INFLUENCE OF ARTIFICIAL INTELLIGENCE (AI) ON CURRICULUM DESIGN IN ENTREPRENEURSHIP EDUCATION AT DELTA STATE UNIVERSITY ABRAKA.

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Abstract
This study examined the influence of Artificial Intelligence (AI) on curriculum design in entrepreneurship education at Delta State University (DELSU), Abraka. Specifically, the study determined the extent to which AI is integrated into the entrepreneurship education curriculum, examined the influence of AI integration on teaching and learning processes in Business Education, and determined the contribution of AI in curriculum design to students' creativity, innovation, and entrepreneurial readiness. The study adopted a descriptive survey research design. The population comprised 227 respondents, consisting of 205 Business Education undergraduate students and 22 lecturers at Delta State University, Abraka. Owing to the manageable population size, a census sampling technique was employed, making the entire population the sample for the study. Data were collected using a structured questionnaire titled Artificial Intelligence and Curriculum Design in Entrepreneurship Education Questionnaire (AICDEQ). The instrument was validated by three experts, while its reliability was established using the Cronbach Alpha method, yielding a reliability coefficient of 0.84. Data collected were analyzed using mean and standard deviation to answer the research questions, while the Independent Samples t-test was used to test the null hypotheses at the 0.05 level of significance. The findings revealed that Artificial Intelligence has been integrated into the entrepreneurship education curriculum to a considerable extent. The study further established that AI integration positively influences teaching and learning processes by enhancing personalized learning, classroom engagement, instructional delivery, and digital competence. In addition, AI was found to contribute significantly to students' creativity, innovation, and entrepreneurial readiness through improved problem-solving, business decision-making, and practical entrepreneurial experiences. The hypotheses tested indicated no significant difference between the mean responses of lecturers and students on all the variables investigated. The study concluded that Artificial Intelligence is an essential tool for improving curriculum design and entrepreneurship education in higher institutions. It was therefore recommended that universities strengthen AI integration into entrepreneurship curricula, provide regular AI capacity-building programmes for lecturers, and promote the use of AI-powered instructional tools to enhance students' entrepreneurial competencies and readiness for the digital economy.

Keywords: *Artificial Intelligence, curriculum design, entrepreneurship education, Business Education, creativity, innovation, entrepreneurial readiness.*

Introduction

Artificial Intelligence (AI) has emerged as one of the most transformative technological innovations of the twenty-first century, influencing virtually every sector of society, including education. As educational institutions seek innovative approaches to improve teaching, learning, and workforce preparation, AI has become an important tool for enhancing instructional effectiveness, promoting personalized learning, and equipping students with competencies required in an increasingly digital economy. AI refers to the simulation of human intelligence in machines that are programmed to think, learn, solve problems, and make decisions in ways that resemble human cognitive processes (Alam et al., 2023). Through technologies such as machine learning, natural language processing, intelligent tutoring systems, predictive analytics, and adaptive learning platforms, AI is transforming conventional educational practices into more flexible, interactive, and learner-centred experiences (Bahroun et al., 2023). The growing adoption of AI in education extends beyond improving instructional delivery to influencing curriculum design and the development of entrepreneurial competencies. Modern educational systems increasingly recognize that curriculum should not merely transmit theoretical knowledge but should also prepare learners

