INFLUENCE OF ARTIFICIAL INTELLIGENCE AI, ON ENTREPRENEURIAL SKILLS OF BUSINESS EDUCATION GRADUATES IN PUBLIC UNIVERSITIES, EDO STATE.

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BENIN CITY

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A PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR DEGREE IN EDUCATION B.Sc .(Ed) IN BUSINESS EDUCATION (ACCOUNTING)

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CERTIFICATION

We the Undersigned, certify that this work was carried out by **Osarugue AIRENWINKIEKIE,** in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Edo State, Nigeria.

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DEDICATION

This work is specially dedicated to the Almighty God who is the giver of knowledge and understanding, whose mercy and undeserved kindness sustained the researcher through this work.

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God bless you all

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ABSTRACT

This study was aimed towards analyzing Influence of artificial intelligence AI, on entrepreneurial skills of Business Education graduates in public universities, Edo State. A descriptive survey method was adopted for the study while sample of eighty-four (84) was used as a representative of the entire population of Business Education were the respondent. Questionnaire was used as instrument for data collection which was carefully drafted to answer the research questions. It was rated on the scale ranging from Very High Extent $3 < \overline{x} \leq 4$, *High Extent (HE):* $2 < \overline{x} \leq 3$, *Low Extent.* $1 < \overline{x} \leq 2$, *Very Low Extent (VLE)* $0 < \overline{x} \leq 1$.

The research instrument was validated by two expert from Vocational and Technical Education (VTE) before it was administered. Their opinions, suggestions and recommendations was used to produce the final instrument. Mean and standard deviation were used to answer the research questions. A reliability coefficient of 0.81 was gotten using Cronbach alpha method. Form the analysis carried out in the study it was concluded that Artificial intelligence (AI) significantly influence the development of entrepreneurial skills among business Education graduates in public universities in Edo State.

This study recommended that Universities should incorporate AI-related courses and practical training into the business education curriculum to equip graduates with the necessary skills for AI-driven entrepreneurship. Regular training sessions and workshops should be organized for students and faculty in public universities to enhance their knowledge of AI applications in business. Business Education graduates should be encouraged to embrace AI technologies by showcasing successful AI- driven entrepreneurial ventures and providing mentorship programs. Government and educational institutions should develop policies that promote AI education and provide funding opportunities for startups utilizing AI solutions. Measures should be taken to overcome barriers such as limited infrastructure, lack of AI expertise, and resistance to change through targeted interventions and awareness programs.

CHAPTER ONE
INTRODUCTION

Background to the study

Artificial Intelligence (AI) is a branch of computer science that focuses on creating systems capable of performing tasks that typically require human intelligence Ertel, (2024). These tasks include learning from data, recognizing patterns, making decisions, and solving problems. AI works by using algorithms and models to process vast amounts of data, identify trends, and make predictions or automate actions. The potential benefits of AI are vast, spanning across various industries, including healthcare, finance, education, and business O'Leary, Ertel, (2024). In education, AI can personalize learning experiences, enhance decision-making, and improve efficiency in managing educational processes. In recent years, artificial intelligence (AI) has emerged as a transformative force across multiple industries, reshaping how businesses operate, how education is delivered, and how individuals interact with technology Aldosari, (2020). AI encompasses various technologies such as machine learning, natural language processing, robotics, and automation, which enable machines to simulate human intelligence and perform complex tasks. These innovations are influencing economies worldwide, particularly in the areas of job creation, business development, and skill acquisition Bialkova, (2024).

In Nigerian universities, business education is a vital course designed to equip students with the knowledge and skills necessary to thrive in the business world. The

curriculum often includes subjects like management, accounting, marketing, and entrepreneurship. Graduates of business education are expected to possess a range of skills, including critical thinking skills, communication skills, financial literacy skills, and an entrepreneurial skill. These skills prepare them for careers in business management, entrepreneurship, and other related fields Moses and Kingsley, (2013). Graduates from business education programs are expected to possess not only theoretical knowledge but also practical entrepreneurial skills such as innovation skill, problem-solving skill, critical thinking skill, and decision-making skill.

Entrepreneurial skills refer to the abilities and competencies that enable individuals to identify opportunities, innovate, take calculated risks, and effectively manage resources to create and grow successful businesses. These skills are essential for navigating the challenges of entrepreneurship and are critical in fostering economic growth and innovation Pennetta *et al*., (2024). Below are five key examples of entrepreneurial skills:

- **Creativity and innovation**: In order to produce original ideas, come up with one-of-a-kind solutions, and gain a competitive edge in ever-changing markets, people need to be creative and innovative. Innovation is the useful implementation of those innovative concepts to produce value, whereas creativity entails thinking creatively and investigating non-traditional methods of problem-solving. These abilities are especially important for business owners who are creating new goods and services or working in cutthroat sectors. Entrepreneurs use their imagination to spot market gaps and develop solutions that better meet the needs of their

clients. For example, in response to environmental concerns, a creative entrepreneur may imagine a sustainable packaging option. Innovation then combines technological know-how, creative thinking, and strategic execution to turn an idea into a practical good or service.

- **Problem-Solving:** An essential entrepreneurial talent is problem-solving, which entails recognising obstacles, determining their underlying reasons, and coming up with workable solutions. From operational inefficiencies and market uncertainties to consumer dissatisfaction and financial constraints, entrepreneurs face a wide range of difficulties. The success of a firm is frequently determined by its capacity to handle these issues methodically and come up with creative solutions. Accurately defining and identifying the issue is the first step towards solving it effectively. This calls for analytical abilities, critical thinking, and the capacity to compile pertinent data. Entrepreneurs can investigate various solutions, assess their viability, and put the best one into action once the issue has been well grasped.
- **Leadership:** An essential entrepreneurial skill is leadership, which empowers business owners to lead groups, make calculated choices, and motivate people to work towards a common objective. To effectively navigate the hurdles of operating a firm, a leader must possess a combination of vision, communication, decision-making, and interpersonal skills. Strong leadership skills enable entrepreneurs to develop resilient teams, encourage innovation, and establish a

great corporate culture. Fundamentally, effective leadership necessitates having a clear vision and being able to communicate it to all parties involved, including investors and employees. Additionally, entrepreneurs need to have emotional intelligence, which encompasses empathy, self-awareness, and the ability to effectively manage relationships. These attributes support leaders in fostering relationships, resolving disputes, and coordinating teamwork with corporate goals.

- **Communication**: An essential entrepreneurial talent is communication, which includes inspiring others, establishing connections, and effectively expressing ideas. Strong communication abilities are essential for entrepreneurs to interact with stakeholders, close transactions, lead teams, and establish a rapport with clients. Successful businesses depend on trust, teamwork, and a common goal, all of which are fostered by effective communication. There are numerous ways to communicate as an entrepreneur, including through written, spoken, and digital means. Whether pitching to investors, speaking to staff, or marketing to consumers, entrepreneurs need to modify their communication style to fit various audiences. Effective communication minimises misconceptions and increases efficiency by ensuring that communications are understood and followed through on.
- **Adaptability**: One of the most important entrepreneurial skills is adaptability, which includes the capacity to change with the times, take on new tasks, and maintain composure under pressure. Entrepreneurs must be flexible in today's

quickly changing business climate in order to maintain their competitiveness, take advantage of new possibilities, and handle disruptions. Entrepreneurs that are flexible are not scared of change and are receptive to new information. They flourish in dynamic settings and react swiftly to changes in the market, advances in technology, and demands from clients. This ability, which enables entrepreneurs to change course and innovate under duress, calls for a growth mindset, emotional intelligence, and problem-solving skills.

Developing these entrepreneurial skills is important for entrepreneurial success, as they empower individuals to innovate, make strategic decisions, and sustain growth in competitive markets.

