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APPLICATION OF ARTIFICIAL INTELLIGENCE FOR EFFECTIVE BUSINESS EDUCATION PROGRAMME

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Abstract
The rapid advancement of Artificial Intelligence (AI) has revolutionized various sectors, including business education programme. This paper explored the Application of Artificial Intelligence for an Effective Business Education Programme, highlighting its transformative impact on teaching, learning, research, and administration. AI tools such as intelligent tutoring systems, virtual classrooms, adaptive learning platforms, and predictive analytics are enhancing personalized learning experiences, improving student engagement, and aiding business education lecturers in data-driven decision-making. Additionally, AI-powered business simulations are fostering digital literacy and problem-solving skills, equipping students with the competencies needed for the modern workforce. Furthermore, AI is streamlining administrative processes through automated grading systems and student management platforms, reducing business educators' workload while ensuring efficiency and accuracy. However, challenges such as infrastructure deficits, limited AI literacy among business educators, and concerns over data privacy pose significant barriers to full-scale application in Nigerian tertiary institutions. Addressing these challenges requires strategic investments in AI infrastructure, continuous training for business educators, and the formulation of ethical AI policies by both federal and state governments. This paper emphasized the future prospects of AI in business education programme, advocating for collaborative efforts between policymakers, business educators, and IT companies to fully harness AI's potential. By integrating AI-driven innovations respectively, business education programme can become more inclusive, efficient, and future-ready, ultimately preparing its students for the dynamic digital economy.

Key Words: Artificial Intelligence (AI), Business Education, AI Applications, Effective Teaching and Learning

Introduction

The rapid progress of technology has revolutionized many areas, including education. Artificial Intelligence (AI) is one of the most significant discoveries of recent years, having transformed teaching and learning processes across numerous disciplines. The concept of Artificial Intelligence (AI) has been around for decades, but its application in education is a relatively recent development. AI in education refers to the use of AI technologies to enhance teaching and learning. This can include anything from AI-powered tutoring systems to AI-driven tools that help educators simplify tasks. While AI is still in its early stages of development, it has the potential to revolutionize the way students learn and lecturers teach.

Business education is a fundamental part of vocational education that equips individuals with skills and knowledge for gainful employment or self-employment. It is a deliberate and well-planned programme that equips students with relevant skills necessary to enable them become self-reliant, independent, and productive citizens in the society (Okoye & Ubaka, 2025). In order to provide the youths with digital skills to launch new businesses, Okoye and Onwuna (2023) asserted that the business education training programmes must combine general education with entrepreneurship courses.

In Business Education, AI has emerged as a potent tool for improving instructional delivery, individualized learning, administrative efficiency, and preparing students for the changing digital economy (Luckin et al., 2021). With the growing demand for a technologically trained workforce, including AI into business education programmes is critical to ensuring that students gain the skills and competencies required to fit into the modern offices or succeed in today's business climate (Seldon & Abidoye, 2018). Business education as stated by the Federal Republic of Nigeria (FRN, 2013) seeks to equip students with fundamental knowledge and practical skills in Entrepreneurship, Management, Finance, Marketing, and Digital company strategy. However, traditional training methods frequently struggle to keep up with the rapid changes in modern business education processes brought about by digital transformation (Cheche et al., 2024). AI-powered educational tools, such as intelligent tutoring systems, machine learning-based analytics, chatbots, and virtual assistants, have added a new dimension to teaching and learning of business education by providing real-time feedback, data-driven insights, and adaptive learning experiences tailored to individual student needs (Holmes et al., 2022). The use of AI in business education extends beyond classroom interactions to automated administrative processes, and decision-making models that allow students to gain hands-on experience in problem solving and critical thinking (Yang et al., 2020). By leveraging AI, business educators can analyze their students' learning patterns, identify gaps, and recommend personalized learning paths, thereby improving academic outcomes and employability skills (Zawacki-Richter et al., 2019). Despite its numerous benefits, the integration of AI in business education faces challenges, such as data privacy concerns, ethical considerations, digital divide issues, and resistance to change (Onyejegbn, 2023). Therefore, it is essential for business educators, administrators of business education programme, policymakers, and tertiary institutions in Nigeria to develop strategies that ensure the ethical and effective deployment of AI-powered solutions in business education. This seminar explored the various applications of AI in business education programme, highlighting its significance in improving business educators' teaching effectiveness, students' engagement, and administrative efficiency. It also examines potential challenges and proposes strategies for successful AI adoption in business education programme in Nigerian tertiary institutions.

