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EXTENT OF UTILIZATION OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN BUSINESS EDUCATION PROGRAMME FOR EFFECTIVE TEACHING AND LEARNING IN TERTIARY INSTITUTIONS IN EKITI STATE

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ABSTRACT

The study examined the extent of utilization of artificial intelligence technologies in Business Education programme for effective teaching and learning in tertiary institutions in Ekiti State. The descriptive research design was used in this study. The population for the study comprised of all Business Education students of Ekiti State tertiary institutions namely Ekiti State University, Ado Ekiti, Barmidele Ohumilua University of technology and science and Federal University, Oye- Ekiti. The sample for the study consisted of 120 Business Education Students/Marketing student selected from EKSU, BOUESTI and FUOYE, using simple random sampling technique. A questionnaire titled "Artificial Intelligence and Business Education Questionnaire (AIBUQ)" was the instrument used to collect the data for the study. The reliability of the instrument was determined through test re-test method to obtain a reliability coefficient of 0.79 which was adjudged reliable. The data collected through the instruments were analyzed using descriptive and inferential statistics. All hypotheses were tested at 0.05 level of significance. The findings revealed there was a significant relationship between the availability of artificial intelligence tools and usage artificial intelligence tools for the effective teaching and learning of Business Education in tertiary institutions in Ekiti State. There is no significant relationship between the level of artificial intelligence usage and the effective teaching and learning of Business Education in tertiary institutions in Ekiti State. Furthermore, utilization of Artificial intelligence tools will not significantly contribute to the effective teaching and learning of Business Education in tertiary institutions in Ekiti State. It was recommended that institutions should develop comprehensive awareness and training programs for both educators and students on the potential applications of AI in Business Education and should also invest in the necessary infrastructure to support the integration of AI tools in teaching and learning processes.

Keywords: Utilization; Artificial Intelligence Technologies; Business Education Programme; Effective Teaching and Learning; Tertiary Institutions

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Introduction

Technologies have completely changed a number of industries, including education, where increased use of these technologies is thought to improve teaching and learning processes and make learning more efficient and customized. The integration of technology into the teaching and learning process has brought about significant changes in education, including the modernization of conventional teaching methods and the creation of new opportunities for both teachers and students. With its cutting-edge tools and resources that improve student results, foster collaboration, customize instruction, and enrich the learning experience, technology has become an essential component of modern education. Artificial intelligence (AI) technology, which offers tailored learning experiences, is only one of the many innovations in education that have changed teaching and learning in recent years. By analyzing data on student performance, AI can identify areas where students are struggling and provide targeted interventions to help them improve.

Artificial intelligence can thus be described as the process of fusing various business processes, systems, and daily activities with robotics, computers, cloud computing, network devices, and digital content creation. AI computing already exists, is here now, and will do so in the future. Artificial intelligence development and growth must be a part of future marketing campaigns. Businesses employ artificial intelligence software on a regular basis to boost productivity, reduce costs, expedite turnaround times, and streamline internal procedures (Palanivelu and Vasanthi, 2020).

An artificial intelligence (AI) system is a machine-based system that may influence the environment by producing an output (judgments, suggestions, or forecasts) for a given set of goals. It uses machine or human-based data and inputs to perceive the real and/or virtual world; it analyzes these perceptions manually or automatically (e.g., through machine learning); it then uses model inference to provide alternative outcomes. Different levels of autonomy are built into AI systems (OECD, 2019). Applications of artificial intelligence include speech recognition, natural language processing, robotics, computer vision, and machine learning.

Artificial Intelligence mostly focuses on using technology to mimic human behavior in devices. It is the capacity of computers to perform things in a human-like manner. Artificial Intelligence (AI) can be defined as computers and other technologies that use algorithms and techniques to mimic human understanding and decision-making processes in order to successfully fulfill tasks associated with teaching and learning (Murphy, 2019). Aartificial intelligence typically consists of four fundamental ideas. (1) behaving humanoid: this refers to computers behaving humanoid, (2) Thinking humanely: this refers to carrying out intellectually demanding tasks that necessitate self-reflection, psychological evaluations, and brain imaging, (3) Reasonable thinking refers to how people think according to a set of standards, and (4) Reasonable behavior refers to how people

behave within predetermined parameters in particular circumstances. AI has the potential to fundamentally alter higher education and improve student learning across a wide range of subjects, particularly business education, at all levels (Schroeder, 2019).