AI has the potential to significantly enhance entrepreneurial skills, which are critical for business education graduates. AI can improve creativity by providing tools for brainstorming and innovation. It can help provide and enhance problem-solving skills like data analysis which offers actionable insights and solutions, Strengthened Critical thinking which enables graduates to interpret complex data and make informed decisions Shepherd and Majchrzak, (2022). Additionally, AI tools can foster adaptability by helping graduates stay ahead of trends and adjust their strategies in a rapidly changing business environment Shepherd and Majchrzak, (2022); Chalmers *et al*., (2021). Entrepreneurship plays a vital role in economic growth and job creation, especially in developing economies such as Nigeria (gwe *et al*., (2018). The fast-paced evolution of AI has started to influence the entrepreneurial landscape. AI-powered tools and platforms are

changing how businesses operate by automating tasks, analyzing large datasets, predicting market trends, and improving customer engagement Shepherd and Majchrzak, (2022). As a result, the entrepreneurial skillset required in today's business world is evolving, necessitating new competencies such as digital literacy, AI-driven problem-solving, and adaptability to technological changes Bialkova, (2024). In the Nigerian context, particularly in Edo State, the integration of AI into business processes is still emerging.

This study aims to explore the influence of AI on the entrepreneurial skills of business education graduates from public universities in Edo State. This research project will shed light on how AI is shaping the entrepreneurial landscape in Nigeria and the opportunities it presents for business education graduates to innovate and compete in both local and global markets.

Statement of the problem

In recent years, the integration of Artificial Intelligence (AI) has reshaped various industries, revolutionizing how businesses operate and influencing the types of skills that are in demand in the workforce. For business education graduates, the ability to adapt to these technological advancements and apply AI-driven tools is critical for entrepreneurial success in an increasingly competitive and digital marketplace. Entrepreneurial skills such as innovation, critical thinking, problem-solving, and adaptability are essential for graduates who seek to either start their own businesses or excel in organizational roles. However, the extent to which AI influences the development of these skills among

business education graduates in public universities in Edo State remains largely unexplored.

Many graduates lack exposure to AI technologies during their academic training, which raises concerns about their readiness to navigate the modern entrepreneurial landscape. If business education graduates are not equipped with AI-related knowledge and skills, they may struggle to compete in a job market that increasingly values digital proficiency and the ability to leverage AI for business innovation. This study, therefore, seeks to address these gaps by investigating the influence of AI on the entrepreneurial skills of business education graduates in public universities in Edo State. Understanding this relationship is essential for improving the quality of business education.

Purpose of the Study

The main purpose of this study was to investigate the influence of Artificial Intelligence (AI) on the development of entrepreneurial skills among business education graduates in public universities in Edo State. Specifically, the researcher sought to determine:

1. The influence of creative and critical thinking in Artificial Intelligence (AI) on entrepreneurial skills of business education graduates in public universities, Edo State.
2. The influence of problem-solving and adaptability in Artificial Intelligence (AI) on entrepreneurial skills of business education graduates in public universities, Edo State.

3. The influence of leadership skills in Artificial Intelligence (AI) on entrepreneurial skills of business education graduates in public universities, Edo State.
4. The influence of communication skills in Artificial Intelligence (AI) on entrepreneurial skills of business education graduates in public universities, Edo State.
5. The influence of innovation skills in Artificial Intelligence (AI) on entrepreneurial skills of business education graduates in public universities, Edo State.

Research Questions

The following research questions were raised to guide the study.

1. To what extent does Artificial Intelligence (AI) influence creative and critical thinking on entrepreneurial skills of business education graduates in public universities, Edo State?
2. To what extent does Artificial Intelligence (AI) influence problem-solving and adaptability on entrepreneurial skills of business education graduates in public universities, Edo State?
3. To what extent does Artificial Intelligence (AI) influence leadership on entrepreneurial skills of business education graduates in public universities, Edo State?
4. To what extent does Artificial Intelligence (AI) influence communication on entrepreneurial skills of business education graduates in public universities, Edo State?

5. To what extent does Artificial Intelligence (AI) influence innovation on entrepreneurial skills of business education graduates in public universities, Edo State?

Significance of the study

The findings of the study would be of immense benefit to business education graduates, entrepreneurs, business community and future research when published in reputable journals and online.

The study will highlight the importance of AI in developing critical entrepreneurial skills such as Creativity, problem solving, critical thinking and adaptability. Graduates will benefit from understanding how AI tools can enhance their ability to compete in the job market or successfully launch entrepreneurial ventures. The research will provide practical insights on how graduates can leverage AI technologies to improve their business acumen.

By exploring the influence of AI on entrepreneurial skills, the study will provide useful information for entrepreneurs on how to utilize AI-driven innovations to enhance business performance. This will be particularly relevant for startups and small businesses in Edo State, where entrepreneurship is a key driver of economic growth.

The study will contribute to the limited body of research on AI's impact on entrepreneurship in Nigeria, particularly in the context of business education. It will serve as a foundation for future studies seeking to explore further dimensions of AI's role in education, entrepreneurship, and workforce development. Overall, this study will be

significant in bridging the gap between traditional business education and the evolving technological landscape, ensuring that graduates are well-prepared for the challenges and opportunities presented by AI in entrepreneurship.

Scope of the Study

The study investigated the influence of Artificial Intelligence (AI) on the development of entrepreneurial skills among business education graduates in public universities in Edo State. The geographical scope of the study was covered in universities in Edo State. The study also covered variables such as creative, critical thinking, problem-solving, adaptability leadership, communication and innovation entrepreneurial skills as well as Artificial Intelligence (AI).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter describes the procedure that was used and they are presented under the following sub headings:

- Theoretical Framework
- Concept of Artificial Intelligence
- Concept of Entrepreneurial Skills
- Creative and Critical Thinking Skills
- Problem Solving and Adaptability Skills
- Leadership Skills
- Communication Skills
- Innovation Skills
- Concept of Business Education
- Review of Empirical Studies
- Summary of Reviewed Literatures

Theoretical Framework

The theoretical framework offers the groundwork for comprehending how graduates of business education's entrepreneurial talents are impacted by artificial intelligence (AI). This research is based on the theories of technological determinism and human capital, which both describe how AI is revolutionizing education, entrepreneurship, and skill development. These ideas aid in demonstrating how the use of AI and the development of entrepreneurial skills like innovation, problem-solving, leadership, flexibility, and communication are related.

Technological Determinism Theory

According to Smith and Marx, (2020), The idea that technological improvements cause societal, economic, and behavioral changes was first put forth by Thorstein Veblen in the early 20th century and then expanded upon by Marshall McLuhan. This project holds that technology is the main factor influencing industry, skill development, and human interactions. Businesses and individuals need to adjust as new technologies appear in order to stay competitive.

Relevance to this Research

AI is a disruptive technology factor that affects skill learning and entrepreneurship in the context of this study. AI-powered solutions change how business owners acquire and use their abilities, influencing creativity, leadership, problem-solving, and decision-making. As highlighted by Dwivedi, Hughes… and Aarts, (2021), This is consistent with the viewpoint of technological determinism, which holds that

developments in artificial intelligence (AI) drive adjustments to worker expectations, market dynamics, and entrepreneurial tactics.

The advent of AI changes conventional approaches to learning and business operations for graduates of business school programs. To stay current, entrepreneurs need to include digital communication tools, automation, and AI-driven data analytics. With AI-powered CRM solutions, decision-making based on predictive modeling is made possible, corporate efficiency is increased through automation, and customer engagement is improved as understood by Shepherd and Majchrzak, (2022). Thus, technological determinism explains why artificial intelligence (AI) is essential to current entrepreneurial success rather than only being a tool that can be chosen.

Criticism of the Study

Despite its explanatory power, MacKenzie and Wajcman, (2020) argues that Technological Determinism has been criticized for its overemphasis on technology as the sole driver of change. Critics argue that human agency, cultural factors, and regulatory policies also influence how AI is adopted and utilized in entrepreneurship. For instance, in Nigeria, infrastructural deficits, digital literacy gaps, and economic constraints affect AI adoption rates, meaning that technology alone does not dictate outcomes. This limitation suggests the need for a complementary theory—such as Human Capital Theory—to explain how individuals adapt to AI-driven changes.

Human Capital Theory

Becker (1993) explains Human Capital Theory, developed by Gary Becker and Theodore Schultz in the 1960s, suggests that investments in education, training, and skill acquisition enhance productivity and economic growth. According to this theory, individuals and organizations benefit when they develop knowledge and expertise that align with market demands. Entrepreneurs who acquire relevant skills—such as AI proficiency—are more likely to innovate, adapt, and succeed in competitive business environments as explained by Pennetta, Anglani. and Mathews (2024)

Relevance to the Study

AI is reshaping the human capital requirements for entrepreneurship, demanding new competencies such as data literacy, machine learning application, and AI-driven decision-making. Chalmers (2021). For business education graduates, acquiring AI-related skills enhances their entrepreneurial capabilities, enabling them to:

- Utilize AI-powered analytics to make data-driven decisions.
- Leverage AI in customer engagement and digital marketing.
- Automate repetitive business processes, improving efficiency.
- Adapt to rapid technological changes, ensuring business sustainability.

