

## **INTEGRATING ARTIFICIAL INTELLIGENCE (AI) IN TECHNICAL, VOCATIONAL, BUSINESS AND SCIENCE EDUCATION PROGRAMS IN FEDERAL COLLEGE OF EDUCATION (TECHNICAL) ASABA, DELTA STATE AS MODEL FOR ENTREPRENEURSHIP IN NIGERIA.**

**Opara Mary Chisara (Ph.D)**

Department of Fine and Applied Arts Education  
Federal College of Education (Technical), Asaba, Delta State

### **Abstract**

*Entrepreneurship is the core thrust of this research work, with integration of artificial Intelligence in four schools in the college. The integration of AI in federal college of education programs will make the trainings easy for entrepreneurship career. This research has structured questionnaire as instrument of data collection using the 4-scale likert questionnaires structure: strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The population of 200 responses were gathered per row, column and converted to percentage equivalents for discussion. It was gathered that all the enlisted programs in the college enhances entrepreneurship. It was also discovered that Artificial Intelligence has not affected most of the programs in Federal college of Education (Technical), Asaba. Findings from the study revealed among others that the availability of AI tools in Federal College of Education programs are not sufficient to effectively support the students learning and skill development. The study recommends that for effective integration of AI in programs run in the college, there should be availability of AI tools and equipments that can enhance effective skills and knowledge for entrepreneurial careers at the end of study in the college.*

**Keywords:** *Artificial Intelligence, Technical Education and Vocational Education, Business Education, And Science Education*

### **Introduction**

In Nigeria entrepreneurial skills, technical, vocational, business and science education programs are numerous and vary from one society to another, each society have different creative artistry associated with the above programs. Abdullah (2012), states that God has given every individual or group of persons the spirit of entrepreneurship. A majority of the skills are acquired through informal learning often as apprenticeship while some other craftsmanship was as a result of generational family inheritance transmitted from one generation to generation which is as a result of creativity in them. Alguhtani (2023) affirms that understanding the concept of entrepreneurship practice, individuals can develop the skills and mindset necessary to succeed in creating and growing innovative and sustainable business of their own as a self-employed person which any available capital can be used to run such form of business . Such a person needs to be equipped with skills and knowledge that are required to operate a successful business. Skill is the special ability to do something expertly and well especially as gained by learning or acquiring that. As matter of fact when Artificial Intelligence is integrated into skill learning professions, it will make learning easy, transform technology and impact in them sustainable developmental goals.

The Nigerian government has reorganized the importance of human resource in natural development. This explains why Udoji (2012) states in his report to the government that the major constraint to Nigerians economic development was not just the unavailability of the financial and other capital inputs but more importantly the inadequacy of trained man power in various occupations. It is essentially a strategic process which is concerned with meeting both business and individual needs. Bernardin (2011) supported the view by saying that human resource development is the use of training, organizational development, and career development efforts to improve individual, groups and organizational efficiency to mobilize workforce. He further adds that human resource development helps to develop key competencies that allow individuals in organizations to perform current or future jobs through planned learning activities. Groups within organizations initiate and manage change and ensure a match between an individual and organizational needs. Therefore when artificial intelligence is integrated on the programs run in Federal College of Education (Technical), Asaba as model for entrepreneurship, it will help personalized learning experience and enhances practical training and improved assessment methods of the learner, in the same vein, it can tailor educational content to individual student needs, provide realistic stimulations for hand on experience and offer instant feedback on performance leading to better equipped graduates for the future workforce in the society. Artificial intelligence tools are used for both teaching and learning as an educational support (Smith 2021). Menandoza et al (2023), added that existing studies on the adoption of artificial Intelligence on entrepreneurship education showed positive results with students actively using them to access information, ask questions and receive support with different assignments and tasks, such benefits include chatbots which helps to solve problems of inadequate students and instructor. Interaction gives the users new knowledge and creative ideas that might not have been thought of, it will also help in the expansion of knowledge on subject related to the ideas and it can also provide a faster access to information and increase students' efficiency and productivity.