The occupational knowledge and skills required for employment and advancement in a wide range of business vocations are embodied in business education. Stated differently, business education refers to the study of business or the acquisition of skills necessary for employment in corporate offices, clerical work, and business policy analysis. A course in business education can be defined as preparing students to grow in their careers within the industry and to manage their own businesses so they can act sensibly as citizens and customers in a business economy. All citizens need to acquire the knowledge, attitudes, and abilities in business education in order to run their own firms and the economy as a whole. It is a component of technical and vocational education that teaches students about the art of making businesses (marketing), typing, shorthand, service delivery, account clerking, stenography, secretarial work, office information systems, and management (currently competing with computer appreciation and operation) (Okoye, 2017). Consequently, in order for the Business Education program to continue meeting the needs of society and individuals, it must keep up with the latest technological trends, such as the use of artificial intelligence in the classroom and meeting societal economic demands.

Artificial Intelligence (AI) is becoming more and more popular in Nigerian tertiary institutions for use in business education programs. This is because AI has the potential to change traditional teaching methods, increase student engagement, personalize learning experiences, and improve overall educational outcomes. The incorporation and application of AI technology in business education can have a number of advantages, including content production, virtual reality, personalized learning, interactive learning, data analytics, intelligent tutoring systems, evaluation, and feedback. Platforms for adaptive learning with AI capabilities can evaluate student behavior and data to create individualized learning experiences based on each learner's requirements and preferences. This can facilitate students' understanding of difficult ideas more efficiently and at their own speed. Artificial intelligence (AI) tools that can be used to build dynamic and engaging learning environments that encourage student engagement and cooperation include chatbots, virtual assistants, and interactive simulations. Additionally, by giving students immediate feedback and assistance, these tools can improve their comprehension of the course material (Ajuwon, Adewole, Folorunso & Olatokun, 2019).

Large amounts of educational data can be analyzed by AI algorithms to find trends, patterns, and insights that can guide curriculum creation, instructional design, and student performance assessment. In order to maximize teaching tactics and student outcomes, educators can make well-informed judgments with the use of

this data-driven method. With the use of AI-powered tools, educators may free up more time to concentrate on higher-order tasks like problem-solving and critical thinking by automating the generation of instructional content like quizzes, assessments, and learning materials. By providing immersive VR and AR experiences that mimic real-world business settings, AI technologies can improve business education programs by enabling students to apply theoretical knowledge in real-world contexts and build critical skills. AI-driven tutoring programs can offer students individualized advice, suggestions, and support depending on their performance and learning progress. These tools can enhance conventional teaching strategies and provide students with more resources to help them comprehend the course material more thoroughly. Assessment solutions with AI capabilities can find areas for improvement, automate grading procedures, and give thorough feedback on student work. This can help teachers evaluate students more quickly and provide students with immediate feedback so they can monitor their development (Akar & Uwitteye, 2019).

Despite incorporating AI technology into business education programs in Nigerian tertiary institutions may have advantages, there are a number of issues that must be resolved for deployment to be successful. The successful integration of AI technology in educational contexts requires a sufficient infrastructure, adequate technical assistance, and sufficient financial resources. To successfully integrate AI tools, postsecondary institutions must make investments in technology infrastructure, teacher training programs, and continuing technical support. To increase their ability to use AI technology for teaching and learning, educators need professional development opportunities and training. Designing compelling learning experiences, interpreting data analytics findings, and incorporating AI tools into the curriculum should be the main topics of training programs. To guarantee the responsible use of AI technologies in education, ethical concerns around algorithm bias, data privacy, and transparency in AI systems must be addressed. In order to protect student privacy and encourage moral behavior when implementing AI, postsecondary educational institutions ought to set explicit rules and regulations (Ejimabo, Ejinkeonye, & Chiegboka, 2020).

All students, especially those with restricted access to digital resources, should be able to utilize AI technologies, according to postsecondary educational establishments. Promoting fairness and diversity in education requires creating inclusive AI-powered learning experiences that meet a range of learning demands. To determine their efficacy and pinpoint areas for development, it is imperative to conduct routine assessments and monitoring of the effects of AI technologies on learning and teaching results. In order to continuously improve AI-driven educational efforts, tertiary institutions should gather input from stakeholders, educators, and students (Lassori, Nwankpa & Adenekan, 2019).

