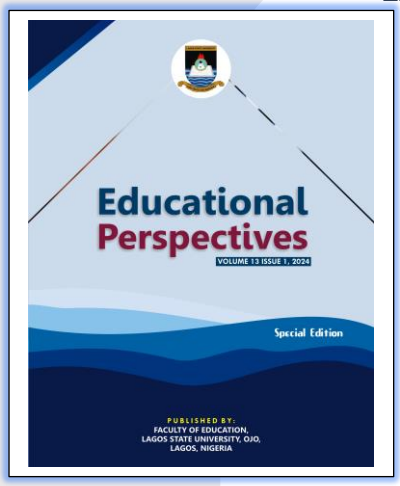

Artificial Intelligence and Business Education Programme: A Catalyst for Placing the Graduates for 21st Century Skills

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ABSTRACT

The speed at which Information and Communication Technology has paved way to more technological advancement, the adoption of Artificial Intelligence (AI) into education cannot be left out. This study explores artificial intelligence and business education programme as a catalyst for placing the graduates for 21st century skills. Artificial Intelligence (AI) is a system that can do what human can do in terms of learning, use of data for different tasks, multitasking, synthesising, analysing and predictions. This article conceptualised artificial intelligence, business education programme and presented types of AI tools used in teaching-learning process, AI tools used for assessment and research in business education programme. Simultaneously, this article explore the benefits and challenges of artificial intelligence in teaching and learning of business education programme. The study also pointed out the role of AI in preparing and placing business education graduate for the 21st century skills and their readiness for the world of work. Based on the benefits, challenges and applications surrounding artificial intelligence in teaching and learning of business education programme, some recommendations were made. One of such recommendations is that there should be massive design, development and implementation of Artificial Intelligence-based tutoring systems for teaching and learning process in all institutions of learning. Also, academic and administrative staff should be exposed to training and retraining in the use of artificial intelligence in delivering of their services in order to achieve improved operational efficiency where the technology is to be adopted.

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Introduction

In an age where technology perpetually reshapes the boundaries of teaching and learning process, the intersection of Artificial Intelligence (AI) and business education programme heralds a new era of innovation. The rapid advancement of generative AI technologies presents an unprecedented opportunity to revolutionise how future business leaders are trained, think, and make decisions.

Corroborating the aforementioned, Artificial Intelligence (AI) has become an integral part of our daily lives and is available on all platforms, from smart homes to smart phones and autonomous cars. This Artificial Intelligence has also become an integral part of the education process, with materials and software equipped with skills such as abstract thinking, learning, adapting to new situations, and interaction, mimicking intelligent beings. However, the use of these features and other active learning methods has found a place in the field of education, leading to an increasing number of studies utilising artificial intelligence (Fitria, 2021).

The integration of Artificial Intelligence (AI) is revolutionising the education system, as it complements Industry 4.0 and Education 4.0. Artificial Intelligence and education are deeply intertwined, and this technology is impacting social interaction in every aspect. As a result, new teaching and learning approaches are being developed and tested in various contexts (Hasanov, Laine & Chung, 2019). Adaptive learning management systems, also known as intelligent teaching systems, are among the most common applications of AI in education (Syed & Soga, 2018). These systems use AI techniques to model the teacher and create an individualised learning environment that suits the needs of each learner (Usunboylu, Prokopyev, Kashina, Makarova, Chish & Sakhieva, 2022). According to Halili (2019), incorporating technological developments such as Industry 4.0, AI, augmented reality, cloud computing, and hologram in the education sector enhances productivity and creativity. Therefore, the use of technology in education will promote learning and increase success in all fields.

Notwithstanding, Artificial Intelligence is a broad term that describes a range of technologies, machines, computers and methodologies such as language, data processing, neural network, machine language and algorithm. According to Cleopas (2023), artificial intelligence is described as a machine that can imitate a concise and summarises idea. Popenici and Kerr (2017) defined artificial intelligence as a system that can do what human can do in terms of learning, use of data for different tasks, multitasking, synthesising, analysing and predictions. Baker and Smith (2019) defined artificial intelligence as computers that can perform mental assignments which relate to what humans do in education. Artificial Intelligence could also be referred to as the ability of a machine to imitate intelligent character or quality that helps a group of persons to function effectively and efficiently.

