.

Data in table 6 above shows the t-test analysis of difference in the mean responses of Business Education lecturers in federal and state universities on the key challenges faced by Business Education practitioners when incorporating AI into Business Education programmes in South-South Nigeria. The table showed that the p-value of 0.11 is greater than the level of significance 0.05, thus, the null hypothesis was not rejected. This implies that there is no significant difference in the opinion of Business Education lecturers in federal and state universities on the key challenges faced by Business Education practitioners when incorporating AI into business education programmes.

Discussion

The findings in table 1 revealed several effective methods through which Artificial Intelligence could be integrated into Business Education programmes for students' employability potentials, such as incorporating real-world AI case studies into the curriculum; integrating hands-on projects involving AI tools into the curriculum; collaborating with industry professionals for guest lectures and workshops on AI technology, developing interdisciplinary courses that combine AI with traditional business disciplines, creating partnerships with tech companies to provide students with hands-on AI experience, providing professional development and training for business educators on AI technologies for effective teaching, implementing AI-powered analytics to track student progress and adapt learning materials for instructional effectiveness., and others. The findings are in agreement with the report of Smith and Johnson (2021) that Business Education curricula must be designed to balance theoretical knowledge with practical application which involves not only teaching the basics of AI and machine learning but also incorporating case studies, simulations, and hands-on projects that allow students to apply their knowledge in realistic scenarios. The findings are also in tandem with the University of California, Berkeley that had implemented a comprehensive AI curriculum that includes courses on AI applications in business, data science, and ethical considerations (UC Berkeley, 2023); and Wharton School at the University of Pennsylvania that had developed a suite of AI-focused courses and initiatives that integrate AI with traditional business disciplines such as finance, marketing, and operations (Wharton School, 2023). The findings equally supported the recommendation of Chen et al., (2023) that Business Education programmes should consider partnerships with computer science departments or external tech companies to provide students with a comprehensive understanding of AI's technical and business



aspects, stressing that such collaborations could offer students access to cutting-edge tools and real-world applications, enhancing their learning experience and employability.

The findings in table 2 revealed that the integration of AI tools in Business Education programme would impact students' preparedness for the evolving job market such as Artificial Intelligence training; incorporating AI tools into the curriculum for students' competitiveness in the job market; and effective engaging with AI tools. The findings are in connection with Amadi-Iwai, et al (2024) who posited that to prepare students for their future, business educators must utilize the most advanced tools and techniques available that will allow for greater differentiation, individualized learning, real world integration, and skill competencies in diverse areas. The findings equally agreed with the assertion of Brynjolfsson and McElheran (2022) that Integrating AI into business education programmes offers several benefits for students' employability, stressing that understanding AI technologies equips students with the skills necessary to leverage these tools effectively in the workplace. The findings also aligned with Gartner (2023) report who revealed that AI and machine learning specialist roles are among the fastest-growing job categories, and that education programmes that incorporate AI training can help their students prepare for these new opportunities, thereby improving their chances of securing relevant and high-demand positions.

The findings in table 3 revealed that high cost of AI technology and resources, lack of business educators expertise in AI technologies, shortage of relevant and practical AI educational materials, rapid pace of AI technological advancements, resistance from business educators who are accustomed to traditional teaching methods, Lack of standardized guidelines for integrating AI into business education curricula, difficulty in partnering with technology companies to support AI education programmes are some of the key challenges hindering effective integration AI in business education programmes. The findings concurred with the study of Ojo and Afolabi (2021) who reported that existing business education curricula might not be updated to include the latest advancements in AI which often creates a disconnect between the skills taught and the skills needed in the industry. In addition, the findings aligned with (Nwachukwu and Onuoha (2021) opinion that there was often a lack of integration of AI-related topics into the existing business programmes, and when AI concepts were included, they might not be effectively linked with practical applications or business processes. The findings are in relation with assertion of Udeh and Okafor (2021) who postulated that there might be resistance to adopting new technologies due to entrenched educational practices and cultural attitudes towards technology. Institutions and educators may be hesitant to change their methods or invest in new technologies. The findings are also in line with Ogunlade et al.(2021) report that many educational institutions in Nigeria face significant infrastructure constraints, such as inadequate access to high-speed internet, modern computing facilities, and AI-specific hardware and software which make it difficult to implement and sustain AI-driven educational tools and platforms.

Findings from the tested hypotheses revealed that there is no significant difference in the opinions of business education lecturers in federal and state universities on the effective methods used for AI integration in Business Education curricula; impact of integration of AI on Business Education student's employability potentials; and the key challenges faced by business education practitioners when incorporating AI into business education programmes. This shows that the issues raised including the challenges are same in the universities in Nigeria. Therefore, on the challenges, the findings confirmed the position of Otamiri and Odu (2022) that raised some issues bedeviling various efforts aimed at managing Nigerian education in a digital world amongst which are government policies; Nigeria technological level, confusion about how ripe or ready Nigeria is



for educational digitalization, and high Level of Illiteracy (general education illiteracy and computer illiteracy).

Conclusion

Consequent upon the findings of this study, it was concluded that Artificial Intelligence-driven business education programmes would enhance students' employability potentials if the business education practitioners and other stakeholders support and effectively incorporate real-world AI case studies and hands-on projects involving AI tools into the curriculum as well as collaborating with industry professionals for guest lectures and workshops on AI technology.

Recommendations

In line with the findings of this study, the following recommendations were put forward.

1. Curriculum planners and school administrators should engage in periodic curriculum updates and training of business educators to keep pace with technological advancements;
2. Business educators should effectively engage and expose students to AI tools to enhance their preparedness for the evolving job markets
3. Ministry of Education and other stakeholders should prioritize adequate provision of infrastructure that will effectively support the integration of AI technologies in the educational institutions.

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