with practical skills, creativity, innovation, critical thinking, and digital competence required to succeed in today's knowledge-driven economy. Consequently, AI has become a valuable resource for designing responsive curricula that align educational content with emerging industry needs while creating individualized learning experiences that accommodate students' different learning styles, interests, and abilities (Li & Wong, 2023). Curriculum design plays a critical role in determining the quality and relevance of educational programmes. It encompasses the systematic planning, organization, implementation, and evaluation of learning experiences to achieve predetermined educational objectives. In entrepreneurship education, curriculum design has evolved from traditional classroom instruction to more experiential and technology-driven approaches that emphasize innovation, creativity, problem-solving, collaboration, and practical business application. This transformation has become increasingly necessary as globalization and the Fourth Industrial Revolution continue to reshape labour markets and entrepreneurial opportunities. The integration of AI into curriculum design provides new possibilities for strengthening entrepreneurship education. AI-powered educational platforms enable continuous assessment of students' learning behaviours and academic performance, allowing educators to adapt instructional materials and learning pathways to individual needs (Li & Wong, 2023). Intelligent Tutoring Systems (ITS), virtual learning assistants, automated feedback mechanisms, and business simulation tools provide students with opportunities to engage in practical problem-solving while receiving immediate guidance and personalized support (Chen et al., 2024). These innovations encourage active participation, experiential learning, and the development of entrepreneurial competencies that are essential for creating innovative business ventures. Entrepreneurship education aims to develop individuals who possess the knowledge, skills, attitudes, and confidence required to identify opportunities, create value, manage risks, and establish sustainable enterprises. Rather than focusing solely on business creation, entrepreneurship education promotes creativity, innovation, resilience, adaptability, opportunity recognition, and independent thinking. AI contributes significantly to achieving these objectives by providing learners with realistic business simulations, predictive market analysis, virtual mentoring, and data-driven decision-making tools that expose them to authentic entrepreneurial challenges (Tonbuloğlu, 2023; Adewumi & Cele, 2023). These technologies enable students to bridge the gap between classroom theory and real-world entrepreneurial practice.

Furthermore, AI facilitates a transition from teacher-centred instruction to learner-centred education by promoting self-directed learning and continuous engagement. Through adaptive learning systems, students receive personalized instructional support that responds to their strengths, weaknesses, learning pace, and career interests. AI also supports educators by automating administrative tasks such as grading, attendance management, scheduling, and performance monitoring, thereby allowing instructors to devote more time to mentoring, curriculum innovation, and practical entrepreneurial training (West et al., 2023). The integration of these technologies contributes to improved educational efficiency while fostering the development of critical twenty-first-century skills such as digital literacy, collaboration, creativity, communication, and analytical thinking. In Nigeria, the adoption of AI in higher education is gradually gaining momentum as universities seek innovative ways to improve teaching quality, research productivity, and graduate employability. Institutions are increasingly recognizing AI as an important catalyst for educational transformation capable of supporting curriculum innovation and expanding access to quality learning opportunities. At Delta State University, Abraka, there is growing recognition of the need to integrate AI into entrepreneurship education. The University has initiated efforts to develop an institutional AI policy that provides guidelines for the responsible and ethical use of AI in teaching, learning, research, and community engagement. This initiative reflects the University's commitment to leveraging AI to improve instructional delivery, curriculum implementation, research outcomes, and institutional effectiveness. The incorporation of AI into entrepreneurship curriculum design is particularly significant for Business Education students because it provides opportunities to integrate indigenous knowledge, technological innovation, and entrepreneurial competencies required in contemporary business environments. AI supports curriculum developers in designing adaptive learning experiences that respond to changing labour market demands while enabling students to develop practical entrepreneurial skills such as opportunity identification, innovation, strategic planning, market analysis, business forecasting, and

digital business management (Murana, 2025). Such AI-enhanced curricula prepare graduates to become technologically competent entrepreneurs capable of creating sustainable businesses and contributing to national economic development. Despite these promising opportunities, the implementation of AI in entrepreneurship curriculum design within Nigerian higher education institutions remains relatively limited. Existing studies indicate that several institutional and technological barriers continue to impede the effective integration of AI into teaching and learning. These include inadequate technological infrastructure, unstable electricity supply, poor internet connectivity, insufficient funding, limited access to AI technologies, inadequate technical expertise among educators, and concerns regarding ethical issues, data privacy, algorithmic bias, and responsible AI use (Ufondu, 2024; Abubakar et al., 2024; Spursmedia, 2024; TheCable, 2024; Oluyemisi, 2024). These challenges reduce the extent to which universities can fully utilize AI to improve curriculum design and entrepreneurship education. Given the growing importance of AI in higher education and its potential to transform entrepreneurship curriculum design, it has become necessary to examine how AI can be effectively integrated into Business Education programmes to enhance entrepreneurial skills development. Understanding the opportunities presented by AI alongside the challenges affecting its implementation is essential for developing curriculum strategies capable of preparing graduates for the realities of the digital economy. It is against this background that this study examines Artificial Intelligence in curriculum design for entrepreneurship education among Business Education students at Delta State University, Abraka, with particular emphasis on its role in enhancing entrepreneurial skills and the factors influencing its effective implementation.