Furthermore, Artificial Intelligence refers to the study of intelligent machines and software that can reason, learn, gather knowledge, communicate, manipulate and perceive objects (Verma, 2018). Artificial Intelligence is a part of computer science that deals with the design of intelligent systems; that is, systems that exhibit characteristics associated with intelligence in human behaviours (Ocana, Valensuela-Fernandes & Garro-Aburto, 2019). Similarly, Strusani and Houngbonon (2019) defined AI as a combined large volume of data with computing power to simulate human intellectual abilities such as reasoning, language processing, perception, vision recognition and spatial processing.

However, the swift progress of Artificial Intelligence (AI) has triggered a transformative influence on the business landscape, necessitating

business education to adapt and confront the arising challenges and prospects. The significance of Artificial Intelligence in shaping the future of business education programme, examining the consequences for the programme curricula, pedagogical techniques, and the cultivation of new competencies is worthy of emulation. Higher institution of learning offering business education programme bears a considerable obligation to prepare students for success in the constantly changing and fast-paced business world. However, it is crucial for these institutions of learning to persistently adjust to the most recent trends and changes in the business world thereby ensuring that their curricular is relevant and aligned with these changes. By inscribing into these climate, business education programme must ensure that their recipients/graduates are flourished with the requisite knowledge, competencies, and the mentality to thrive in the ever-dynamic realm of business. By keeping up with these new trends and emphasising more on practical, hands-on learning, business education plays a crucial role in shaping the future of business and propelling the accomplishments of the alumni (Babu, 2023).

Conceptualising of Artificial Intelligence

Artificial Intelligence is both a driving force of the fourth educational revolution and a major carrier of the technological progress that is changing societies and economies globally. The term artificial intelligence was first used in 1955 by John McCarthy, a Dartmouth math professor. Ever since, the area has been inundated with more than its fair share of fantastic claims and promises. Today, providing what is meant by artificial intelligence (AI) in a singularly agreed upon definition is tantamount to the classic example of twelve blind men in a room trying to describe an elephant. To a large degree, it depends upon where one is standing. The final meaning of the terms is as much contextual as anything else. For purposes of simplicity, the authors will focus on artificial intelligence's role in the domain of business education programme.

According to Kaplan and Haenlein (2019), Artificial Intelligence is define "as systems to interpret external data and to learn and use those learning to achieve a specific goal or task via adaption". As a result, we can create systems that are capable of learning how to perform tasks on their own. These systems can achieve near superhuman performance in a wide range of activities.

In the business arena, Artificial Intelligence (AI) is already performing a transformative impact on the scale of earlier general-purpose computing technologies. The impact of this transformation will only continue to grow in the coming decades, as manufacturing, transportation, retailing, finance, health care, insurance, education, and for that matter virtually every industry transforms core processes and their resulting business models to leverage the advantages inherent in AI (Brynjolfsson &Mcafee, 2017). It needs to be clarified that AI is different from and extends beyond what is commonly known as expert systems. Expert systems are a collection of rules programmed by humans as a series of if-then statements. Unlike AI they lack the ability to use external data to teach (Kaplan & Haenlein, 2019).

This leads us to the crux of the issue, that is, the lack of common understanding as to what AI is and where and how it is utilised begets the apparent bottleneck in management implementation, and business integration. By extension, the role a business education has in meeting and fostering this transformation is worthy to be studied. This leads us to some questions, "what aspects of AI need to be taught and where should it be taught as part of a business education programme". To begin to understand this one must look at what types of jobs and careers AI have and will create.

Concept of Business Education

According to Alabi (2022) business education is part of the total educational programme and also an aspect of vocational education. Business education has been known in the history of education in Nigeria. Business education is significant in the nation's development as it develops vocational skills, attitude and knowledge for employment and advancement in business career. Business education is a course that is offered at the universities, colleges of education and at secondary school level 'Business Studies'. The programme gives the mastery of teaching business courses. It is the acquisition and development of skills and competencies, attribute and attitudes which are essential for effective economic system. This position was backed up by the national policy on education which emphasised the acquisition and development of appropriate skills and the development of the mental, physical and social abilities and competencies as attributes for individuals to live in and contribute to the development of the society (Federal Republic of Nigeria, 2004).