Statement of the Problem

Enhancing teaching and learning outcomes through the use of artificial intelligence

(AI) in business education programs at tertiary institutions is a promising prospect. Though AI may be useful in this situation, there are a number of obstacles and problems that must be resolved in order to guarantee its proper application. Regrettably, it appears that the education sector lacks the AI technology resources required to raise the industry's performance to the level of international norms. Since business education programs aim to acquire abilities, they appear to be particularly affected by the lack of both the technical skills required for AI integration and the necessary tools. As a result, the program must overcome the difficulty of developing the workforce required by the workforce. Technology needs to be integrated into the delivery of education for learning in order to be successfully useful and produce the desired results, such as efficient learning and teaching in business education. In addition, it's critical to have sufficient data on how educators and students perceive and comprehend AI's potential and uses, as well as how to incorporate AI into the current curriculum.

By identifying and addressing these critical challenges, this study seeks to explore the current landscape of AI utilization in business education programs in Nigeria, thereby identifying barriers to effective implementation, and propose recommendations for enhancing the utilization of AI for improved teaching and learning outcomes in the tertiary institutions in Ekiti State.

Purpose of the Study

The purpose of this study is to examine the extent of utilization of artificial intelligence technologies in Business Education programme for effective teaching and learning in tertiary institutions in Ekiti State. Specifically, the study intends to:

i. investigate the level of awareness of artificial intelligence for the effective teaching and learning of Business Education in tertiary institutions in Ekiti State;
ii. determine the extent of availability of artificial intelligence tools for effective teaching and learning of Business Education in tertiary institutions in Ekiti State;
iii. examine the level of artificial intelligence usage for effective teaching and learning of Business Education in tertiary institutions in Ekiti State;
iv. examine the extent of the contribution of Artificial Intelligence on effective teaching and learning of Business Education in tertiary institutions in Ekiti State.

Research Questions

The following research question will guide this study:

i. What is the level of awareness of artificial intelligence for the effective teaching and learning of Business Education in tertiary institutions in Ekiti State?
ii. To what extent are artificial intelligence tools available for effective teaching and learning of Business Education in tertiary institutions in Ekiti State?
iii. What is the level of artificial intelligence usage for effective teaching and learning of Business

Education in tertiary institutions in Ekiti State?

iv. How does Artificial Intelligence contribute to the effective teaching and learning of Business Education in tertiary institutions in Ekiti State?

Research Hypotheses

The following hypotheses were formulated for the study:

i. There is no significant relationship between the availability of artificial intelligence tools and usage artificial intelligence tools for the effective teaching and learning of Business Education in tertiary institutions in Ekiti State;
ii. There is no significant relationship between the level of artificial intelligence usage and the effective teaching and learning of Business Education in tertiary institutions in Ekiti State;
iii. Utilization of Artificial intelligence tools will not significantly contribute to the effective teaching and learning of Business Education in tertiary institutions in Ekiti State.

Methodology

The study was carried out using a descriptive survey as the research design. The population for the study comprised of 464 Business Education students three tertiary institutions in Ekiti State comprising of Ekiti State University Ado-Ekiti (EKSU), Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti (BOUESTI) and Federal University Oye-Ekiti (FUOYE). The sample for the study consisted of 120 Business Education Students/Marketing student selected from EKSU, BOUESTI and FUOYE, using simple random sampling technique. An instrument titled "Artificial Intelligence and Business Education Questionnaire (AIBUQ)" was the instrument for the collection of data for the study.

The validity of the instrument was ascertained by subjecting the instrument to screening by experts in Business Education Department and Tests and Measurement. The reliability of the instrument was determined through test-retest to obtain a reliability coefficient of 0.79 which was adjudged reliable. The data collected through the instruments were analyzed using descriptive and inferential statistics. The research questions were answered using mean and standard deviations. Hypotheses 1 and 2 were tested using Pearson's Product Moment Correlation (PPMC) while hypothesis 3 was tested using regression analysis. All hypotheses were tested at 0.05 level of significance.

Research Question 1: What is the Level of awareness of artificial intelligence for the effective teaching and learning of business education in Ekiti State?