Concept of Application

The term "application" encompasses various meanings across different contexts. In general usage, it refers to "an official request for something, usually in writing (Cambridge Dictionary, 2024). Application is the act of putting anything to a certain use or purpose, whether material or intangible. It entails applying a theoretical concept, principle, skill, or tool to attain a specific goal. Gillis (2024) defined application as a computer software package that performs a specific function directly for an end user or, in some cases, for another application. An application can be self-contained or a group of programmes. The programme

is a set of operations that runs the application for the user. Russell and Norvig (2021) defined application as the integration of AI-based systems to automate decision-making, personalize learning experiences, and enhance the efficiency of educational delivery. Luckin et al. (2018) described application in AI as the deployment of intelligent algorithms to facilitate adaptive learning, automate grading, and provide real-time feedback to students and educators. AI application in business education as the utilization of machine learning, natural language processing, and predictive analytics to improve curriculum design, student assessment, and career readiness. Obi and Eze (2023) emphasize that the application of AI in education involves using data-driven insights, chatbots, and virtual assistants to support both instructors and learners in achieving educational objectives. In the context of business education, application refers to the practical use of AI-driven technologies and tools to enhance teaching, and learning of business education courses... Applications are frequently tailored to specific events or contexts, and their efficacy is typically determined by the outcomes.

Concept of Artificial Intelligence

Artificial intelligence is both a driving force of the fourth educational revolution and a significant carrier of the technological advancement currently transforming the field of education globally (Thomas & Gambari, 2021). Artificial Intelligence (AI) has been defined and interpreted in various ways by different scholars. AI was defined by Verma (2018) as the study of intelligent computers and software capable of reasoning, learning, knowledge acquisition, and communication, manipulate and comprehend objects. Ocana et al. (2019) conceptualized AI as a field of computer science that focuses on creating intelligent systems that mimic human behaviour. In the same vein, Strusani and Houngbonon (2019) saw it as using enormous amounts of data and computational power to replicate human cognitive abilities such as reasoning, language processing, perception, vision recognition, and spatial processing. Similarly, Kaplan and Haenlein (2019) viewed AI as a system's ability to correctly interpret external data, to learn from such data, and to use those learnings to achieve specific goals and tasks through flexible adaptation. Kaplan and Haenlein's definition underscored the importance of learning and adaptability in AI systems. It emphasizes four key aspects: data interpretation, learning ability, goal-oriented behaviour, and adaptability. AI systems must process and understand external data, analyze raw input, and extract meaningful information. AI systems should also learn from data, improving performance over time using machine learning and deep learning techniques. AI should be purposeful, aiming to achieve specific tasks and objectives. Adaptability is crucial, allowing AI systems to be flexible and adjust to changing environments. This perspective aligns with modern AI applications such as self-driving cars, personalized recommendation systems, and smart assistants, which continuously learn from interactions and refine their responses to achieve better outcomes. Thus, AI should be autonomous, capable of improving through data-driven experiences, and adaptable to different scenarios without explicit human intervention.

In the same vein, IBM (2024) described AI as technology that enables computers and machines to simulate human learning, comprehension, problem-solving, decision-making, creativity, and autonomy. The IBM highlighted the role of deep learning in powering most AI applications today. Stuart Russell and Peter Norvig: In their textbook "Artificial Intelligence: A Modern Approach," Russell and Norvig (2021) defined AI as the study of agents that receive percepts from the environment and perform actions. Russell and Norvig focus on intelligent agents that can make decisions to achieve specific goals based on their

perceptions. These definitions reflect the evolving understanding of AI, emphasizing aspects such as intelligent behaviour, learning, adaptability, and the ability to achieve goals. In the context of a business education programme**,** AI is the application of intelligent systems and machine learning techniques to enhance decision-making, automate administrative and instructional processes, personalize business education learning experiences, and improve business-related problem-solving within business educational programme. AI in business education empowers students with analytical skills, enhances teaching efficiency, and prepares future business leaders to leverage AI technologies in various industries.