The introduction of business education programme in tertiary institute is not just a welcome development but a step towards solving economic problem through imparting skills, knowledge and attitudes into the learners for job creation and employment opportunities. Business education also focuses on the retraining of workers who find their skills outdated as technology changes. This retraining allows workers to have contemporary skills for the jobs and thereby lead to competency in their jobs and the economy of the country at large. The attainment of competencies leads to the achievement of the needed vocational development right from the secondary school level. In all, the recipient will be equipped with the appropriate attitude, knowledge and skills to contribute in the labor market (Koko, 2015). Therefore, the aims of business education programme according to Koko (2015) are the following;

i. To introduce students to the world of business.
ii. To expose students with key business topics.
iii. To enlighten students with numerous activities that take place in the Nigerian business sector.
iv. To provide students with a wide understanding of various business ideas in connection to science and technology.
v. To strengthen the student's capacity to improve his or her business management skills.

Based on the definition of business education and its objectives, artificial intelligence is highly needed in order to perform academic and administrative functions faster and efficiently. Therefore, the adoption of artificial intelligence in business education is long overdue.

Uses of Artificial Intelligence in Teaching and Learning Business Education Programme

Artificial Intelligence (AI) has penetrated education spheres, in the form of intelligent books, web browsers, education apps, and learning platforms. This machine (AI) has enable new ways of learning, teaching, assessing and researching, thus, increasing the efficiency of the educational activities and give access to a wide range of information. Some of these AI tools used in teaching and learning are;

i. **Gooru:** This is a free search engine described as GPS for learning which is used by teachers and students to search for rich collections of multimedia resources, digital textbooks, web pages, videos, games and quizzes created by educators in the Gooru community. It is a very effective way to provide personalised learning as existing collections in the library can be adapted to the specific needs of their students or teachers can build their own teaching contents from the scratch. Gooru makes it easy for lecturers to address students' needs.

Courses designed in Gooru empower lecturers to construct personalised learning opportunities for students, enabling them to organise course content into comprehensible units of study comprise of narrated collections and assessments with access to immediate feedback (Wadhwa, 2017).

ii. **Project Essay Grade (PEG) Writing Scholar:** This is an online learning environment that also allows users to improve their writing skills, get instant feedback with recommended activities that enable teachers to track the progress of each student. Using PEG Writing Scholar, students get immediate feedback to their submitted writings with suggestions to improve the student's writing, the teacher can also monitor the students' progress on the platform.

iii. **Grammarly:** This is also a free-online proofreading website that can be used to survey documents for grammar mistakes. Grammarly is integrated with Machine Learning (ML) algorithms which automatically detects errors, plagiarism and suggest corrections for grammar, style, word usage, spelling, and punctuation. In addition, Grammarly is also an automated grammar tutor and revision support tool that is used by a student to develop essential writing skills while preventing plagiarism, thus allowing the user to focus on the content of the paper rather than grammatical or spelling errors. It can also be used as an appropriate tool to minimise errors and improve students' writing quality. This statement is in accordance with the study of Karyuatry, Risqan, Darayani (2018) who revealed that lecturers admitted that the use of Grammarly was very helpful to minimise tutor's correction on students' essays and the students actively participated in the writing process.

iv. **Padlet:** Padlet/Padlet.com is a free web application featuring a virtual wall where multiple users can post comments and media in real-time (www.padlet.com). For teaching and learning purposes, this can be useful to encourage collaboration and knowledge sharing among students, between students and teachers and around particular topics synchronously thereby enhancing whole class discussion and participation. Padlet walls are used for viewing students' work, grading submitted answers and continual assessment of students' progress, viewing teacher's comments, getting feedback, and for revision/reference. Padlet is a suitable tool for brainstorming because it provides an easy and quick way to place students' ideas on the wall which are viewed simultaneously by other students thus contributing to the generation of new ideas (Martin, 2019).

v. **Presentation Translator:** This tool works like PowerPoint but it creates real-time subtitles of what the teacher is saying, displaying them below the presentation, translate the conversation into over 30 languages. Presentation translator allows students to hear and read teachers spoken words in their native language. This AI tool can also draw students into a conversation and enhance full class participation. In classes where all the learners speak and understand English as the only language spoken, deaf or hard-of-hearing students can follow along with the real-time display, either on the teacher's display or by joining the conversation on their smartphone. With the use of this tool, students who speak and understand different languages can learn and participate in a class at the same time (Mamudu and Lamido, 2017).