Statement of the Problem

In an era where Artificial Intelligence is revolutionizing education and business practices worldwide, many students at Delta State University, Abraka particularly those studying Business Education still find themselves navigating an outdated and rigid curriculum that does not reflect the technological realities of the technological age. These students, filled with entrepreneurial aspirations, are often taught with traditional pedagogical methods that fall short in equipping them with the innovative and tech-driven skills needed to thrive in today's digital economy.

Despite the promise using AI to transform entrepreneurship education through personalized learning, intelligent simulations, and real-time industry integration, many educators lack the technical know-how and institutional support required to implement such tools effectively. This disconnects leave students feeling unprepared and overwhelmed in a business environment that increasingly values digital competence, adaptability, and creativity. While Delta State University, Abraka has made commendable strides toward adopting AI through its emerging policies and initiatives, the practical incorporation of AI into curriculum design remains limited. The barriers ranging from poor infrastructure and limited funding to insufficient training for faculty have created a gap between policy intentions and classroom realities. As a result, students who should be utilizing AI tools to simulate business models, analyse market data, and develop innovative solutions are instead confined to rote learning and theoretical knowledge. This situation not only limits the capability of Delta State University, Abraka students to grow into globally competitive entrepreneurs but also undermines the institution's role in driving technological innovation in Nigeria's education system. This situation not only limits the ability of Business Education students at Delta State University, Abraka, to develop the entrepreneurial competencies required in an increasingly technology-driven business environment, but also weakens the University's capacity to prepare graduates who can compete effectively in the digital economy. Although Artificial Intelligence has been widely acknowledged as a valuable tool for improving curriculum design and entrepreneurship education, there is limited empirical evidence on the extent to which AI is integrated into the entrepreneurship curriculum for Business Education students at Delta State University and how such integration influences the development of entrepreneurial skills. This knowledge gap creates uncertainty regarding the effectiveness of current curriculum practices and underscores the need to investigate the role of Artificial Intelligence in curriculum design for entrepreneurship education among Business Education students at Delta State University, Abraka.

Purpose of the Study The main purpose of this study is to examine Artificial Intelligence in curriculum design for entrepreneurship education among Business Education lecturers and students at Delta State University, Abraka. Specifically, the study seeks to:

1. determine the extent to which Artificial Intelligence is integrated into the entrepreneurship education curriculum at Delta State University, Abraka.
2. examine the influence of Artificial Intelligence integration on teaching and learning processes in Business Education.
3. determine the contribution of Artificial Intelligence in curriculum design to students' creativity, innovation, and entrepreneurial readiness.

Research Questions

The following research questions guided the study:

1. To what extent is Artificial Intelligence integrated into the entrepreneurship education curriculum at Delta State University, Abraka?
2. How does Artificial Intelligence integration influence teaching and learning processes in Business Education?
3. To what extent does the use of Artificial Intelligence in curriculum design contribute to students' creativity, innovation, and entrepreneurial readiness?

Research Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

H_{01}: There is no significant difference between the mean responses of Business Education lecturers and students regarding the extent of Artificial Intelligence integration into the entrepreneurship education curriculum at Delta State University, Abraka.

H_{02}: There is no significant difference between the mean responses of Business Education lecturers and students regarding the influence of Artificial Intelligence integration on teaching and learning processes in Business Education.