Concept of Business Education Programme

Business education is a crucial part of vocational education that provides individuals with the opportunity to acquire skills and knowledge of various vocational opportunities. Oguejiofor and Iyoha (2023) opined that Business Education programme is designed to prepare its recipients for the world of work either as employee or as employer of labour. Unemployment is a significant macro-economic concern in Nigeria, as graduates often seek scarce white-collar jobs due to the broad scope of the education system (National Bureau of Statistics (NBC, 2024). To address this, Nigeria's National Policy on Education (NPE) de-emphasizes liberal education in favour of functional education (Federal Republic of Nigeria, (FRN, 2023). To promote skill development and competency, a business education programme was established beginning at the junior secondary school level to promote gradual skill development and competency. Business education is a vital part of youth preparation for living and working, consisting of Office Education and General Business Education. It equips students with functional skills, knowledge, attitudes, and values to operate in their environment. The definition of business education changes over time, reflecting societal changes. Umar et al. (2021) opined that business education programme is designed to equip youths with the knowledge, skills, and ethical frameworks needed to navigate and lead in the modern business landscape. Umar et al. emphasizes technological proficiency, sustainable practices, and adaptability to global economic shifts, preparing graduates to address complex challenges in various organizational settings. This definition aligns with scholars' perspectives on adapting business education to current societal needs. For instance, Ezeani and Ogundola (2016) emphasized that business education curricula should cater to societal needs by equipping students with the necessary skills, knowledge, attitudes, and abilities for various job opportunities.

Integrating sustainability and ethical considerations into business education programme is crucial for Nigerian tertiary institutions to prepare youths for a rapidly changing society. This approach improves personal qualities, builds attitudes, and provides knowledge, skills, and competencies for office occupations and job creation. The National Policy on Education (NPE) (2013) outlines specific objectives for Business Education programmes in Nigerian tertiary institutions, aiming to equip students with the necessary skills and knowledge to thrive in the business world. Key objectives include; skill acquisition in areas such as Accounting, Marketing, and Office Technology and Management (OTM), Entrepreneurial development, Technological proficiency, Ethical and Social Responsibility, and Adaptability to global trends. These objectives encourage self-reliance, integrate modern information and communication technologies, instill ethical and social responsibility, and prepare students to respond to global business trends, ultimately contributing positively to Nigeria's economic development.

Need for Technology Application in Business Education Programme

Technology's pivotal role in Nigerian business education programme cannot be overstated. It is transforming traditional learning approaches. Business education students equipped with tech skills navigate the modern business landscape adeptly. Idoko (2025) noted that technology bridges the gap between theoretical knowledge and real-world application, fosters an interactive, dynamic learning environment. Similarly, technologies enable Nigerian business educators to integrate digital tools in their instructional processes, thereby enhancing engagement. Additionally, technology-driven business education programme empowers students to adapt to evolving market trends.

Enhanced learning experience through interactive platforms and multimedia resources

Technology has revolutionized business education by providing interactive platforms, multimedia resources, and online forums for active engagement, fostering community, and making complex topics more accessible through multimedia tools like videos, simulations, and presentations (Idoko, 2025).

Increased Access to Up-to-Date Information and Global Knowledge

Technology offers business education students vast access to global knowledge and information, enabling them to stay informed about business trends and international partnerships. It also facilitates virtual collaborations, breaking geographical barriers and enriching students' understanding of business education concepts for a globalized workforce (Idoko, 2025).

Development of Digital Skills and Technological Literacy for Future Job Prospects

Technology integration in business education programme is crucial for students' success in the digital age. It enhances their digital skills, enabling them to analyze data, make informed decisions, and communicate ideas. This skill is transferable to various professional domains and enhances employability. Technology also fosters innovation and entrepreneurship, allowing business education students to explore new business models and reach wider audiences. In Nigeria, technology plays a vital role in enhancing learning experiences and preparing business education students for the dynamic business world.

Types of AI technologies

The various types of AI technologies are discussed under-the appropriate headings:

Machine Learning (ML): This is an AI tool that focuses on building systems that can learn from data, identify patterns and make decisions with minimal human intervention. It involves the use of algorithms and statistical models to analyze and draw inferences from patterns in data (Sharma & Patel, 2022).

Natural Language Processing (NLP): The NLP involves the interaction between computers and humans through natural language. It enables machines to understand, interpret and generate human language in a way that is both meaningful and useful (Liu & Li, 2023).

Computer Vision: This AI technology enables computers to interpret and make decisions based on visual data from the world, such as images and videos. It involves tasks such as image recognition, object detection, and facial recognition (Brownlee, 2023).