A report by Ertel, (2024) confirms that this aligns with Human Capital Theory's argument that continuous learning and skill acquisition increase economic opportunities. Entrepreneurs who invest in AI-related education gain a competitive edge, making their businesses more resilient and innovative.

Criticism of the Theory

While Human Capital Theory effectively explains the need for skill acquisition, it assumes that education automatically translates to economic success. However, access to AI education and training in Nigeria is limited due to high costs, digital infrastructure challenges, and a lack of AI-focused curricula in business education programs says Aldosari, (2020). Thus, while Human Capital Theory emphasizes investment in knowledge, it must be considered alongside structural factors that affect AI adoption.

Integration of Theories into the Study

By combining Technological Determinism Theory and Human Capital Theory, this study provides a comprehensive framework for understanding how AI influences entrepreneurial skills.

- Technological Determinism explains why AI adoption is necessary for entrepreneurial success—because technological advancements shape market conditions and skill demands.
- Human Capital Theory explains how business education graduates can enhance their entrepreneurial skills through AI-based training, thereby increasing their ability to innovate and compete in the digital economy.

Together, these theories establish that AI is not only a driver of change but also a tool that requires intentional investment in skill acquisition. The study will examine how well Nigerian business education graduates are adapting to this shift and the extent to which AI enhances their entrepreneurial competencies.

Concept of Artificial Intelligence

Artificial Intelligence (AI) refers to the simulation of human intelligence by machines, particularly computer systems. According to Kreutzer and Sirrenberg, (2020), it involves the ability of machines to perform tasks typically requiring human cognitive abilities, such as learning, reasoning, problem-solving, perception, and language understanding. AI systems are designed to process information, learn from data, and make decisions based on the insights they generate. Pillai, Sivathanu… and Dwivedi., (2022) highlights that the development of AI technologies is rooted in the convergence of data science, computer algorithms, and machine learning. AI is often categorized into three types based on its capability:

Narrow AI: Designed for specific tasks such as speech recognition, recommendation systems, or autonomous vehicles. This is the most common form of AI in use today.

General AI: A more advanced form, capable of performing any intellectual task a human can do, although it remains largely theoretical at present.

Super intelligent AI: Hypothetical AI systems that surpass human intelligence in all aspects, often discussed in speculative future scenarios.

According to Pillai, Sivathanu… and Dwivedi.,, (2022) and Kreutzer and Sirrenberg, (2020), AI encompasses a wide range of technologies and methodologies that enable machines to act intelligently. Key components include:

Machine Learning (ML): ML enables systems to improve performance over time by learning from data without being explicitly programmed. For example, predictive models in education analyze patterns in student behavior to customize learning experiences.

Natural Language Processing (NLP): NLP focuses on the interaction between humans and machines using natural language. Applications include virtual assistants, automated translations, and sentiment analysis.

Computer Vision: AI systems use computer vision to interpret and process visual data from the world, such as facial recognition or object detection.

Robotics: AI-driven robots are capable of performing complex physical tasks with precision and adaptability, often used in manufacturing and healthcare.

Expert Systems: These are AI systems designed to mimic decision-making processes of a human expert, providing insights and recommendations in fields like finance and medical diagnostics.

AI systems operate by combining large datasets with algorithms capable of identifying patterns, extracting meaningful insights, and automating decision-making processes. According to Kreutzer and Sirrenberg, (2020), The core process involves:

Data Collection and Preprocessing: AI systems rely on data from various sources, which must be cleaned and structured to make it usable for analysis.

Algorithm Training: Machine learning algorithms are trained using historical data to identify patterns and develop predictive or prescriptive models.

Model Deployment: Once trained, AI models are deployed in real-world applications to make decisions or perform tasks based on new inputs.

Continuous Learning: Many AI systems are designed to learn continuously, improving their performance over time by incorporating new data and feedback.

Applications of AI

AI has widespread applications across various industries. In the context of education and entrepreneurship, AI has proven to be transformative:

AI in Entrepreneurship:

Market Analysis and Forecasting: According to Obschonka and Audretsch (2020), Entrepreneurs use AI-powered tools to analyze market trends, customer behavior, and competitive landscapes, enabling informed decision-making.

Process Automation: AI automates repetitive tasks, such as inventory management and customer support, increasing operational efficiency.

Product Innovation: AI facilitates the development of innovative products and services by analyzing consumer needs and technological possibilities.

Customer Relationship Management: Olatunde-Aiyedun, (2024) and Godswill and Margaça (2024); AI-powered chatbots and CRM systems enhance customer engagement by providing personalized interactions and efficient support.

According to Familoni and Onyebuchi, (2024) and, Sousa, Almeida and Katehakis (2014), the integration of AI offers numerous benefits in both education and entrepreneurship:

Enhanced Productivity: By automating routine tasks and providing real-time insights, AI allows individuals and organizations to focus on strategic activities.

Cost Efficiency: AI reduces operational costs by minimizing human intervention in repetitive tasks.

Innovation: AI drives innovation by identifying patterns and trends that are not immediately apparent through traditional methods.

Informed Decision-Making: AI provides actionable insights derived from data analysis, improving decision quality.

Scalability: AI systems can handle large volumes of data and operations, making them suitable for scaling businesses and educational programs.

Challenges in AI Adoption

Despite its potential, Familoni and Onyebuchi, (2024) argues that the adoption of AI in Nigeria faces several challenges:

Infrastructure Deficits: Limited access to reliable power and internet hinders the deployment of AI technologies in many parts of Nigeria.

Financial Constraints: The high cost of AI systems and training limits accessibility for educational institutions and small-scale entrepreneurs.

Skill Gaps: There is a shortage of trained professionals with expertise in AI development and application.

Ethical Concerns: The use of AI raises questions about data privacy, algorithmic bias, and the potential displacement of human workers.

Artificial Intelligence represents a transformative force with significant implications for education and entrepreneurship. By enabling personalized learning, automating processes, and enhancing decision-making, AI equips individuals with the skills and tools needed to thrive in a rapidly changing world. However, addressing the challenges of infrastructure, costs, and ethical concerns is essential for maximizing AI's potential in Nigeria. This section establishes a foundation for exploring how AI can specifically enhance entrepreneurial skills among business education graduates in Nigerian universities.

Concept of Entrepreneurial Skills

Olatunde-Aiyedun, (2024) and Godswill and Margaça (2024) states that entrepreneurial skills refer to a set of competencies, attributes, and abilities that enable individuals to identify opportunities, take calculated risks, manage resources, and create sustainable businesses. These skills are not only essential for starting and running businesses but are also applicable in various professional settings, where creativity, problem-solving, and leadership are crucial. The importance of entrepreneurial skills cannot be overstated, especially in developing economies like Nigeria. Entrepreneurship serves as a critical driver of economic growth, job creation, and innovation. In a nation grappling with high unemployment rates and underemployment, equipping graduates with entrepreneurial skills empowers them to become self-reliant, contribute to economic development, and address societal challenges. Moreover, in the era of technological

advancements, these skills are increasingly intertwined with digital literacy and the ability to leverage tools like Artificial Intelligence (AI) to enhance productivity and innovation.

Examples of Key Entrepreneurial Skills

Creativity and Critical Thinking skills

Dwivedi, Hughes, Aarts, (2021) explains that Creativity and critical thinking are fundamental entrepreneurial skills that enable individuals to generate innovative ideas and make informed decisions. AI enhances creativity by providing access to large datasets, recognizing patterns, and suggesting novel solutions. According to Shepherd, Majchrzak, (2022), tools such as AI-driven design platforms, content generators, and predictive analytics support entrepreneurs in conceptualizing and refining new business ideas. Critical thinking is equally enhanced through AI-powered decision-support systems that analyse risks and evaluate business opportunities objectively.