H_{03}: There is no significant difference between the mean responses of Business Education lecturers and students regarding the contribution of Artificial Intelligence in curriculum design to students' creativity, innovation, and entrepreneurial readiness.

Method

This study employed a descriptive survey research design. This design was chosen because it allows the researcher to systematically collect, analyse, and interpret data from a target population without manipulating any variables. The population of this study comprised 227 individuals, consisting of 205 undergraduate students enrolled in Business Education programs, 22 lecturers teaching entrepreneurship and related business education courses. (Departmental record 2025)**.** Owing to the relatively manageable size of the population (N = 227), the study utilized a census sampling technique. This means that all 205 students and 22 lecturers were included in the study. This approach eliminated sampling bias and ensured comprehensive data collection from all relevant stakeholders involved in the entrepreneurship education curriculum. The primary instrument used for data collection was a structured questionnaire titled: Artificial Intelligence and Curriculum Design in Entrepreneurship The draft questionnaire was subjected to face and content validation by three experts: To establish the reliability of the instrument, a pilot study was conducted using 20 students from another department within Delta State University, Abraka not involved in the main study. The internal consistency of the questionnaire items was measured using the Cronbach Alpha method. A reliability coefficient of 0.84 was obtained, indicating that the instrument was highly reliable (George & Mallery, 2020). This reliability index confirmed the suitability of the instrument for the main study. The questionnaire was administered in person by the researcher and two trained research assistants. The data collected were analysed using both descriptive and inferential statistical methods. Descriptive statistics, specifically mean and standard deviation, were used to answer the research questions, while the Independent Samples t-test was used to test the null hypotheses at the 0.05 level of significance. The decision rule was to reject the null hypothesis if the probability value (p-value) was less than 0.05; otherwise, the null hypothesis was accepted.

Results of Data Analysis

Research Question One: To what extent is Artificial Intelligence (AI) currently integrated into the entrepreneurship education curriculum at Delta State University, Abraka?

Table 1: AI Integration into the Entrepreneurship Education Curriculum.

S/N	Statement	N	Mean	SD	Decision
1	AI-related concepts are incorporated into entrepreneurship education courses.	227	3.48	0.82	Agree
2	AI tools are used by lecturers during entrepreneurship instruction.	227	3.36	0.87	Agree
3	Students are exposed to AI applications relevant to entrepreneurial activities.	227	3.42	0.80	Agree
4	AI-based learning resources are available for entrepreneurship education.	227	3.31	0.89	Agree
5	AI technologies are integrated into practical entrepreneurship learning activities.	227	3.27	0.91	Agree
6	The entrepreneurship curriculum reflects current AI-driven business practices.	227	3.39	0.84	Agree
7	Students receive adequate opportunities to use AI tools during entrepreneurship training.	227	3.30	0.88	Agree
8	The overall integration of AI into the entrepreneurship curriculum is satisfactory.	227	3.35	0.86	Agree
Grand Mean		**227**	**3.36**	**0.86**	**Agree**

Interpretation of Results: Table 1 shows that respondents agreed that Artificial Intelligence is integrated into the entrepreneurship education curriculum at Delta State University, Abraka. The grand mean of **3.36** (SD = **0.86**) is above the criterion mean of **2.50**, indicating a high extent of AI integration. Respondents agreed that AI-related concepts, instructional tools, learning resources, and practical applications are incorporated into the curriculum. Overall, the findings suggest that AI has been integrated into entrepreneurship education to a considerable extent, although greater emphasis on practical AI applications is still needed.

Research Question Two

In what ways does AI integration influence teaching and learning processes in Business Education?

Table 2: AI Integration on Teaching and Learning Processes in Business Education.