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Table 1: Descriptive analysis showing the Level of awareness of artificial intelligence for the effective teaching and learning of business education

S/N	ITEMS	Mean	SD	Remarks
1	Chatbot/ChatGPT	2.96	1.06	Aware
2	Siri	2.96	1.06	Aware
3	Alexa	2.38	1.05	Not Aware
4	Google Assistants	3.23	1.16	Aware
5	Finger print recognition	2.88	1.19	Aware
6	Voice assistant	2.93	1.30	Aware
7	Intelligent tutor system	2.22	1.18	Not Aware
8	Virtual assistants	2.77	1.21	Aware

N = 120 Mean Cut off = 2.50

The Level of awareness of artificial intelligence for the effective teaching and learning of business education in Ekiti State was presented in table 1, using the criterion mean score of 2.50 as cut-off, it was revealed that respondents are aware of Chatbot/ChatGPT, Siri, Google Assistants, Finger print recognition, Voice assistant and Virtual assistants. However, respondents are not aware of Alexa and Intelligent tutor system.

Research Question 2: What is the extent of availability of AI tools for effective teaching and learning Business Education in Ekiti State?

Table 2: Descriptive analysis showing Extent of availability of AI tools for effective teaching and learning Business Education

S/N	Items	Mean	SD	Remarks
1	Chatbot/ChatGPT	1.89	0.65	Not Available
2	Siri	1.84	0.67	Not Available
3	Alexa	1.31	0.47	Not Available
4	Google Assistants	1.90	0.45	Not Available
5	Finger print recognition	1.42	0.49	Not Available
6	Voice assistant	1.75	0.55	Not Available
7	Intelligent tutor system	1.48	0.50	Not Available
8	Virtual assistants	1.65	0.59	Not Available

N = 120 Mean Cut off = 2.50

The extent of availability of AI tools for effective teaching and learning Business Education in Ekiti State was presented in table 2 and it showed that social not of the Artificial Intelligence tool are available for effective teaching and learning Business Education in Ekiti State.

Research Question 3: What are the Levels of usage of AI for effective teaching and learning of Business Education in Ekiti State?

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Table 3: Descriptive analysis showing the Level of usage of AI for effective teaching and learning of Business Education

S/N	Items	Mean	SD	Remarks
1	Chatbot/ChatGPT	2.26	0.90	Never
2	Siri	2.26	0.90	Never
3	Alexa	1.53	0.59	Never
4	Google Assistants	2.15	0.75	Never
5	Finger print recognition	1.67	0.72	Never
6	Voice assistant	1.78	0.68	Never
7	Intelligent tutor system	1.72	0.70	Never
8	Virtual assistants	1.90	0.79	Never

N = 120 Mean Cutt off = 2.50

The Level of usage of AI for effective teaching and learning of Business Education in Ekiti State was presented in table 3. Using the criterion mean score of 2.50 as cut-off to determine the level of usage of each Artificial intelligent tool, the result showed that all the artificial intelligence tools listed in table 3 (Chatbot/ChatGPT. Siri, Alexa, Google Assistants, Finger print recognition, Voice assistant, Intelligent tutor system, Virtual assistants) are not being used for the effective teaching and learning of Business Education in Ekiti State.

Research Question 4: What is the Contribution of AI for effective teaching and learning of Business Education in Ekiti State?

Table 4: Descriptive analysis showing the Contribution of AI for effective teaching and learning of Business Education

S/N	ITEMS	MEAN	SD	REMARKS
1	I use AI to do my assignment	3.26	0.86	Agree
2	I get better grade in my assignment whenever I use AI	2.71	1.01	Agree
3	AI improves my interest to study	1.85	0.87	Disagree
4	AI enhances interactive and engaging learning experience	1.98	1.02	Disagree
5	AI provides wide range of resources and tools for study	2.67	1.03	Agree
6	I understand difficult concept better when I study with AI	2.88	0.80	Agree
7	AI gives me a broader knowledge of topics	2.94	0.84	Agree
8	AI help improved my academic performance	2.84	0.88	Agree

N = 120 Mean cut off = 2.50

Table 4 revealed the Contribution of AI for effective teaching and learning of Business Education in Ekiti State. Using the criterion mean score of 2.50 as cut-off to determine the adoption of each statement, it was revealed that respondents agreed to items 1,2,5,6,7 and 8, implying that Business Education students uses AI to do their assignment, get better grade in assignment whenever they use AI, AI provides wide range of resources and tools for study, students understand difficult concept better when they study with AI, AI gives them a broader knowledge of topics and AI help improved my academic performance. However, respondents disagreed to item 3 and 4, implying that AI improves Business Education students' interest to study and AI

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enhances interactive and engaging learning experience.