### **Statement of Problems**

In spite of the enormous prospects in technical, vocational, business, and science and technology entrepreneurship, the potentials have not been amply exploited for entrepreneurship, especially given spate of joblessness among Nigerian youths and graduates. Technical, vocational, business and Science technology careers that promotes the exertion of practical skills for entrepreneurship. As much as artificial intelligence is an important technology that enhances entrepreneurship by making the work easy and fast, it also faces the test extinction because of attitudinal change occasioned by global trends in technology and also encouraged plagiarism among lecturers and students which is a threat to academic integrity. Entrepreneurs need the presence of quality human resources to identify any conceivable error of precise definition. Despite the positive trend, other problems includes ineffectively cultivating entrepreneurship intention among technical, vocational, business and science technology students, the reason for integrating AI in the careers listed above is to ensure that entrepreneurship careers will effectively enhances students motivation, readiness and creativity to chase entrepreneurial careers and help them face their work force individually as they graduates from school.

## **Research Objective**

The objective of the study was to critically examine the integration of artificial Intelligence in technical education, vocational education, business education, and science technology programs in federal College of Education (Technical) Asaba, Delta State, Nigeria and to harness same for entrepreneurial purpose in contemporary society.

## **The Specific Objective**

1. To find out the grounds on which artificial intelligence can affect technical education, vocational education, Business Education, and Science education as model for entrepreneurship in the college among its graduates.
2. To find out the extent to which AI integration in technical education, vocational, business education, and science education in FCE (T), Asaba can suffice for contemporary entrepreneurship.
3. To ascertain the most predominant challenges in adopting AI technologies in technical, vocational, business Education, and science education in FCE (T) Asaba.

## **Significance of the Study**

This study is of immense importance as a pool of information and reference for individuals, students, lecturers, researchers and agencies in related field of study. The battle between AI in technical, vocational, Business Education, Science education programs and contemporary entrepreneurship is well presented in all facets. Research work will be of benefit to graduates since it will help them fight the cost of “On –The – Job” training while looking for a white-collar job that is currently not enough in the country, since they will be experts in their field of study. This study will also be important to educators in designing and updating entrepreneurship curriculum for effective integration in related skills and tools and can also help in understanding ways technology can shape entrepreneurship careers and be of great benefits to graduates and individuals who may be self-employed as they graduate from school.

## **Research Questions**

The research which sorts to provide answers to the following questions:

1. On what ground would artificial intelligence affect technical education, vocational education, business Education, and Science education programs when integrated
2. To what extent would AI suffice technical education, vocational education, business education, and science education in FCE(T), Asaba for contemporary entrepreneurship
3. What are the most predominant challenges that can be faced in adopting AI in the technical education, vocational education, business Education, and Science education programs as model for entrepreneurship for students of federal college of education technical Asaba

## **Literature Review**

In this chapter the opinions and assertions of resource persons on related subject areas were reviewed, especially from journals, books and literary sources. Comparative study of scholars’ assertions was selected across international lines.

Relevant literatures were reviewed under the following subheadings: artificial intelligence, entrepreneurship, technical education, vocational education, business education and science education

**Artificial intelligence:** AI is all about a set of technologies that can enable computers to perform different kinds of work associated with intelligent programs and beings. Artificial intelligence is a machine that encompasses different techniques and methods order to perform tasks that typically require human intelligence (Adamopoulou and Moassiadis 2020). It can transform Technical, vocational, Business Education, and Science Technology programs when properly integrated and enhances entrepreneurship education practices in various ways and also personalized learning styles. It has driven virtual mentors that offers guidance support and feed back to teachers, students and stimulating real-world entrepreneurs (Surugius , Gradinaru and Surugius 2024) . Chen, Chen and Pandlin (2020) Stated that artificial Intelligence powered automation and efficiency in entrepreneurship practice and can increase productivity, reduce costs, improve accuracy, foster scalability and enable competitive advantage. Guglielmo and Massimiliano (2022) added that AI can powered Chatbots and virtual assistants that can provide 24/7 customer support, answer frequently asked questions, helps with other placement and tracking as well, assists with product recommendations and offers personalized support. This implies that AI can help the teacher on time management to concentrate on developing students' creativity, critical thinking and emotional intelligence by reducing administrative tasks and also ensures that students receive personalized feedback and tailored resource making which is the key player.