vi. **Smartboards:** Smartboards or Interactive Whiteboards (IWB) are potential tools for collaboration, improving students' learning

outcomes and streamlining lesson planning. This tool enhances interactions in combination with a remote device, support collaborative learnings, facilitate learnings, save teacher's time, promote idea sharing, and enhance class management and class preparation. IWB enables teachers to integrate computer applications like graphic design tools, spreadsheet tools, database tools, and use social networking technologies such as YouTube, Wiki, Facebook, and Twitter, to create profiles and share information with the entire class.

vii. **Intelligent Tutoring System (ITS):** This is an AI programme that aims to provide immediate and customised instruction or feedback to learners using human-like interaction and conversation style dialogues. Intelligent Tutoring System are designed to simulate one-to-one personal tutoring by providing corrective feedback and tailoring of instructional materials to learners need. Examples of E-Tutor (for learning German as a second language), TAGARELA (for learning Portuguese at the university level), Tabtor, Carnegie Learning and Front Row (Kurshan, 2016).

viii. **Intelligent Virtual Reality (IVR):** This is an AI-based avatars that can simulate realistic conversations with learners, which enables learners to gain fluency and build confidence through highly personalised practice. IVR is used to create authentic virtual reality and game-based learning environments. Virtual agents (avatars) can act as teachers, facilitators or students' peers.

ix. **Speeko:** This is AI tool that can help user practice interviewing with an AI speech coach. It also helps user get better at public speaking.

Uses of Artificial Intelligence for Assessment in Business Education Programme

a. **Gradescope:** This is an AI-based grading system used by universities to assess word length, spelling errors, and the ratio of the upper case to lower case letters. This tool can reduce grading time by 90 percent. With this automated grading system, students receive immediate grades and feedback on their work after submitting rather than waiting for days or weeks to receive feedback and grades (Wiggers, 2019).

b. **Intelligent Essay Assessor (IEA):** This is an internet-based tool that automatically uses text structure based on the six traits of writing, which include ideas, organisation of texts, conventions, the fluency of sentences, the choice of words and way of writing. This AI tool assesses writing by considering the arrangement of text and the extent in which the written content reflect the provided topic (Stanojevic, 2020). It also evaluate factors like the style of writing, comprehensibility and usage of words in essay.

c. **Automated Essay Scoring (AES):** This is an AItool that have been integrated into the platforms of many higher education institutions including, providers of massive open online courses, EdX, Coursera, and Udacity, to score the writing of the thousands of students who enrolled in a single course (Murphy, 2019). This engine also provide students with basic immediate feedback, guidance, and model writing samples to help students improve, revise their writing and detect plagiarism.

d. **Robot:** This is an AI tool that is reprogrammable and multifunctional manipulator which is designed to move material, parts, tools or specialised devices through variable programmed motions for the performance of a variety of tasks. Robots have

been applied in education today for teaching, learning, assessment, providing feedback and as a tour guide for students on the campus. Robots can be used to provide customised answers in response to learners' messages, grade their performance, and provide tips on what area learners need to improve (Mamudu and Lamido, 2017).

e. **Automated facial recognition:** Automated facial recognition like biometric face scanning surveillance can be used to automate attendance roll marking in class and during examination. With machine vision, students face are captured during class and examination and are saved, thereby freeing the instructor the time that could have been spend for attendance roll call. Automated facial recognition enables the instructor to track and keep records of the exact attendance as learners cannot mark attendance for those who are absent from school which is predominate in Nigerian Universities.

f. **Turn-it-in:** This is a web-based software that is used for plagiarism detection and is meant to aid and promote the originality of any research publication. Turn-it-in is using AI to assess, provide feedback to students' writings and ascertain their level of plagiarism when they "turn it in". Turn-it-in shows the parts that are likely to have been plagiarised, the potential sources, and the percentages of plagiarism from these sources (Karsenti, 2019).

Uses of Artificial Intelligence for Research in Business Education Programme

Thomas and Gambari (2022) highlighted some of the AI tools used for research in business education programme and these includes some of the followings:

1. **Scopus:** This is a multidisciplinary citation and abstract database for research literature and quality web sources. Scopus makes use of AI tools for tracing, analysing and visualising research information. It can be used to generate precise citation search results and automatically create and update researcher profiles thereby enhancing connections between scholars, published ideas, and institutions

2. **Web of Science:** This AI tool connects publications and researchers through citations and controlled indexing in curated databases from various disciplines. The cited reference search in Web of science uses AI to track prior research and monitor current developments in over 100 years' worth of content, records and back files that are fully indexed.