According to Hughes, Lee, Legood, (2018), Artificial Intelligence (AI) plays a pivotal role in enhancing creativity. AI-driven tools such as machine learning algorithms and predictive analytics can analyse market trends and consumer behaviour, providing insights that fuel creative thinking. For example, AI can identify emerging customer preferences, allowing entrepreneurs to design products tailored to these trends. Similarly, AI-powered platforms like generative design tools enable the rapid prototyping of innovative solutions, reducing time-to-market and costs. The integration of AI also fosters collaboration and idea generation. Platforms like brainstorming software or virtual

collaboration tools use AI to facilitate creative discussions, analyse suggestions, and propose enhancements. Entrepreneurs can leverage these tools to refine their ideas, ensuring they align with market demands and organizational goals. Despite its importance, fostering creativity require a supportive environment. Factors such as access to resources, organizational culture, and willingness to experiment play a significant role. In the Nigerian context, entrepreneurs face challenges like limited funding, infrastructural deficits, and access to technology, which may hinder the creative process. Addressing these barriers is critical to unleashing the full potential of entrepreneurial creativity.

Problem-Solving and Adaptability skills

Juliana, Solomon, Elvis, (2021) explained that Problem-solving is a critical entrepreneurial skill that involves identifying challenges, analyzing their root causes, and devising effective solutions. Entrepreneurs encounter a myriad of challenges, from operational inefficiencies and market uncertainties to customer dissatisfaction and financial constraints., The ability to approach these problems methodically and devise innovative solutions often determines the success of a business. Effective problem-solving begins with the ability to identify and define the problem accurately. This requires critical thinking, analytical skills, and the ability to gather relevant information. Once the problem is clearly understood, entrepreneurs can explore potential solutions, evaluate their feasibility, and implement the most effective option.

AI significantly enhances problem-solving capabilities by providing tools that automate data collection, analysis, and decision-making processes. For example, AI-

powered business intelligence tools can analyze financial data to identify inefficiencies or forecast future trends, enabling entrepreneurs to make informed decisions. Similarly, AI-driven customer relationship management (CRM) systems can highlight patterns in customer feedback, allowing entrepreneurs to address recurring issues proactively.

Hughes, Lee, Legood, (2018) and Kadir, Abdullah, Salleh, Kamarulzaman (2016) says another area where AI supports problem-solving is predictive modeling. AI algorithms can simulate various scenarios and outcomes, helping entrepreneurs anticipate potential challenges and prepare contingency plans. For instance, a retail entrepreneur might use AI to predict stock shortages during peak seasons and adjust inventory accordingly. Collaboration is another critical component of problem-solving, and AI facilitates this by enabling seamless communication and idea sharing. Tools like virtual brainstorming platforms and decision-support systems use AI to analyze inputs from multiple stakeholders, providing recommendations that balance diverse perspectives In Nigeria, entrepreneurs often face unique challenges such as infrastructural limitations, regulatory hurdles, and fluctuating economic conditions. AI can help address these issues by optimizing processes, improving resource allocation, and providing actionable insights. However, access to AI tools and the technical expertise to use them effectively remain significant barriers. As highlighted by Kiani (2024), Adaptability is a critical entrepreneurial skill that involves the ability to adjust to changing circumstances, embrace new challenges, and remain resilient in the face of uncertainty. In today's rapidly evolving business environment, adaptability is essential for entrepreneurs to stay

competitive, seize emerging opportunities, and navigate disruptions. Adaptable entrepreneurs are open to learning and unafraid of change. They thrive in dynamic environments, quickly responding to market shifts, technological advancements, and customer demands. This skill requires a growth mindset, emotional intelligence, and problem-solving abilities, enabling entrepreneurs to pivot their strategies and innovate under pressure.

AI enhances adaptability by providing tools that enable entrepreneurs to respond quickly to changes. For example, AI-driven analytics can identify emerging market trends and predict shifts in customer behaviour, giving entrepreneurs a competitive edge. Adaptive learning platforms powered by AI also enable continuous skill development, allowing entrepreneurs to stay updated on industry trends and best practices. In times of crisis, such as economic downturns or supply chain disruptions, AI helps entrepreneurs mitigate risks and develop contingency plans. For instance, predictive models can simulate various scenarios, enabling entrepreneurs to evaluate potential outcomes and make informed decisions. Additionally, AI-powered automation tools streamline operations, allowing businesses to maintain productivity despite external challenges.

In Nigeria, adaptability is particularly important given the economic volatility, infrastructural challenges, and regulatory uncertainties entrepreneurs often face. AI tools that provide real-time insights and automate processes can help Nigerian entrepreneurs overcome these hurdles and remain agile in a competitive landscape.

Leadership skills

Ahmed, Harrison (2023) explains that Leadership is a core entrepreneurial skill that enables entrepreneurs to guide teams, make strategic decisions, and inspire others toward achieving a common goal. Effective leadership involves a combination of vision, communication, decision-making, and interpersonal skills, which are essential for navigating the challenges of running a business. Entrepreneurs with strong leadership abilities can create a positive organizational culture, foster innovation, and build resilient teams. At its foundation, leadership requires clarity of purpose and the ability to articulate a vision that motivates stakeholders, from employees to investors. Entrepreneurs must also demonstrate emotional intelligence, which includes empathy, self-awareness, and the capacity to manage relationships effectively. These qualities help leaders build trust, resolve conflicts, and align team efforts with business objectives.

Tasnim, (2024) explained that AI is reshaping leadership by providing tools that enhance decision-making, communication, and team management. For instance, AI-powered analytics offer entrepreneurs data-driven insights that inform strategic choices. Tools such as dashboards and business intelligence platforms allow leaders to monitor performance metrics, predict market trends, and identify areas for improvement. This analytical support helps leaders make timely and informed decisions, reducing risks and increasing efficiency. In addition, AI-powered communication tools are revolutionizing how leaders engage with their teams. Platforms such as Slack, Microsoft Teams, and AI-enhanced CRMs enable real-time collaboration, task delegation, and personalized

feedback. AI also improves workforce management through tools that analyze employee performance and suggest strategies for improving productivity and morale. For example, some AI platforms can identify team dynamics and recommend tailored leadership approaches for specific individuals or groups. Leadership development is further supported by AI-driven training programs and simulations. These tools provide entrepreneurs with scenarios that mimic real-world challenges, enabling them to practice decision-making and refine their leadership styles. By analyzing patterns in these exercises, AI can offer personalized feedback to enhance leadership skills.

In the Nigerian context, leadership is critical for entrepreneurs to navigate economic uncertainties, infrastructural challenges, and market competition. Entrepreneurs must demonstrate strong leadership to mobilize resources, inspire teams, and build stakeholder confidence in a complex and often volatile business environment. AI tools can play a vital role in addressing these challenges by streamlining operations, providing insights into market conditions, and fostering collaboration across diverse teams.

Communication skills

Sharma, (2019), Communication is a fundamental entrepreneurial skill that involves effectively conveying ideas, building relationships, and inspiring others. Entrepreneurs rely on strong communication skills to engage stakeholders, negotiate deals, manage teams, and connect with customers. Effective communication fosters trust, collaboration, and a shared vision, which are critical for business success. Entrepreneurial communication takes many forms, including verbal, written, and digital interactions.

Entrepreneurs must adapt their communication style to suit different audiences, whether they are pitching to investors, addressing employees, or marketing to customers. Clear and persuasive communication ensures that messages are understood and acted upon, reducing misunderstandings and enhancing efficiency.

AI has significantly enhanced communication in entrepreneurship through tools that improve accessibility, personalization, and efficiency. For instance, AI-powered language processing tools like Grammarly and Jasper assist entrepreneurs in crafting professional and persuasive written content. These tools ensure clarity and grammatical accuracy, making emails, proposals, and marketing materials more impactful. Customer communication has also been transformed by AI-driven chatbots and virtual assistants. These tools provide real-time responses to customer inquiries, improving service quality and reducing response times. Additionally, AI-powered customer relationship management (CRM) systems analyze customer interactions to provide insights into preferences and behavior, enabling entrepreneurs to tailor their communication strategies. Another area where AI enhances communication is in data visualization. Tools like Tableau and Power BI use AI to create intuitive dashboards and charts, allowing entrepreneurs to present complex data in a visually compelling and easily understandable format. This is particularly useful when communicating financial performance, market trends, or business plans to stakeholders.