**Entrepreneurship:** Entrepreneurship education is the teaching and learning of the needed skills and knowledge that equip one to become self-reliant through an effective and successful initiator, manager, and risk bearer of business undertaking. It is as a result of adaptation to one's environment for easy identification of business opportunities (Onuma 2016). Neck and Greene (2011) define entrepreneurship as the willingness and ability of an individual to seek out investment opportunity, establish and own an enterprise successfully. Moroz and Hindle (2012) reiterate that entrepreneurship is a way of life and therefore much of the literature focuses on the individual characteristics and qualities of an entrepreneur. The definition of Neck and Greene (2011) and Moroz and Hindle (2012) shows that entrepreneurs are the creative ones who had demonstrated different ways to be self-employed by creating their own business in one way or the other. An entrepreneur demonstrates creativity and passes creative knowledge to other group and knows where to get help, when to get help and when it is needed, and should be people, as creativity implies an ability for one to be innovative and produce new things without copying from anyone. Entrepreneurship is impassioned with the dream being pursued, receptive to change as their surrounding environment changes. The concept of entrepreneurship shows that artificial intelligence when integrated will foster creativity, enhance digital literacy and prepare students for future technological advancements which is also the purpose of entrepreneurship training in this context.

**Technical and Vocational Education:** Technical and vocational education is important for empowering individuals with the necessary skills and knowledge for self-employed careers. Skill is the special ability to do something expertly well especially in a gained learning and practice. Technical and Vocational education as stated by Yahaya (2019) adds that the type of educational process that involves the study of general education and technologies related to science and the acquisition of practical skills, attitude, understanding and knowledge related to occupation in various sectors of economic life. The definition implies that technical and vocational

education is that aspect of education that prepares and equip its graduates to self-reliant related careers directly for the world of work as artisans or trade men in the society. With the concept of technical and vocational education given, it means that integration of AI in Technical and Vocational education as models of entrepreneurship can enhance student's entrepreneurial intentions by fostering creativity, decision making and problem-solving skills which is the major scope of this work.

**Business Education:** Business Education program is an entrepreneurship career that prepares individuals for a work force. Nwaigburu and Eneogwe (2019) states that business education has a definite role in equipping students with skills that increase their chances of finding jobs across territorial boundaries after schooling. Anyaeneh and Nzegwu (2017), affirm that business education typically prepares students for an occupation in business, or a business related field, or a teaching career in academic environment. Business education as a course of study can be offered in both secondary and tertiary institution. The definitions of the above authors implies that business education is a program designed to equip students on creative mind to be innovative in creating a business of their own no matter the size of the income involved at the same time help remove the mind set of joblessness among them.

**Science Education:**

Science education refers to the use of a scientific approach to investigate phenomena, acquire new skills and knowledge, and correct or integrate previous attitudes, behaviors, or knowledge. This process is based on measurable evidence and subject to scientific reasoning. Science involves interacting with components of the environment upon which living organisms depend, with the intention of making these conditions more favorable for survival (Ekwo et al., 2018). In science education, artificial intelligence (AI) has the potential to bring about significant transformation in the delivery of education (Kotsis, 2024).

Science education is also seen as a field of study that exposes learners not only to scientific content but also to the methodology and processes involved in acquiring scientific knowledge (Babajide, 2015). Adequate science education can help learners develop critical thinking skills and foster innovation, contributing to a stronger economy. Interest in science can be demonstrated by showing concern, perseverance, and self-control when facing difficulties—both in achieving academic goals in the classroom and in entrepreneurial pursuits.

**Methodology**

The descriptive survey research design was adopted for this study. It is the most suitable for this kind of research because it examines existing conditions and trends especially technical, vocational, business education, and science education programs in federal college of education technical, Asaba as models for entrepreneurship.

The population of the study comprised of students in technical education, vocational education, Business Education, and Science education in FCE(T) Asaba, Delta state, with a sample size of 200 respondents purposively selected for this study. The instrument for data collection was structured questionnaire containing fifteen 15 items eliciting vital information relevant for objective of the study. The data collected where analyzed using simple percentage rating and the results were presented using tables.

## Result

This chapter is developed to the organization of data collected and how they have been arranged in tables. The tables have been presented in accordance with the relevant research questions. Each table is followed by the interpretation of results so presented. The information on each of the tables is tabulation of frequency of responses on each item calculated in percentage. The percentages are based on the total number of responses. The total number of responses are four schools in the college which is the entire population.