3. **Grammarly Premium:** This is an AI automated proofreading system that can identify errors related to 250 grammar rules while preventing plagiarism. The use of Grammarly premium will enable lecturers to focus and concentrate on the idea they want to convey rather than on spelling or grammatical errors.

4. **Researchgate:** This is an AI tool that is used for collaboration with colleagues and peers of similar interest in research (Thomas & Gambari, 2022).

Benefits of Artificial Intelligence on Business Education Programme

The impact of Artificial Intelligence on business education programme cannot be overemphasised. Alabi (2022) posited some of the reasons business education programme could benefits from Artificial Intelligence which include some of the following:

a. **Reducing the workload of Lecturers:** One major opportunity for in Artificial Intelligence in the teaching and learning of business education programme is the role that Artificial Intelligence can play in solving workload related problems experienced by business

education lecturers. In recent years, the lecturers have often shown dissatisfaction with the high workload experienced during teaching and learning processes. This increased workload is partly due to the additional administrative tasks that lecturers have been given with the existing range of tasks. Artificial Intelligence can support the lecturer by automating (administrative) tasks in order to reduce the workload. Tasks that we expect Artificial Intelligence to be able to automate and/or facilitate in the near future are mainly related to proofreading (e.g., highlighting strengths and weaknesses in an essay, after which the instructor primarily assesses these points) and the composition of the course material (with the help of automatic classification of content).

b. **Personalised learning:** The application of Artificial Intelligence in personalised learning is considered a great opportunity. Lecturers have limited time and attention and therefore cannot teach each student individually. Artificial Intelligence does not have this limitation. This allows an Artificial Intelligence to better align education with the wishes of the students. As a result, the lecturer is better able to focus his or her attention on 'problem students', and the student goes through the curriculum at his or her own pace and level. The automation of tasks will proceed steadily. It is expected that such student will start with performing small tasks such as selecting and practicing course material. Improvements within adaptive learning systems through the implementation of deep learning algorithms could aid in these tasks.

c. **Supporting the teacher with data-driven insights (learning analytics):** Artificial Intelligence can support the lecturer by combining data and making it interpretable. With these learning analytics, the lecturer can gain holistic and well-founded insights into students. Artificial Intelligence can expose cognitive biases and thus make education fairer with regard to ethnicity or gender for example. For example, an Artificial Intelligence who is not aware of ethnicity or gender cannot take these variables into account in the school advice. It is known that students with a non-western migration background generally receive lower school advice than native-born students. An Artificial Intelligence can correct possible (unconscious) prejudices of a lecturer.

d. **Assistance:** The adoption of AI in teaching and learning have created a lot of assistance to both the lecturers and students. Lecturers who have tried AI have found that it can help make their jobs easier, from coming up with lesson plans to generating student project ideas to creating quisses. With assistance from artificial intelligence, lecturers can gain more time to spend with their students.

e. **Speed:** If a student feels "stuck" while working on an assignment, artificial intelligence programs can provide immediate, helpful assistance if the lecturer is not available. For instance, a student can ask, "How do I solve for X?" to be reminded of the steps for solving an equation. A student can even ask, "What are some effective strategies for improving my essay writing?" and ChatGPT can offer advice and resources right away.

f. **Individualisation:** AI programs can help individualise learning opportunities for students. For instance, ChatGPT can quickly and easily translate materials to another language, making it easier for students who speak another language to understand assignments. ChatGPT can also revise materials so they are suitable for varying grade levels and tailor projects to suit students' skills and interests (Alabi, 2022).