In Nigeria, communication challenges such as language barriers, cultural differences, and limited digital literacy can impact entrepreneurial success. AI tools that

offer translation services and adaptive communication platforms can help bridge these gaps, ensuring that entrepreneurs can connect with diverse audiences.

Innovation skills

Ertel, (2024) says, AI fosters innovation by enabling rapid prototyping, optimizing research and development, and streamlining product testing. AI tools such as generative design software and digital twins allow entrepreneurs to experiment with different product models before market launch. Predictive analytics help businesses identify emerging market trends and align their innovations with customer demands. Pennetta, Anglani. and Mathews (2024) furthermore emphasizes, AI-powered recommendation engines enable personalized service delivery, improving customer satisfaction and driving business growth. Entrepreneurs who integrate AI into their innovation processes gain a competitive advantage by accelerating product development and reducing costs.

Concept of Business Education

According to Edomwonyi, Osarumwense (2017), Business Education is a specialized field of study that equips individuals with the knowledge, skills, and competencies necessary for careers in business, entrepreneurship, and corporate environments. It encompasses a broad range of disciplines, including accounting, marketing, management, entrepreneurship, and information technology. The primary goal of business education is to prepare students to contribute effectively to the economy as professionals, entrepreneurs, or policymakers. In Nigeria particularly universities in Edo

state, business education is offered at various levels of the educational system, from secondary schools to tertiary institutions. At the university level, it is structured to provide both theoretical and practical learning experiences, enabling students to understand business concepts, develop entrepreneurial skills, and apply these in real-world scenarios.

According to Okon (2020), The evolution of business education in Nigeria is closely tied to the nation's socio-economic development. Initially, vocational and technical education formed the foundation for business training during the colonial era. However, the growing need for skilled professionals to manage Nigeria's expanding economy post-independence led to the formal introduction of business education as a field of study in tertiary institutions. Over the years, business education has evolved to reflect global trends and the needs of the Nigerian economy. Policies such as the National Policy on Education (NPE) have emphasized the importance of entrepreneurial skills and the need for graduates to be self-reliant. As a result, the curriculum has been regularly updated to include components such as entrepreneurship development, business communication, and information and communication technology (ICT). The primary objectives of business education in Nigeria include:

1. Skill Development: To equip students with the practical skills required for success in business and entrepreneurship.
2. Economic Contribution: To prepare graduates who can contribute to national development through job creation and innovation.

3. Professional Competence: To develop professionals with expertise in business principles and practices.
4. Self-Reliance: To promote entrepreneurial mindsets, enabling graduates to create their own employment opportunities.
5. Adaptation to Technological Changes: To ensure graduates are proficient in emerging technologies that drive modern business processes.

Empirical Studies

A study by Nwankwo. (2022) highlighted how Nigerian entrepreneurs use AI tools to drive innovation in sectors such as e-commerce, agriculture, and fintech. The research showed that AI applications in market research and customer engagement significantly improved business outcomes, particularly for small businesses seeking to scale. However, the study also noted challenges such as inadequate infrastructure and limited awareness of AI technologies.

Okafor, Adeyemi (2021) examined the integration of AI into business education programs in Nigerian universities and its impact on entrepreneurship training. Their findings revealed that AI-based tools, such as simulation software and digital marketing platforms, improved students' entrepreneurial skills. However, the study emphasized the need for greater investment in AI infrastructure and faculty training to maximize its potential.

A survey conducted by Adebayo, Ojo (2023) explored perceptions of AI among Nigerian entrepreneurs. The results showed that while many entrepreneurs recognized

AI's potential to enhance productivity and innovation, adoption rates remained low due to high costs and a lack of technical expertise. The study recommended collaborative efforts between government, private sectors, and educational institutions to promote AI adoption.

Summary of Related Literatures

The integration of Artificial Intelligence (AI) into entrepreneurship is revolutionizing the development of key entrepreneurial skills, including creativity, problem-solving, adaptability, leadership, and communication. A review of existing literature reveals that AI technologies have profound implications for both entrepreneurial education and practice, particularly in enhancing efficiency, decision-making, and innovation. Studies have highlighted the role of AI in fostering creative and critical thinking. For instance, AI tools such as generative design software and predictive analytics are helping entrepreneurs identify market trends and develop innovative solutions tailored to customer needs according to Kumar, (2020). AI platforms provide data-driven insights that augment human creativity, enabling entrepreneurs to conceptualize unique business ideas and optimize processes. Adebayo, (2021). However, some studies suggest that the full potential of AI in creativity is constrained by limited access to resources and a lack of technical expertise, particularly in developing economies like Nigeria Olawale, Ojo (2022).Problem-solving and adaptability are areas where AI has made significant strides. Entrepreneurs leverage AI-driven tools such as machine learning algorithms and business intelligence systems to analyze data, predict

challenges, and develop contingency plans as stated by Smith, Jones, Patel, (2020). For example, predictive analytics can simulate market fluctuations, enabling entrepreneurs to adjust strategies proactively.

Research by Okeke, Johnson (2021) notes that Nigerian entrepreneurs are increasingly adopting AI solutions to tackle challenges like resource allocation and operational inefficiencies. However, barriers such as inadequate infrastructure, high costs, and digital illiteracy remain significant limitations. AI also enhances leadership and communication skills among entrepreneurs. Communication platforms powered by AI, including chatbots and customer relationship management (CRM) systems, streamline interactions with stakeholders and improve customer engagement, Brown, Lee, (2020). These tools allow entrepreneurs to personalize messages, automate responses, and analyze customer feedback, thus improving service quality and building stronger relationships. Leadership is also enhanced through AI's capacity to provide data-driven insights that inform strategic decisions, enabling entrepreneurs to lead more effectively in dynamic environments. Adebayo, (2021). Moreover, the impact of AI on innovation is particularly notable. AI fosters innovation by enabling rapid prototyping, market analysis, and the development of cutting-edge solutions (Kumar, 2020). Entrepreneurs can use AI to test ideas in virtual environments before implementation, reducing risks and costs. However, empirical studies, such as those conducted by Olawale, Ojo (2022), emphasize that Nigerian entrepreneurs face significant challenges in fully harnessing these technologies due to financial constraints and limited training opportunities. In conclusion,

the literature demonstrates that AI has transformative potential in enhancing entrepreneurial skills. While global studies provide evidence of its widespread adoption, empirical research in Nigeria reveals a slower pace of integration, hindered by infrastructural and socio-economic factors. This highlights the need for targeted policies, investments, and educational initiatives to enable Nigerian entrepreneurs to maximize the benefits of AI technologies.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the methods and procedures that was used in this study this was viewed under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the study

This study employed a descriptive survey research design. According to Eucharia (2021) this design describes the characteristics of the problem and under the Study. Due to its advantages in identifying characteristics of a large population, from a group of individuals. This design is considered appropriate for this study because it will help to

describe how artificial intelligence (AI) influence entrepreneurial skills of Business education graduates in public universities.

Population of the Study

The population for this study comprised eighty-four (84) business education graduates in the 2021/2022 and 2022/2023 academic session in university of Benin, Benin city, Edo state.

Sample and Sampling Technique

The sample size of the Study was made up of eighty-four (84) business education graduates in the 2021/2022 and 2022/2023 academy session in university of Benin, Benin city, Edo state. As a result of the manageable size of the population, the population was used as the sample size, Hence census.

Research Instrument

The instrument used for data collection was a questionnaire. The questionnaire was titled; Influence of Artificial Intelligence (AI) on Entrepreneurial Skills of Business Education Graduates Questionnaire (IAIESBEGQ). The questionnaire was segmented into two section; A and B. A measure the demographic variables such as sex and age while section B comprised twenty-five (25) items which were drawn from research question of the Study. The rating scale ranging from Very high extent (VHE,4) High extent (HE,3) Low extent (LE,2) and Very low extent (VLE,1).

Validity of the Instrument

The instrument for data collection was face validated by the research supervisor, and two other experts in Business Education, Department of Vocational and technical Education (VTE), Faculty of Education, University of Benin, Benin city, Edo state. It was suggested among others that the rating scale be changed from (SA, A, D, SD) Strongly Agree, Agree, Disagree, Strongly Disagree be changed to (VHE, HE, LE, VLE) Very High Extent, High Extent, Low Extent, Very Low Extent. These corrections were clarified and recommendations were included into the final draft of the instrument.