- Research question 1 is based on the ground that artificial intelligence would affect technical, vocation, business and science education programs in Federal College of Education (Technical) Asaba
- Research question 2: to what extent would artificial intelligence integration on technical, vocational, business, and science education program suffice for contemporary entrepreneurship?
- Research question 3: what are the most predominant challenges in adopting AI in technical, vocational, business, and science education program in FCE (T) Asaba

**Table 1:**

| N/A | Statement/answers options                                                                                                                                                | Percentage of response |           |            |           |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------|------------|-----------|
|     |                                                                                                                                                                          | S/A                    | A         | D          | S/D       |
| 1.  | Positively when artificial intelligence is fully integrated in technical, vocational, business, and science programs. students will work hard                            | 116 (58%)              | 80 (40%)  | 4 (2%)     | 0 (0%)    |
| 2.  | Negatively, because artificial intelligence students loose focus                                                                                                         | 20 (10%)               | 13 (6.5%) | 67 (33.5%) | 100 (50%) |
| 3.  | Positively integration of AI in technical, vocational, business and science education programs helps students who graduates from entrepreneurship education              | 67 (33.5%)             | 100(50%)  | 20(10%)    | 13(6.5%)  |
| 4.  | Negatively AI integration in technical, vocational business and science education programs could make lazy graduates copy the works of others                            | 60(30%)                | 70(35%)   | 40(20%)    | 30(15%)   |
| 5.  | Negatively, because of AI on Technical, vocational, business and science education programs graduates will lack creativity to own an enterprise or business of their own | 80(40%)                | 60(30%)   | 40(20%)    | 20(10%)   |

**Research question 1:** How would artificial intelligence affect technical, vocational, business, and science education program in FCE (T) Asaba?

**Research question 2:** what extent AI integration in Technical, vocational, business and science education programs would suffice for contemporary entrepreneurship.

| N/A | Statement/answers options                                                                                                                                                       | Percentage of response |          |         |         |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------|---------|---------|
|     |                                                                                                                                                                                 | S/A                    | A        | D       | S/D     |
| 1.  | Integration of AI in Technical, vocational, business and science education programs would reduce unemployment among its graduates                                               | 80 (40%)               | 100(50%) | 14(7%)  | 6(3%)   |
| 2.  | Entrepreneurial skills in technical, vocational, business and science education programs have expanded into other sectors of creative economy                                   | 120(60%)               | 74(37%)  | 1(0.5%) | 5(2.5%) |
| 3.  | Even uneducated men and women can integrate AI in their entrepreneurial skills/careers                                                                                          | 110(55%)               | 86(43%)  | 3(1.5%) | 1(0.5%) |
| 4.  | Some of the careers in technical, vocational, business and science education programs are out dated so their skills cannot be continued in contemporary entrepreneurship of AI. | 8(4%)                  | 16(8%)   | 90(45%) | 86(43%) |
| 5.  | Some lecturers in this modern era don't have time for AI integration , they simply scare off                                                                                    | 18(9%)                 | 38(19%)  | 66(33%) | 78(39%) |

**Research question 3:** What are the most predominant challenges in adopting AI in technical, vocational, business and science education programs as model for entrepreneurship?

| N/A | Statement/answers options                                                                                                                                  | Percentage of response |           |         |          |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------|---------|----------|
|     |                                                                                                                                                            | S/A                    | A         | D       | S/D      |
| 1.  | It will encourage plagiarism                                                                                                                               | 100(50%)               | 80 (40%)  | 12(6%)  | 8 (4%)   |
| 2.  | There may be absence of human resources to identify any conceivable error thereby causing unemployment to many people as AI may be doing most of the works | 80(40%)                | 87(43.5%) | 24(12%) | 9(4.5%)  |
| 3.  | It may cause learning personalization                                                                                                                      | 100(50%)               | 96(48%)   | 4(2%)   | 0(0%)    |
| 4.  | It can hinder critical thinking and practical skill development since AI does most of the work                                                             | 90(45%)                | 100(50%)  | 6(3%)   | 4(2%)    |
| 5.  | High cost of equipments/facilities may be a barrier                                                                                                        | 86(43%)                | 77(38.5%) | 20(10%) | 17(8.5%) |

#### Discussion (Table 1):

Item 1 on table 1 shows that full integration of AI in technical, vocational, business and science education programs will make students work harder with 98% of the respondents in affirmation, 116 (58%) strongly agree and 80 (40%) having agreed respectively however an insignificant 4(2%) disagreed. The data shows that most of the respondents agreed with the statement, which implies that integration of AI in the above careers will yield positive result among users.

Item 2 on this table proved that 20 (10%) strongly agreed while 13(6.5%) agreed. 67(33.5%) disagreed and 100 (50%) strongly disagreed that the integration of AI can make students to lose focus on their studies. Therefore, the result proved that the integration of AI in the college cannot make students to loose focus.