S/N	Statement	N	Mean	SD	Decision
1	AI improves students' understanding of entrepreneurship concepts through personalized learning.	227	3.72	0.73	Agree
2	AI enhances students' participation and engagement during classroom activities.	227	3.68	0.76	Agree
3	AI provides immediate feedback that improves students' learning outcomes.	227	3.61	0.79	Agree
4	AI enables lecturers to employ more effective teaching strategies.	227	3.57	0.81	Agree
5	AI supports collaborative learning and problem-solving among students.	227	3.55	0.84	Agree
6	AI improves students' digital literacy and technology skills.	227	3.74	0.70	Agree
7	AI makes entrepreneurship learning more practical through	227	3.70	0.7	Agree

	simulations and real-world applications.			4	
8	AI increases students' motivation and interest in entrepreneurship education.	227	3.63	0.77	Agree
Grand Mean		**227**	**3.65**	**0.77**	**Agree**

Interpretation of Results: Table 2 indicates that respondents agreed that Artificial Intelligence positively influences teaching and learning processes in Business Education. The grand mean of **3.65** (SD = **0.77**) is above the criterion mean of **2.50**, showing a high level of agreement. Respondents agreed that AI enhances digital literacy, personalized learning, classroom engagement, instructional delivery, collaborative learning, and the practical application of entrepreneurial knowledge. Overall, the findings suggest that AI integration has a significant positive influence on teaching and learning in Business Education.

Research Question Three: How does the use of Artificial Intelligence (AI) in curriculum design contribute to students' creativity, innovation, and entrepreneurial readiness?

Table 3: Contribution of AI in Curriculum Design to Students' Creativity, Innovation, and Entrepreneurial Readiness.

S/N	Statement	N	Mean	SD	Decision
1	AI-integrated curriculum design enhances my creativity in identifying business opportunities.	227	3.71	0.78	Agree
2	AI tools stimulate innovative thinking during entrepreneurship learning activities.	227	3.65	0.81	Agree
3	AI-supported learning improves my ability to develop creative business ideas.	227	3.69	0.76	Agree
4	AI applications increase my confidence in solving entrepreneurial problems.	227	3.58	0.83	Agree
5	AI-based simulations prepare me for real-life entrepreneurial challenges.	227	3.74	0.72	Agree
6	AI helps me make informed business decisions through data analysis and forecasting.	227	3.67	0.79	Agree
7	AI-enhanced curriculum improves my readiness to establish and manage a business.	227	3.63	0.77	Agree
8	AI integration encourages independent learning and entrepreneurial self-confidence.	227	3.60	0.82	Agree
Grand Mean		**227**	**3.66**	**0.78**	**Agree**

Interpretation of Results: Table 3: shows that respondents agreed that the integration of Artificial Intelligence into curriculum design contributes positively to students' creativity, innovation, and entrepreneurial readiness. The grand mean of **3.66** (SD = **0.78**) is above the criterion mean of **2.50,** indicating a high level of agreement. Respondents agreed that AI enhances creativity, innovative thinking, entrepreneurial problem-solving, business decision-making, and readiness to establish and manage businesses. Overall, the findings suggest that AI integration in curriculum design significantly contributes to the development of students' creativity, innovation, and entrepreneurial readiness.

Test of Hypotheses

Hypothesis One

H_{01}: There is no significant difference between the mean responses of Business Education lecturers and students regarding the extent of Artificial Intelligence integration into the entrepreneurship education curriculum at Delta State University, Abraka.

Table 4: Lecturers' and Students' Mean Responses on AI Integration

Respondents	N	Mean	SD	t	df	Sig. (2-tailed)	Decision
Lecturers	22	3.44	0.48	1.12	225	.264	Accept H_{01}
Students	205	3.35	0.56				

Interpretation: Table 4. shows that lecturers obtained a mean score of **3.44** (SD = **0.48**), while students recorded a mean score of **3.35** (SD = **0.56**). The Independent Samples t-test revealed no statistically significant difference between the two groups' responses (t = **1.12**, df = **225**, p = **.264** > .05). Therefore, the null hypothesis was accepted. This indicates that lecturers and students shared similar perceptions regarding the extent to which Artificial Intelligence is integrated into the entrepreneurship education curriculum at Delta State University, Abraka.