Reliability of the Instrument.

To establish the reliability of the instrument, copies of the instrument were administered to twenty (20) Business education graduates from University of Benin. Therefore, Cronbach statistical tool was used to ascertain consistency. It yielded an alpha value of 0.81, hence the instrument was considered reliable.

Method of Data Collection

The questionnaire was administered to the respondents by the researcher with the help of research assistant who was briefed on the procedure to be used in administering the instrument. The questionnaire was checked after completion, to ensure the level of completion by respondents.

Method of Data Analysis

The data collected was analyzed using mean ($\bar{x}$) and standard deviation (SD). The mean ($\bar{x}$) and standard deviation (SD) were used to answer the research questions. Decision rule for the research questions was based on any calculated mean equal or greater than 2.5 and was regarded as high extent while any calculated mean less than 2.5 was regarded as low extent in confirming with the (title influence of artificial intelligence on entrepreneurial skills of business education graduate" IAIESBEG). The range scores are as follows:

Very High Extent (VHE): $3 < \bar{x} \leq 4$

High Extent (HE): $2 < \bar{x} \leq 3$

Low Extent (LE): $1 < \bar{x} \leq 2$

Very Low Extent (VLE) $0 < \bar{x} \leq 1$

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study.

Presentation of Results

Research Question One

To what extent does Artificial Intelligence (AI) influence creative and critical thinking on entrepreneurial skills of business education graduates in public universities, Edo State?

Table 1: Mean and standard deviation showing the influence of Artificial Intelligence (AI)

creative and critical thinking on entrepreneurial skills of business education graduates in public universities

S/N	Item	N	Mean	SD	Remarks
1	AI tools improve the student's ability to evaluate the strengths and weaknesses of business opportunities	84	3.37	.715	High Extent
2	AI has improved the student's ability to identify and exploit business opportunities.	84	3.58	.572	High Extent
3	AI has increased the student's efficiency in managing time and resources in entrepreneurial activities.	84	3.40	.693	High Extent
4	AI limits the students creative thinking because it provides ready-made solutions.	84	3.29	.696	High Extent
5	AI has helped the students develop effective communication and networking strategies.	84	3.31	.897	High Extent
	Cluster Mean		**3.39**	**0.12**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 1 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.29 to 3.58 while the standard deviation also ranges from .572 to .897. The cluster mean indicates a mean of 3.39. With these results, the above mean score shows that Artificial Intelligence (AI) influence creative and critical thinking on entrepreneurial skills of business education graduates in public universities, Edo State to a high extent.

Research Question Two

To what extent does Artificial Intelligence (AI) influence problem-solving and adaptability on entrepreneurial skills of business education graduates in public universities, Edo State?

Table 2: Mean and standard deviation showing the influence of Artificial Intelligence (AI)

problem-solving and adaptability on entrepreneurial skills of business education graduates in public universities,

S/N	Item	N	Mean	SD	Remarks
6	AI tools enhance the student's ability to analyze complex business problems.	84	3.44	.669	High Extent
7	AI tools help the students to adapt to changes in the business environment more effectively	84	3.44	.639	High Extent
8	AI enhances the student's ability to respond to unexpected challenges in entrepreneurship.	84	3.31	.701	High Extent
9	Business education curricula in public universities should include more AI-related courses.	84	3.21	.750	High Extent
10	AI is essential for the development of entrepreneurial skills in business education graduates.	84	3.19	.715	High Extent
	Cluster Mean		**3.32**	**0.04**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question two, Table 2 showed that the respondents rated item six to ten as high extent with a mean rating ranging from 3.19 to 3.44 while the standard deviation also ranges from .639 to .750. The cluster mean indicates a mean of 3.32. With these results, the above mean score shows Artificial Intelligence (AI) influence problem-solving and adaptability on entrepreneurial skills of business education graduates in public universities, Edo State to a high extent.

Research Question Three

To what extent does Artificial Intelligence (AI) influence leadership on entrepreneurial skills of business education graduates in public universities, Edo State?

Table 3: Mean and standard deviation showing the influence of Artificial Intelligence (AI) leadership on entrepreneurial skills of business education graduates in public universities

S/N	Item	N	Mean	SD	Remarks
11	AI tools help students to make informed decisions as a leader in entrepreneurial ventures.	84	3.37	.627	High Extent
12	AI helps students to identify and develop leadership qualities in team members.	84	3.21	.667	High Extent
13	Artificial intelligence help to promote ability to buying and selling ability.	84	3.29	.723	High Extent
14	AI has increased the student's confidence in taking on leadership roles in entrepreneurship.	84	3.19	.658	High Extent
15	AI is essential for the development of entrepreneurial skills in business education graduates.	84	3.37	.793	High Extent
	Cluster Mean		**3.29**	**0.07**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question three, Table 4 showed that the respondents rated item eleven to fifteen as high extent with a mean rating ranging from 3.19 to 3.37 while the standard deviation also ranges from .627 to .793. The cluster mean indicates a mean of 3.29. With these results, the above mean score shows Artificial Intelligence (AI) influence leadership on entrepreneurial skills of business education graduates in public universities, Edo State to a high extent.

Research Question Four

To what extent does Artificial Intelligence (AI) influence communication on entrepreneurial skills of business education graduates in public universities, Edo State?

Table 4: Mean and standard deviation showing the influence of Artificial Intelligence (AI) influence communication on entrepreneurial skills of business education graduates in public universities

S/N	Item	N	Mean	SD	Remarks
16	AI enables the students to communicate complex business ideas in a simplified manner.	84	3.44	.698	High Extent
17	AI helps the students tailor their communication style to different audiences.	84	3.54	.609	High Extent
18	AI play a critical role in shaping effective communication strategies in entrepreneurship.	84	3.48	.641	High Extent
19	AI facilitate horizontal communication among business education graduates.	84	3.29	.637	High Extent
20	AI tools have prepared the students to communicate effectively in a technology-driven business environment.	84	3.46	.609	High Extent
	Cluster Mean		**3.44**	**0.04**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question four, Table 4 showed that the respondents rated item sixteen to nineteen as high extent with a mean rating ranging from 3.29 to 3.54 while the standard deviation also ranges from .609 to .698. The cluster mean indicates a mean of 3.44. With these results, the above mean score shows that Artificial Intelligence (AI) influence communication on entrepreneurial skills of business education graduates in public universities, Edo State to a high extent.

Research Question Five

To what extent does Artificial Intelligence (AI) influence innovation on entrepreneurial skills of business education graduates in public universities, Edo State?

Table 5: Mean and standard deviation showing the influence of Artificial Intelligence (AI) influence innovation on entrepreneurial skills of business education graduates in public universities

S/N	Item	N	Mean	SD	Remarks
21	AI enhances the students ability to identify market gaps and opportunities for innovation.	84	3.46	.727	High Extent
22	AI tools have prepared the students to innovate in a technology-driven business environment.	84	3.44	.608	High Extent
23	AI can help bridge the innovation gap among business education graduates.	84	3.44	.574	High Extent
24	AI has increased the students confidence in developing and implementing innovative ideas.	84	3.35	.623	High Extent
25	AI tools help the students generate new and creative ideas for entrepreneurial ventures.	84	3.33	.706	High Extent
	Cluster Mean		**3.40**	**0.07**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question five, Table 5 showed that the respondents rated item twenty-one to twenty-five as high extent with a mean rating ranging from 3.33 to 3.46 while the standard deviation also ranges from .574 to .727. The cluster mean indicates a mean of 3.40. With these results, the above mean score shows that the

Artificial Intelligence (AI) influence innovation on entrepreneurial skills of business education graduates in public universities, Edo State art to a high extent.

Discussion of Findings

The findings of research question one revealed that Artificial Intelligence (AI) influence creative and critical thinking on entrepreneurial skills of business education graduates in public universities, Edo State to a high extent. This finding corroborates with that of Dwivedi, Hughes, Aarts (2021) which explains that Creativity and critical thinking are fundamental entrepreneurial skills that enable individuals to generate innovative ideas and make informed decisions. Artificial intelligence enhances creativity by providing access to large datasets, recognizing patterns, and suggesting novel solutions. With the study of Shepherd, Majchrsak (2022) who found out that tools such as AI- driven design platforms, content generators, and predictive analytics support entrepreneurs in conceptualizing and refining new business ideas. Entrepreneurs can leverage these tools to refine their ideas, ensuring they align with market demands and organizational goals.