Testing of Hypotheses

Hypotheses One: There is no significant relationship between the availability of artificial intelligence tools and usage artificial intelligence tools for the effective teaching and learning of Business Education in tertiary institutions in Ekiti State.

Table 5: Pearson's Product Moment Correlation showing the Relationship between Availability and Usage Artificial Intelligence Tools

Variables	N	Mean	Standard Deviation	r-cal	P-value
Availability of AI	120	13.26	3.54	0.732*	0.000
Usage of AI	120	16.92	4.79		

* P < 0.05

Table 5 showed a significant relationship between the availability of artificial intelligence tools and usage artificial intelligence tools for the effective teaching and learning of Business Education in tertiary institutions in Ekiti State ($p < 0.05$), with a correlation coefficient (r-cal) of 0.732, p-value = 0.000. Therefore, the hypothesis formulated which states there is no significant relationship between the availability of artificial intelligence tools and usage artificial intelligence tools for the effective teaching and learning of Business Education in tertiary institutions in Ekiti State is thereby rejected.

Hypotheses Two: There is no significant relationship between the level of artificial intelligence usage and the effective teaching and learning of Business Education in tertiary institutions in Ekiti State.

Table 6: Pearson's Product Moment Correlation showing the Relationship between Usage Artificial Intelligence and the Effective Teaching and Learning

Variables	N	Mean	Standard Deviation	r-cal	P-value
Artificial Intelligence	120	21.15	5.42	0.014*	0.876
Digital Marketing	120	16.92	4.79		

P>0.05

Table 6 showed there is no significant relationship between the level of artificial intelligence usage and the effective teaching and learning of Business Education in tertiary institutions in Ekiti State, there is a moderate correlation between them with correlation coefficient (r-cal) of 0.014, p-value = 0.876 ($p>0.05$). Therefore, the hypothesis formulated which states that there is no significant relationship between the level of artificial intelligence usage and the effective teaching and learning of Business Education in tertiary institutions in Ekiti State is therefore accepted.

Hypotheses Three: Utilization of Artificial intelligence tools will not significantly contribute to the effective teaching and learning of Business Education in tertiary institutions in Ekiti State

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Table 7: Regression Analysis showing the contribution of the Utilization of Artificial Intelligence on Effective Teaching and Learning of Business Education

Table 7a: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	38.392	1	38.392	1.310	.255[b]
	Residual	3458.908	118	29.313		
	Total	3497.300	119			

a. Dependent Variable: Effective Teaching and Learning
b. Predictors: (Constant), Utilization of AI

Table 7b: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.488	1.534		12.701	.000
	Utilization of AI	.073	.064	.105	1.144	.255

a. Dependent Variable: Effective teaching and learning

F = 1.310
R = 0.105
***R*²** = 0.110
R Adj = 0.030
P > 0.05 (Significant)

Table 8 revealed that the utilization of Artificial intelligence tools will not significantly contribute to the effective teaching and learning of Business Education in tertiary institutions in Ekiti State, R = 0.105. This implies that the predictor variable (AI) is a factor that can influence the effective teaching and learning of Business Education. The value of the coefficient of determinant (R^2) = 0.011 indicates that utilization of AI account for 1.1% of the variation of the effective teaching and learning of Business Education, while the remaining 98.9% unexplained variation may be due to other variables not considered in the study. The F-ratio = 1.310 was not significant at 0.05 level of significance (p > 0.05). This implies that the utilization of Artificial intelligence tools will not significantly contribute to the effective teaching and learning of Business Education in tertiary institutions in Ekiti State

Discussion

The findings showed that respondents' knowledge of different AI tools varied widely. Although the use of ChatGPT, Siri, Google Assistants, and voice assistants was widely known, Alexa and intelligent tutoring systems were not as well-known. According to Oluwole and Adedeji's (2022) research on the adoption of AI technologies in Nigerian society, the increased awareness of some AI tools may be due to their common usage in daily life.