Item3 reveals that 67 (33.5%) strongly agreed, 100 (50%) agreed that integration of AI in technical, vocational, business and science education programs will help in entrepreneurship of graduates in the above field of study while 20 (10%) and 13 (6.5%) disagree with positive statements above

Item4 shows that 60 (30%) strongly agreed, and 70(35%) agreed that integration of AI in technical, vocational, business and science education programs can make uncreative students copy works of others while 40 (20%) disagreed and 30(15%) strongly disagreed which means that 130 (65%) agreed with the above statements indicating AI integration can make lazy students copy other students work and 70 (35%) disagreed.

Item 5 The result shows that 80 (40%) strongly agreed and 60(30%) agreed that negatively AI integration in technical, vocational business and science education programs can make its graduates lack

creativity to own a business since AI is almost doing work that human being should be practicing on their own to develop their talent, on the other hand 40(20%) disagreed and 20 (10%) strongly disagreed with information above, therefore, the total respondent agreed and strongly agreed are more than those disagreed and strongly disagreed which implies AI integration may lead to lack of creativity.

#### **Table 2**

Item 1 reveals that 80 (40%) strongly agreed, 100(50%) agreed that AI integration into Technical, vocational, business and science education programs in FCE (T) Asaba will reduce the rate of unemployment of its graduates while 14 (7%) disagreed and 6 (3%) strongly disagreed with the statement which means that integration of AI in the programs will help the number of unemployment and also create room for many entrepreneurship.

Item 2 on this table shows 120 (60%) strongly agreed and 74 (37%) agreed that entrepreneurial skills in technical, vocation, business and science education programs in the college have expanded to other sectors of creative economy. However, 1(0.5%) disagreed and 5 (2.5%) strongly disagreed with the statement which means the number of respondents that disagreed and strongly disagreed are irrelevant when compared to the number agreed and strongly agreed.

Item 3 reveals that 110(55%) strongly agreed and 86(43%) agreed that uneducated men and women can also integrate Ai into their entrepreneurial skills/careers while 3(1.5%) disagreed and 1(0.5%) strongly disagreed with the above statements which means that uneducated men and women can integrate AI in their entrepreneurial skills or careers.

In item 4, the finding shows that 8(4%) strongly agreed and 16(8%) agreed that some of the careers under technical, vocational, business and science education programs in the college are outdated and cannot be continued in contemporary entrepreneurship while 90(45%) disagreed and 86(43%) strongly disagreed with the above statement meaning that the programs can be continued in the contemporary entrepreneurship.

Item 5 on table 2 shows that 18(9%) strongly agreed and 38(19%) agreed while 66(33%) disagreed and 78(39%) strongly disagreed that some lecturers in the modern era may not have time for AI integration the number of respondents that disagreed and strongly disagreed is more than the that agreed and strongly agreed proving that some Lectures in this modern era will not scare off when AI is integrated into their teaching.

#### **Table 3**

Item1 finding shows that 100(50%) strongly agreed and 80 (40%) agreed that integration of AI programs would encourage plagiarism among students and lecturers that many will copy the works of others and 12(6%) disagreed while 8(4%) strongly disagreed with the statement that AI would encourage plagiarism among students and lecturers which means AI can lead to copying of other peoples work if not properly handled.

Item 2 reveals that 80(40%) strongly agreed and 87(43.5%) agreed that integration of AI into technical, vocational, business and science education programs will lead to unemployment among graduates that would have been employed by graduates from the above entrepreneurial careers, since AI will do most of the work they would have done when employed in those areas, while 24(12%) disagreed and 9(4.5%) strongly disagreed with statements above , but the respondents that disagreed and strongly disagreed are less than those in agreed and strongly agreed.

Item 3 showed that 100 (50%) of the respondents strongly agreed and 96(48%) agreed that integration of AI will lead to personalization of learning and 4(2%) disagreed while 0(0.0%) strongly disagreed with the statement above, therefore, the result showed that AI integration may lead to personalization of learning.

Item4 shows that the integration of AI in technical, vocational, business and science education programs in the college can hinder critical thinking and practical skill development since AI will do most of the work with 95% of the respondents in affirmative showing 90(45%) strongly agreed and 100(50%) agreed respectively 5% disagreed with the statement.