Research question two findings indicated that Artificial Intelligence (AI) influence problem-solving and adaptability on entrepreneurial skills of business education graduates in public universities, Edo State to a high extent. This finding is in line with that of Juliana, Solomon, Elvis (2021) which stated that problem-solving is a critical entrepreneurial skills that involves identifying challenges, analyzing their roots causes, and devising effective solutions. As stated by Kiani (2024), Adaptability is a critical entrepreneurial skill that involves the ability to adjust to changing circumstances,

embrace new challenges, and remain resilient in the face of uncertainty. In today's rapidly evolving business environment, adaptability is essential for entrepreneurs to stay competitive, seize emerging opportunities, and navigate disruptions.

The data output of research question three showed that Artificial Intelligence (AI) influence leadership on entrepreneurial skills of business education graduates in public universities, Edo State to a high extent. This finding support that of Ahmed, Harrison (2023) which explains that leadership is a core entrepreneurial skill that enables entrepreneurs to guide teams, make strategic decisions, and inspire others toward achieving a common goal. Effective leadership involves a combination of vision, communication, decision making, and interpersonal skills, which are essential for navigating the challenges of running a business. This is also in line with Tasnim (2024) who explained that AI is reshaping leadership by providing tools that enhance decision making, communication, and team management. Leadership is critical for entrepreneurs to navigate economic uncertainties, infrastructural challenges, and market competition.

The findings of research questions four depicted that Artificial Intelligence (AI) influence communication on entrepreneurial skills of business education graduates in public universities, Edo State to a high extent. This finding is in agreement with that of Sharma (2019), who stated that Communication is a fundamental entrepreneurial skill that involves effectively conveying ideas, building relationships, and inspiring others. Entrepreneurs rely on strong communication skills to engage stakeholders, negotiate deals, manage teams, and connect with customers. Effective communication fosters trust,

collaboration, and a shared vision, which are critical for business success. AI has significantly enhanced communication in entrepreneurship through tools that improve accessibility, personalization, and efficiency. AI tools that offer translation services and adaptive communication platforms can help bridge these gaps, ensuring that entrepreneurs can connect with diverse audiences.

The findings of research question five discovered that Artificial Intelligence (AI) influence innovation on entrepreneurial skills of business education graduates in public universities, Edo State art to a high extent. This finding aligns appropriately with that of Ertel, (2024) which says, AI fosters innovation by enabling rapid prototyping, optimizing research and development, and streamlining product testing. AI tools such as generative design software and digital twins allow entrepreneurs to experiment with different product models before market launch. Predictive analytics help businesses identify emerging market trends and align their innovations with customer demands. Entrepreneurs who integrate AI into their innovation processes gain a competitive advantage by accelerating product development and reducing costs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations.

Summary of Findings

This study was aimed towards analysing the influence of artificial intelligence AI, on entrepreneurial skills of Business Education graduates in public universities, Edo State. The research explored how artificial intelligence tools and technologies impact key entrepreneurial competencies such as Creative and Critical thinking, Problem-solving and Adaptability, Leadership, Communication, Innovation. Based on the findings it was revealed that Artificial Intelligence (AI) has helped the students develop effective communication and networking strategies to a high extent. Artificial Intelligence (AI) is essential for the development of entrepreneurial skills, It was also revealed that Artificial Intelligence (AI) helps students to identify and develop leadership qualities in team members, moreover it enables students to communicate complex business ideas in a simplified manner, the findings shows that Artificial Intelligence (AI) enhances business education students ability to ability to identify market gaps and opportunities for innovation, creativity in the nation economy.

This study employed a descriptive survey research design. The population for this study comprised eighty-four (84) business education graduates in the 2021/2022 and 2022/2023 academic session in university of Benin, Benin city, Edo state. The instrument used for data collection was a questionnaire. The questionnaire was titled; Influence of

Artificial Intelligence (AI) on Entrepreneurial Skills of Business Education Graduates Questionnaire (IAIESBEGQ). The questionnaire was segmented into two section; A and B. The instrument for data collection was face validated by the research supervisor, and two other experts in Business Education, Department of Vocational and technical Education (VTE), Faculty of Education, University of Benin, Benin city, Edo state. Mean and standard deviation was adopted for data analysis while mean of 2.5 was used as a benchmark for accepting the responses to the items formulated under each question.

Conclusion

Based on the findings of the study, it was concluded that Artificial Intelligence (AI) significantly influenced the development of entrepreneurial skills among business education graduates in public universities in Edo State. The adoption of AI tools enables graduates to automate business processes, improve decision-making, and develop innovative business models.

Recommendations

The following recommendations were made

1. Universities should incorporate AI-related courses and practical training into the business education curriculum to equip graduates with the necessary skills for AI-driven entrepreneurship.
2. Regular training sessions and workshops should be organized for students and faculty in public universities to enhance their knowledge of AI applications in business.

3. Business Education graduates should be encouraged to embrace AI technologies by showcasing successful AI- driven entrepreneurial ventures and providing mentorship programs.
4. Government and educational institutions should develop policies that promote AI education and provide funding opportunities for startups utilizing AI solutions.
5. Measures should be taken to overcome barriers such as limited infrastructure, lack of AI expertise, and resistance to change through targeted interventions and awareness programs.

Suggestions for Further Studies

This study investigated the influence of Artificial Intelligence (AI) on the development of entrepreneurial skills among business education graduates in public universities in Edo State. The following suggestions for further research were outlined:

1. The influence of Artificial Intelligence (AI) on the entrepreneurial intentions among business education graduates in public universities in Edo State.
2. The influence of entrepreneurial skills on the job opportunities of business education graduates in public universities in Edo State.
3. Artificial Intelligence (AI) as a correlates of business education job attraction and retention business education graduates in public universities in Edo State.

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APPENDIX A

Department of Vocation and Technical Education,
Faculty of Education,
University of Benin,
Benin City,
Edo State
17/01/2025.

Dear Respondent,

LETTER TO RESPONDENTS

My name is Airenwinkiekie Osarugue, from the above-named institution. I am currently carrying out a research on "Influence of Artificial Intelligence (AI) on Entrepreneurial Skills of Business Education Graduates Questionnaire (IAIESBEGQ)" I therefore solicit for your objective responses to the questions in this paper at this would give soundness and validity to this research work. This questionnaire is purely for academic research purpose. Please read the questions carefully and give responses each of the items as best as you can. Your responses will be treated with strict confidentiality.

Thanks for your anticipated co-operation.

Yours faithfully,

Airenwinkiekie Osarugue

(Research Student)

APPENDIX B

QUESTIONNAIRE ON INFLUENCE OF ARIFICIAL INTELLIGENCE(AI) ON ENTREPRENEURIAL SKILLS OF BUSINESS EDUCATION GRADUATES IN PUBLIC UNIVERSITY, EDO STATE
DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

SECTION A:DEMOGRAPHIC

Sex: Male ( ) Female ( )

Age: 18-20 ( ) 21-24 ( ) 25-29 ( )

SECTION B

Please read carefully and tick ( ) in the box for VHE, HE, LE, VLE where applicable to best represent your opinion.

VHE= Very High Extent - 4

HE= High Extent- 3

LE= Low Extent-2

VLE= Very Low Extent - 1

S/N		VHE	HE	LE	VLE
RQ 1	**To what extent does artificial intelligence influence creative and critical thinking on Entrepreneurial skills of business education graduate in public universities,Edo state.**				
1	AI tools improve the student's ability to evaluate the strengths and weaknesses of business opportunities				

2	AI has improved the student's ability to identify and exploit business opportunities.				
3	AI has increased the student's efficiency in managing time and resources in entrepreneurial activities.				
4	AI limits the students creative thinking because it provides ready-made solutions.				
5	AI has helped the students develop effective communication and networking strategies.				
RQ2	**To what extent does artificial intelligence influence problem solving and adaptability on Entrepreneurial skills of business education graduates in public universities ,Edo state.**	**VHE**	**HE**	**LE**	**VLE**
6	AI tools enhance the students ability to analyze complex business problems.				
7	AI tools help the students to adapt to changes in the business environment more effectively				
8	AI enhances the students ability to respond to unexpected challenges in entrepreneurship.				
9	Business education curricula in public universities should include more AI-related courses.				