Robotics: Robotics is an aspect of AI that involves the design, construction, operation and use of robots. Robots are programmable machines that can carry out tasks autonomously or semi-autonomously, often in physical environments.
Expert Systems: These are AI technologies that use knowledge-based systems to emulate the decision-making abilities of a human expert. They are designed to solve complex problems by reasoning through bodies of knowledge, represented mainly as if-then rules.
Deep Learning: This is an aspect of machine learning that uses neural networks with many layers (deep networks) to analyze various levels of abstraction in data. It is particularly powerful for tasks such as speech recognition, image processing and language translation (LeCun et al., 2019).
Reinforcement Learning (RL): This is a machine learning branch that teaches algorithms to solve complex problems through trial and error, enhancing problem-solving and decision-making skills in students. It is particularly useful in scenarios requiring long-term decision-making. Sutton and Barto (2018) stated that RL tools can be integrated into education curriculums, helping students develop employability skills like problem-solving, resilience, teamwork, and creativity, essential for success in AI and advanced technologies.

Application of AI in Business Education Programme

The application of AI in business education programme was discussed under their specific functions to different aspects of business education such as teaching and learning tools, personalized learning, research and data analysis, skill development and entrepreneurship among others. AI is revolutionizing business education by enhancing personalized learning, increasing engagement, and streamlining administrative tasks through applications such as Intelligent Tutoring Systems, Virtual Classrooms, and Learning Management Systems.

- **Intelligent Tutoring Systems (ITS):** ITSs are AI-powered platforms that offer personalized instruction, assessing individual student needs in real-time, providing real-time feedback, and assisting with homework and complex business concepts (Matellio, 2025)
- **Virtual Classrooms:** AI enhances virtual learning by providing interactive experiences, allowing business education students to apply theoretical knowledge in practical settings, managing class interactions, and providing instant feedback, enhancing the learning experience.
- **AI-Driven Learning Management Systems (LMS):** AI-based LMS platforms enhance business education by personalizing learning, analyzing student data, and identifying areas for improvement, thereby enhancing training and unlocking individual learning potential (Trisca, 2024).
- **Adaptive Learning Platforms:** Adaptive learning platforms in Nigeria utilize AI algorithms to tailor educational content to individual students' learning styles, pace, and comprehension (Ibrahim, 2025). These platforms analyze data to create personalized learning paths, addressing diverse learning needs and promoting personalized learning.
- **AI-Based Student Performance Analytics:** AI-driven analytics tools in Nigeria are being utilized to monitor and enhance student learning experiences by analyzing data on learning styles, preferences, and performance. This helps business educators tailor instruction to individual needs.

- **AI-Driven Education Research Tools:** AI integration in educational research improves data collection, analysis, and interpretation, aiding in identifying patterns, predicting trends, and generating insights for educational strategies. In Nigeria, AI technologies tackle infrastructure and resource limitations, enabling deeper analysis of large datasets and deeper understanding of educational outcomes and student behaviours (Ibrahim, 2025).
- **Predictive Analytics for Lecturers' Decision-Making:** Predictive analytics, a tool utilizing statistical algorithms and machine learning, can be used in Nigerian business education to improve decision-making. It helps identify at-risk students, tailor instructional methods, and enhance educational effectiveness (Judge, 2024). It can also model student behaviour, identify attendance issues, and assess student success or dropout likelihood, enabling timely interventions.
- **Automated Grading and Feedback Systems:** AI-driven grading tools, like EssayGrader and AutoMark, automate student assessments using machine learning algorithms, providing instant feedback, and maintaining consistency, reducing grading time and allowing educators to focus on lesson planning and student engagement (EssayGrader, 2024).
- **AI-Powered Student Management Systems:** Student Management Systems (SMS) integrated with AI capabilities assist educational institutions in efficiently managing student data, enrollment processes, and administrative tasks. These systems provide tools for creating and delivering online courses, tracking student progress, and enhancing learner engagement. For example, platforms like Coursebox AI offer features such as AI assessments, chatbots for instant feedback, and quiz generators, all designed to personalize education and improve training outcomes.

AI in Employability Skills Development of Business Education Students

AI is revolutionizing education and workforce development, particularly in business education. By incorporating AI technologies, business education students can learn advanced digital tools like virtual assistants and AI-powered customer care platforms, enhancing their digital literacy (Okeke & Uzochukwu, 2022). AI technologies and applications are becoming increasingly common in current office contexts. AI-powered educational systems provide personalized learning experiences, allowing business education students to master skills at their own pace. Adaptive learning systems analyze students' strengths and weaknesses, enhancing their understanding of office management tools and practices (Akinwale & Olaniyi, 2023).