Item5 reveals 86(43%) strongly agreed and 77(38.5%) agreed that the high cost of equipment and facilities may be a barrier to effectiveness and efficiency integration of AI programs while 20 (10%) disagreed and 17(8.5%) strongly disagreed with the statement above meaning with equipments and facilities there will be no barrier hindering that effective and efficient use of Ai in Technical, vocational, business and science education programs but non availability of equipment and facilities will be a barrier to effective and efficient integration of AI into the programs.

## **Conclusion**

The study has examined integration of Artificial Intelligence (AI) in technical, vocational, business and science education programs in Federal College of Education (Technical), Asaba, Delta state. The above programs as discussed in review of related literature will make students work hard and prepare them for future entrepreneurship. As they graduates from technical, vocational, business and science education, the graduates will be able to establish new business .If these strategies are put into action wrongly without proper check or control, the lazy students and lecturers can copy the work of others and thereby hinder critical thinking other challenges may include high cost of equipment and facilities as a barrier and may lead to personalization of learning and those that would been have employed may not have the chance to be employed as AI does most of the job that would have been available for them.

## **Recommendations**

The following were recommended:

1. Students should be practically trained on the use of equipments and facilities
2. Government should provide funds to equip these programs with facilities and equipments needed for AI integration
3. There should be training and retraining among lecturers and students for effective preparation on the use of artificial intelligence application and tools.

## **Reference**

- Abdullah, D. (2012). The research of entrepreneurship development in poverty alleviation development in Nigeria. *Journal of entrepreneurship research*, 1 (1) 90-94.
- Adamopoulou, E. & Moussiades, L. (2020). An overview of chatbot technology.(IJIP) *International conference on artificial intelligence application and innovations*, 5 (3) 373- 383.

- Algahtani, M.M. (2023). Artificial Intelligence and entrepreneurship education a paradigm in qatari higher education institutions after covid -19 pandemic. *International journal of data and network science*, 7(2) 695 -706
- Anyaneh, V. K. & Nzegwu, R.E. (2017). The role of business education in realization of sustainable development in Nigeria beyond 2022. *Journal knowledge review* 33(3). 1519-2126.
- Bernardin, H.J. (2011). *Human resource management: An experimental approach*. New York: M.C Graw-Hill Company.
- Babajide , V.F.T. (2015). Science education in Nigeria:The journey So Far. *International journal of innovative research in education, technology social strategies I* (1) 1 -17
- Chen,L Chen &Pandlin, Z. (2020). Artificial intelligence in entrepreneurship education. A review scoping IEEE, *Acess (ejournal)*, 8(3) 87-95.
- Ekwo, D, Odeh,C. and Ochigbo, G.O (2018) .Role of science education in curbing social ills to enhance economic development in Nigeria. *Journal of vocational and technical educators*, vol (5) 3 218-224.
- Guglielmo, G. and Massimiliano, M.P. (2022). Artificial intelligence as an enabler for entrepreneurship: a systematic literature review and an agenda for future research. *International journal of entrepreneurship behavior and research (IJEER)*,5 (3) 1 -22.
- Kotsis, K.T .(2024). Integration of artificial intelligence in science teaching in primary education :Applications for teachers. *European journal for contemporary education and E- learning* 2(3) 1 -18
- Menandoza, P.S, Guevara, C. Alban, M.A. and Escobar, F.J. (2023).Artificial intelligence in higher education: predictive model for academic performance. *Education series*13 (10) 990
- Moroz,P.W. & Hindle, K . (2012). Entrepreneurship education: A review of its objectives teaching methods and impact indicators. *Education and training* 52 (1) 20 -47
- Neck, H.M. & Green, P.G. (2021). Entrepreneurship education: Known word and new frontiers: *Journal of Small Biz Mgt.* 49 (1) 55 -70.
- Nwaigboru, K.O. & Eneogwe, V.N. (2019). Business education for self -reliance and sustainable development in Nigeria. *Academic Journal of Inter Discipline Studies* 2 (10) 213-219.
- Onuma, N. (2016). Entrepreneurship education in Nigeria tertiary institution. A remedy to graduates unemployment. *British Journal of Education* 4 (5) 1
- Smith, J. (2021). The role of AI in modern education systems. *Journal of Educational Technology* 15 (3) -56-70
- Surugius, C., Gradinarus, C, and Surugius, M.R. (2024). Artificial intelligence in business education benefits and tools. *Amfiteatru economics*. 26 (65) 241-258.