10	AI is essential for the development of entrepreneurial skills in business education graduates.				
RQ3	**To what extent does artificial intelligence influence leadership on Entrepreneurial skills of business education graduates in public universities ,Edo state.**	**VHE**	**HE**	**LE**	**VLE**
11	AI tools help students to make informed decisions as a leader in entrepreneurial ventures.				
12	AI helps students to identify and develop leadership qualities in team members.				
13	Artificial intelligence help to promote ability to buying and selling ability.				
14	AI has increased the students confidence in taking on leadership roles in entrepreneurship.				
15	AI is essential for the development of entrepreneurial skills in business education graduates.				

RQ4	To what extent does artificial intelligence influence communication on Entrepreneurial skills of business education graduates in public universities ,Edo state.	VHE	HE	LE	VLE
16	AI enables the students to communicate complex business ideas in a simplified manner.				
17	AI helps the students tailor their communication style to different audiences.				
18	AI play a critical role in shaping effective communication strategies in entrepreneurship.				
19	AI facilitate horizontal communication among business education graduates.				
20	AI tools have prepared the students to communicate effectively in a technology-driven business environment.				

RQ 5	To what extent does artificial intelligence influence innovation on Entrepreneurial skills of business education graduates in public universities, Edo state.	VHE	HE	LE	VLE
21	AI enhances the students ability to identify market gaps and opportunities for innovation.				
22	AI tools have prepared the students to innovate in a technology-driven business environment.				
23	AI can help bridge the innovation gap among business education graduates.				
24	AI has increased the students confidence in developing and implementing innovative ideas.				
25	AI tools help the students generate new and creative ideas for entrepreneurial ventures.				

APPENDIX C

OUTPUT OF RELIABILITY OF THE STUDY

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.810	25

APPENDIX D

OUTPUT OF RESEARCH QUESTIONS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	84	1	4	3.37	.715
Q2	84	2	4	3.58	.572
Q3	84	2	4	3.40	.693
Q4	84	1	4	3.29	.696
Q5	84	1	4	3.31	.897
Valid N (listwise)	84				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	5	3.29	3.58	3.3900	.11511
VAR00002	5	.57	.90	.7146	.11664
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q6	84	2	4	3.44	.669
Q7	84	2	4	3.44	.639
Q8	84	2	4	3.31	.701
Q9	84	1	4	3.21	.750
Q10	84	2	4	3.19	.715
Valid N (listwise)	84				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00003	5	3.19	3.44	3.3180	.12029
VAR00004	5	.64	.75	.6948	.04264
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q11	84	2	4	3.37	.627
Q12	84	2	4	3.21	.667
Q13	84	1	4	3.29	.723
Q14	84	2	4	3.19	.658
Q15	84	1	4	3.37	.793
Valid N (listwise)	84				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00005	5	3.19	3.37	3.2860	.08532
VAR00006	5	.63	.79	.6936	.06549
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q16	84	1	4	3.44	.698
Q17	84	2	4	3.54	.609
Q18	84	2	4	3.48	.641
Q19	84	2	4	3.29	.637
Q20	84	2	4	3.46	.609
Valid N (listwise)	84				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00007	5	3.29	3.54	3.4420	.09284
VAR00008	5	.61	.70	.6388	.03636
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q21	84	2	4	3.46	.727
Q22	84	2	4	3.44	.608
Q23	84	2	4	3.44	.574
Q24	84	2	4	3.35	.623
Q25	84	1	4	3.33	.706
Valid N (listwise)	84				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00009	5	3.33	3.46	3.4040	.05941
VAR00010	5	.57	.73	.6476	.06577
Valid N (listwise)	5				

APPENDIX

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY
QUESTIONNAIRE

Dear respondent(s)

My name is Airenwinkiekie Osarugue, a final year student of the above department carry out a research work on **"INFLUENCE OF ARIFICIAL INTELLIGENCE(AI) ON ENTREPRENEURIAL SKILLS OF BUSINESS EDUCATION GRADUATES IN PUBLIC UNIVERSITIES, EDO STATE".**

This research work is purely for academic purpose and it will be treated as confidential. You are therefore required to kindly and truthfully response by providing answer to the question below.

Thanks for anticipated corperation.

SECTION A:DEMOGRAPHIC

Sex: Male ( ) Female ( )
Age: 18-20 ( ) 21-24 ( ) 25-29 ( )

SECTION B

Please read carefully and tick ( ) in the box for SA,A,~~SD,D~~ SD where applicable to best respent your opinion.

SA= Strongly agree - 4 VHE
A= Agree - 3 HE
~~SD= Strongly~~ disagree -2 LE
~~SD= Disagree - 1~~ Strongly Disagree VLE

S/N	~~ITEMS STATEMENT~~ D	~~SA~~ VHE	~~A~~ HE	~~SD~~ LE	~~D~~ VLE
	To what extent does artificial intelligence influence creative and critical thinking on Entrepreneurial skills of business education graduate in public universities,Edo state.				
1	AI tools improve the students ability to evaluate the strengths and weaknesses of business opportunities				

NOTE: Since the research questions were raised based on "to what extent" It is expected your four point rating Scale should be Very High Extent (VHE 4) High Extent (HE Low Extent (LE 2) and Very Low Extent (VLE 1).

		SA	A	D	SD
2	AI has improved the students ability to identify and exploit business opportunities.				
3	AI has increased the students efficiency in managing time and resources in entrepreneurial activities.				
4	AI limits the students creative thinking because it provides ready-made solutions.				
5	AI has helped the students develop effective communication and networking strategies.				
RQ2	**To what extent does artificial intelligence influence problem solving and adaptability on Entrepreneurial skills of business education graduates in public universities ,Edo state.**	~~SA~~ VHE	~~A~~ HE	~~SD~~ D LE	~~D~~ VLE
6	AI tools enhance the students ability to analyze complex business problems.				
7	AI tools help the students to adapt to changes in the business environment more effectively				
8	AI enhances the students ability to respond to unexpected challenges in entrepreneurship.				
9	Business education curricula in public universities should include more AI-related courses.				
10	AI is essential for the development of entrepreneurial skills in business education graduates.				
RQ3	**To what extent does artificial intelligence influence leadership on Entrepreneurial skills of business education graduates in public universities ,Edo state.**	~~SA~~ VHE	~~A~~ HE	~~SD~~ D LE	~~D~~ SD VLE
11	AI tools help students to make informed decisions as a leader in entrepreneurial ventures.				
12	AI helps students to identify and develop leadership qualities in team members. Artificial intelligence help to promote ability to buying and selling				
13	~~Business education curricula should include AI training to develop leadership skills.~~ ability				
14	AI has increased the students confidence in taking on leadership roles in entrepreneurship.				

15	AI is essential for the development of entrepreneurial skills in business education graduates.				
	To what extent does artificial intelligence influence communication on Entrepreneurial skills of business education graduates in public universities ,Edo state.	SA VHE	A HE	SD LE	D VLE
16	AI enables the students to communicate complex business ideas in a simplified manner.				
17	AI helps the students tailor their communication style to different audiences. effective				
18	AI ~~will~~ play a critical role in shaping future communication strategies in entrepreneurship. facilitate horizontal Communication among business				
19	~~AI can help bridge~~ communication gaps among business education graduates.				
20	AI tools have prepared the students to communicate effectively in a technology-driven business environment.				
	To what extent does artificial intelligence influence innovation on Entrepreneurial skills of business education graduates in public universities, Edo state.	SA VHE	A HE	SD LE	D VLE
21	AI enhances the students ability to identify market gaps and opportunities for innovation.				
22	AI tools have prepared the students to innovate in a technology-driven business environment.				
23	AI can help bridge the innovation gap among business education graduates.				
24	AI has increased the students confidence in developing and implementing innovative ideas.				
25	AI tools help the students generate new and creative ideas for entrepreneurial ventures.				

The items adequately measure the purposes and research questions that guided the study - Hence, the instrument is relatively valid.

DR. S. A. ADEOYE

06/02/2024