Automating daily office operations like scheduling, document management, and data entry requires the use of AI technologies. Learning how to use AI-driven automation tools can help business education students perform more successfully and efficiently in the workplace. Given that more and more businesses are using AI to simplify operations, the ability to manage automated workflows is becoming increasingly important for job seekers (Eze & Ndubuisi, 2021). AI technologies like predictive analytics and machine learning aid business education students in understanding course content, making data-driven decisions, and developing critical thinking and problem-solving skills. Bello and Akanbi (2023) pointed out that AI can enhance creativity in business education students by providing fresh perspectives on office administration duties and streamlining workflows. Musa and Kalu (2021) highlighted that AI tools, like machine learning and natural language processing,

enhance communication and collaboration among business education students, preparing them for team-oriented environments.

Additionally, AI-based business simulations offer immersive learning experiences, allowing individuals to engage in realistic business scenarios without real-world risks. These simulations help develop critical skills such as strategic decision-making, financial analysis, and leadership. Platforms like Industry Masters and Mursion offer AI-enhanced simulations, while educational platforms like Pearson integrate AI learning tools into their services. AI also fosters problem-solving skills by presenting adaptive challenges that require critical thinking. Overall, AI-based business simulations and AI-enhanced educational tools are crucial for developing essential skills for entrepreneurship and the modern workforce (Walter, 2024).

Challenges of AI Integration in Business Education in Nigeria

Business education programme in Nigerian tertiary institutions face numerous challenges in adopting AI to improve quality educational delivery to the public, including several discussed issues.

1. Limited access to technology, internet connectivity, and digital literacy skills can exacerbate inequalities in business education programme, hindering equitable integration of AI technologies.
2. AI raises ethical concerns about data privacy, algorithmic bias, and its use in business education decision-making, necessitating careful consideration of ethical principles, regulations, and policies.
3. Business educators may need training, professional development, and ongoing support to effectively integrate AI technologies into their teaching practices, addressing concerns about technology readiness and pedagogical alignment.
4. The integration of AI in business education may require substantial investments in technological infrastructure, software tools, and educational resources, which may pose challenges for programs with limited financial resources.
5. AI systems' inability to provide transparency raises concerns about fairness and interpretability of AI-driven educational decisions, necessitating the implementation of mechanisms for transparency and accountability.

Conclusion

AI in business education programme has improved teaching, learning, and administrative processes through intelligent tutoring systems, virtual classrooms, adaptive learning platforms, predictive analytics, and business simulations. AI also enhances decision-making, student performance tracking, and curriculum development, while streamlining administrative tasks and improving overall programme quality. The future of AI in business education programme holds promising developments. Emerging trends suggest a deeper application of AI to facilitate personalized learning, adaptive assessments, and enhanced support systems. AI is expected to play a more crucial role in student data-driven decision-making, gamification, and increased students engagement within business education programme in Nigerian tertiary institutions. However, challenges such as data privacy, security, and the need for comprehensive business educator training must be addressed to fully realize AI's potential in business education programme.

Recommendations

1. Nigerian governments should establish clear guidelines that promote the ethical and equitable use of AI in education, ensuring that AI tools are accessible to all students and that data privacy is maintained.
2. Administrators of tertiary institutions in Nigeria should provide continuous professional training and development programmes to equip business educators with the necessary skills to effectively apply AI tools into their teaching methodologies.
3. Business education curricula should be updated to include AI literacy, ensuring that students are prepared to engage with AI technologies critically and competently in their future careers.
4. Business education departments, tertiary institutions, technology developers, and policymakers should collaborate to create AI tools that are pedagogically sound and meet the diverse needs of students.
5. Governments in Nigeria should invest in AI infrastructure, software tools, and learning resources in tertiary institutions to support the application of AI technologies into business education programmes, ensuring access and usability for students and faculty.
6. Business education heads should establish evaluation mechanisms for AI application, gather feedback from stakeholders, and make adjustments based on insights and lessons learned.
7. The management of tertiary institutions should promote research and innovation in AI applications in business education programme, fostering a culture of experimentation, creativity, and continuous improvement within academic institutions.

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