Barriers of Artificial Intelligence on Business Education Programme

However, incorporating AI in business education also poses some challenges. These includes some of the following:

a. One of the main challenges is keeping the curriculum up-to-date. AI is a rapidly evolving technology, and new advancements are being made all the time. This means that business education programme must be constantly updating their curriculum to ensure that students are learning the most current information.
b. Another challenge is ensuring that students have access to the necessary resources. Incorporating AI into the curriculum requires specialised equipment and software, which can be expensive. This can be a barrier for some students, particularly those from low-income backgrounds.
c. **Bias:** Artificial intelligence is only as knowledgeable as the information it has been trained on. If a program like ChatGPT is trained on biased information, then when a student asks it a question, they could get a biased response, which can perpetuate stereotypes and social inequalities. If a biased AI tool is used for grading, students could receive low grades based on their race or gender.
d. **Errors:** In addition to bias, artificial intelligence may generate misinformation. The data that AI draws from may have errors, be outdated, or spread misinformation. Neither students nor teachers should assume that information provided by AI is accurate.
e. **Cheating:** Students can use ChatGPT to write entire essays, answer quis questions, or do their homework. Ironically, now there are AI programmes that can detect AI writing to help teachers determine if their students are cheating. But sometimes those programmes may falsely identify a student's original work as plagiarism.
f. Finally, there is a need for business educators to address ethical considerations surrounding AI. As AI is being integrated in more and more aspects of our lives, it is important that future business leaders are familiar with the ethical implications of AI and how to navigate them. This includes understanding the potential biases that can be built into AI systems and the potential negative impact on society and the workforce.

Integrating Artificial Intelligence into Business Education Programme: A Catalyst for Placing the Graduates for 21st Century Skills

Artificial Intelligence (AI) is rapidly transforming the business landscape, and it is having a significant impact on business education programme. Institution of learning offering business education programme are adapting to this technological revolution by integrating AI into their curriculum and research. This is important because it equips future business leaders with the skills and knowledge necessary to navigate the rapidly changing business environment. In this article, we will explore the benefits and challenges of incorporating AI in business education programme and how it is shaping the future of the industry.

1. One of the main significant role of incorporating AI in business education programme is that it prepares students for the future of work. AI is already being used in a wide range of industries, from finance to healthcare, and it is expected to continue to grow in importance. By teaching students about AI, business education programme must equipped it recipients with the skills and knowledge necessary to succeed in the future job market. For example, students who understand how AI can be used to automate tasks and analyse data will be more valuable to employers than those who do not.
2. Another benefit of incorporating AI in business education programme is that it allows students

to develop critical thinking and problem-solving skills. AI is a complex and rapidly evolving technology, and understanding it requires a deep understanding of the underlying principles. By teaching students about AI, business education programme should focus on helping the students develop the ability to think critically and solve problems, which are valuable skills in any industry.

3. AI is also providing new opportunities for research and innovation in business education programme. By incorporating AI into research, business education programme can explore new areas of study and develop new insights into important business problems. For example, researchers can use AI to analyse large amounts of data and make predictions about consumer behavior, which can help businesses make better decisions.

Expected 21st Century Skills required of Business Education Graduates

According to Azubuike, Nwambam, Ngele, Nnamonu, Ngwuta, & Umar (2024), business education graduates are expected to possess the following 21st century skills. This will enable them to perform better in the world of work. These skills include the followings:

1. Analytical Skill: This skill enable students to approach business problems with logical thinking, and then to model and solve them using measurable data, quantitative methods, and critical reasoning. In a contemporary real-world, problems are often complex and cut across contexts. Analytical reasoning helps us make sense of this complexity, and analytical skills, which build bridges across business disciplines and organisational functions, help us to solve 21st-century problems.

2. Integrative Skill: Integrative learning in business means addressing real-world problems and opportunities across functional disciplines such as marketing, finance, accounting, management, and operations. It means viewing business situations from multiple perspectives including customer, supplier, employee, shareholder, community, and the natural environment. It requires an understanding of the individual, the team, the business unit, the organisation, and the broader world so that one can discern not just the facts, but what those facts mean. Integrative thinking uses other 21st-century business skills to consider a range of options before deciding.

3. Spatial Skill: A spatial approach to business involves analysing business opportunities and problems through the lens of location, distance, and territory. With spatial proficiency, students can become professionals who use location intelligence to influence corporate strategies and create added value for organisations. Spatial business transformers boast a unique combination of skills such as strong grasp of business strategy and an understanding of the ways in which location intelligence can strengthen decision-making and improve operational and business results.

4. Entrepreneurial Skill: Those with an entrepreneurial mindset can extend their knowledge to recognise business opportunities where others do not. They excel in thinking at higher levels of complexity and are lifelong learners who continually challenge assumptions. Starting from a strong foundation of knowledge, they are able to analyse and prioritise information; to gather resources and take action; and to establish teams and alliances that can create solutions. Being entrepreneurial means turning creativity into innovation that is environmentally, socially, and economically sustainable and that adds value to users, investors, employers, customers, suppliers, communities, the natural environment, and other stakeholders.