The results showed that these tools were not widely available or used in Ekiti State's business education programs. This discrepancy between awareness and actual

application is alarming and is consistent with the conclusions of Eze and Nnamani (2022), who found that a key obstacle to the adoption of AI in Nigerian higher education institutions was a lack of resources. Even in cases where AI tools are readily available, their poor adoption points to possible obstacles such a lack of infrastructure, aversion to new technology, or a lack of training. This is in line with the research done by Okonkwo and Umar (2023), they emphasized the difficulties in incorporating modern technologies into Nigerian educational systems.

The results also showed that respondents recognized a number of beneficial contributions AI made to their learning process, despite the technology's minimal usage. Students said they were able to access a greater variety of resources, use AI for tasks, and comprehend challenging ideas better. The optimistic outlook of AI's potential aligns with the research conducted by Adesina and Oluwafemi (2023), who examined the perceived advantages of AI in Nigerian higher education.

According to the first hypothesis's findings, there is a substantial correlation between the availability of AI tools and their use in Ekiti State's tertiary institutions for the efficient teaching and learning of business education. The findings showed that availability and usage had a strong positive connection ($r = 0.732$, $p < 0.05$). This robust association indicates that instructors and students in Business Education programs are likely to use AI tools when they become accessible. The sheer existence of AI technologies, however, does not ensure that they will be successfully incorporated into the processes of teaching and learning. According to Okonkwo and Umar (2023), adequate infrastructure, policies that support the use of educational technologies, as well as appropriate training and infrastructure, are necessary for their successful implementation in Nigerian institutions.

The findings also revealed that there is no significant relationship between the level of artificial intelligence usage and the effective teaching and learning of Business Education in tertiary institutions in Ekiti State. This unexpected finding calls into question the notion that greater use of AI technologies inevitably results in better learning outcomes. This result is consistent with the findings of Eze and Nnamani (2022), who maintained that the degree to which technology is effectively incorporated into educational practices determines its efficacy in education rather than solely relying on its use. It also backs up the claim made by Adesina and Oluwafemi (2023) that there are many other aspects of AI's impact on education that need to be carefully taken into account in addition to its use.

Finally, findings revealed that utilization of Artificial intelligence tools will not significantly contribute to the effective teaching and learning of Business Education in tertiary institutions in Ekiti State. The results indicate that AI utilization accounts for only 1.1% of the variation in the effectiveness of teaching and learning, suggesting that other factors play a more substantial role in educational

outcomes. This conclusion is especially fascinating because it runs counter to the growing enthusiasm for artificial intelligence in education. It is consistent with the cautious approach adopted by Chukwu and Onyeka (2023), who stressed the necessity of critically assessing AI's influence on learning outcomes as opposed to presuming its efficacy. The outcome further validates Okoli and Abubakar's (2022) claim that a variety of intricate factors interact to affect effective teaching and learning, with technology being only one of them.

Conclusion

Based on the findings of the study, it was concluded that there is a mixed level of awareness among respondents regarding various AI tools, with higher awareness of commonly used tools like ChatGPT and Google Assistants. However, there was a significant lack of availability and usage of these tools in Business Education programs. Despite low usage, respondents acknowledged several positive contributions of AI to their learning process, including improved assignment completion and better understanding of difficult concepts. The study found a significant positive relationship between the availability and usage of AI tools; however, no significant relationship was found between the level of AI usage and the effectiveness of teaching and learning in Business Education and the utilization of AI tools did not significantly contribute to the effective teaching and learning of Business Education.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Institutions should develop comprehensive awareness and training programs for both educators and students on the potential applications of AI in Business Education.
2. Educational institutions should invest in the necessary infrastructure to support the integration of AI tools in teaching and learning processes.
3. Collaboration with AI developers to create tools specifically designed for Business Education contexts, addressing the unique needs of the discipline.
4. Business Education curricula should be revise to incorporate AI-related skills and knowledge, preparing students for an increasingly AI-driven business world.
5. Undertaking of more in-depth studies to better understand the factors influencing the effectiveness of AI in Business Education, including pedagogical approaches, student engagement, and learning outcomes.
6. Encourage collaboration between Business Education departments, IT departments, and AI experts to ensure the appropriate selection and implementation of AI tools.

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