5. Collaborative Skill: Collaboration connects people, engages teams, and delivers effective project management. Interpersonal skills are vital to collaborative endeavors, so productive

collaboration brings together people with different expertise and a range of backgrounds and experience to analyse problems, generate solutions, and implement strategies. Collaborative approaches to business problems and possibilities engage students in ways that foster innovation and lead to creative outcomes. Curricular collaboration occurs in organisational behavior courses, where team concepts are mastered. Faculty are committed to integrating collaboration and teamwork skills into courses across the curriculum. Co-curricular collaboration skills are fostered in orientations, skills workshops, mentor program activities, and networking events.

6. Persuasive Skill: Persuasive skills for business rely on critical thinking, data-driven analysis, and practical reasoning. With these tools, we learn to communicate the legitimacy of ideas and convince others of the viability of our proposals. Persuasion relies on a complex matrix of logical reasoning, grounded emotional appeal, and cultural knowledge. Underlying this is the understanding that persuasive communication is above all relationship between people which is built on trust, empathy, and integrity. Persuasive skills are infused in the curriculum with emphasis on critical thinking, information literacy, and research-based proposal projects. Co-curricular persuasive skills are fostered in presentation and writing skills workshops.

7. Ethical Skill: Ethical decision-making is a purposeful, character-driven, and values-based process that enables business decision-makers to effect positive social change by executing decisions that create value for all stakeholders. It reflects a deep and thoughtful appreciation of the moral and ethical responsibilities of leaders to society while remaining mindful of diversity in an increasingly integrated world. An ethical approach to business focuses on an individual's duties and responsibilities within an organisation and to society at large.

8. Societal Skill: A societal understanding of business recognises that individual and organisational actions take place within a larger set of social, cultural, political, and economic contexts. Societal-conscious business decision-making strives to understand and anticipate the broader impacts of actions and practices, and recognises the diversity of organisations and the people who work within them.

9. Environmental Skill: It was recognised that the balance of environmental, social, and economic sustainability must be considered in determining business success. A skill of the 21st century is understanding this triple bottom line. An environmental approach to business attends to the complexities and sustainable potential of the physical environment, the competitive environment, and the hiring and human resources environment.

Conclusion

The journey of integrating Artificial Intelligence (AI) into business education programme is both challenging and exciting. It offers a path to creating more engaging, personalised, and effective learning experiences that prepare students for the realities of the modern business world. From personalised learning journeys and enhanced teaching to AI-driven business career and skill development, Artificial Intelligence is reshaping the landscape of business education programme. By leveraging Artificial Intelligence, educators can better understand students' learning needs and design curricula that align with industry demands. AI empowers students and professionals to acquire the skills and knowledge required in the fast-paced and competitive business world. As AI technologies continue to advance, business education will continue to evolve, embracing innovative solutions that foster lifelong learning and workforce empowerment. The integration of AI in business education programme heralds a new era of personalised, data-driven and dynamic

learning experiences, paving the way for a future-ready and resilient workforce.

Recommendations

It is very certain that the application of Artificial Intelligence in teaching and learning business education programme can have a positive impact in various areas. Therefore, the following recommendations are made:

1. There should be massive design, development and implementation of Artificial Intelligence-based tutoring systems for teaching and learning process in all institutions of learning.
2. The Nigerian Federal Government should deliberately fund artificial intelligence projects for sustainability in education and the lecturers should be well represented and actively involved in policy making and deliberation on the project.
3. There should also be adequate and incessant awareness creation of Artificial Intelligence. Awareness of the benefits of embracing AI should be continually highlighted in all Nigeria educational system. In this manner the threats and opportunities would be deliberated and gray parts cleared.
4. Academic and administrative staff should be exposed to training and retraining in the use of artificial intelligence in delivering of their services in order to achieve improved operational efficiency where the technology is to be adopted.
5. There must be proper policy formulation and implementation prior to, during and after the adoption of artificial intelligences.
6. All stakeholders, that is, government, individuals, alumni and management of business education must come together to proffer the way forward for artificial intelligence applications to be provided in the department to enable academic and administrative works to efficient and faster.

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