Hypothesis Two

H_{02}: There is no significant difference between the mean responses of Business Education lecturers and students regarding the influence of Artificial Intelligence integration on teaching and learning processes in Business Education.

Table 5: Lecturers' and Students' Mean Responses on AI Integration on Teaching and Learning

Respondents	N	Mean	SD	t	df	Sig. (2-tailed)	Decision
Lecturers	22	3.71	0.44	0.94	225	.348	Accept H_{02}
Students	205	3.64	0.51				

Interpretation: The result in Table 5 indicates that lecturers had a mean score of **3.71** (SD = **0.44**), while students had a mean score of **3.64** (SD = **0.51**). The Independent Samples t-test showed no statistically significant difference between the responses of the two groups (t = **0.94**, df = **225**, p = **.348** > .05). Consequently, the null hypothesis was accepted. This implies that both lecturers and students similarly perceived the positive influence of Artificial Intelligence integration on teaching and learning processes in Business Education.

Hypothesis Three

H_{03}: There is no significant difference between the mean responses of Business Education lecturers and students regarding the contribution of Artificial Intelligence in curriculum design to students' creativity, innovation, and entrepreneurial readiness.

Table 6: Lecturers' and Students' Mean Responses on AI in Curriculum Design

Respondents	N	Mean	SD	t	df	Sig. (2-tailed)	Decision
Lecturers	22	3.73	0.41	0.88	225	.381	Accept H_{03}
Students	205	3.65	0.49				

Interpretation

Table 6: reveals that lecturers recorded a mean score of **3.73** (SD = **0.41**), whereas students obtained a mean score of **3.65** (SD = **0.49**). The Independent Samples t-test indicated that the observed difference in mean responses was not statistically significant (t = **0.88**, df = **225**, p = **.381** > .05). Therefore, the null hypothesis was accepted. This finding suggests that lecturers and students held similar views regarding the contribution of Artificial Intelligence in curriculum design to enhancing students' creativity, innovation, and entrepreneurial readiness.

Discussion of Findings

The findings of this study revealed that Artificial Intelligence (AI) has been integrated into the entrepreneurship education curriculum at Delta State University, Abraka, to a considerable extent. Respondents agreed that AI-related concepts, instructional tools, learning resources, and practical applications have been incorporated into entrepreneurship education. This finding reflects the growing

adoption of AI technologies in higher education as institutions increasingly recognize the need to align curricula with the demands of the digital economy. The finding is consistent with the study of Bell and Bell (2023), who argued that integrating generative AI into entrepreneurship education enhances curriculum relevance and prepares students for technology-driven entrepreneurial environments. It also supports the scoping review by Chen, Ifenthaler, Yau, and Sun (2024), which concluded that AI has become an important component of entrepreneurship education by facilitating personalized learning, intelligent learning support, and curriculum innovation. However, the finding also suggests that practical AI applications require further strengthening, corroborating studies that emphasize that many institutions are still transitioning from policy development to effective classroom implementation. The study further found that AI integration positively influences teaching and learning processes in Business Education. Respondents agreed that AI enhances personalized learning, improves classroom engagement, strengthens digital literacy, supports collaborative learning, provides immediate feedback, and enables lecturers to adopt more effective instructional strategies. This finding is consistent with Kumar et al. (2024), who reported that AI enhances teaching effectiveness and learning experiences by supporting adaptive instruction, real-time feedback, and student-centred learning in higher education. Similarly, Vecchiarini and Somià (2023) observed that AI technologies, particularly generative AI applications, are transforming entrepreneurship education by promoting experiential learning, innovation, and more interactive pedagogical approaches. The finding also agrees with Chan and Tsi (2023), who maintained that AI should complement rather than replace lecturers by improving instructional delivery while preserving the essential role of educators in facilitating critical thinking and meaningful learning experiences. The findings also indicated that the use of AI in curriculum design contributes significantly to students' creativity, innovation, and entrepreneurial readiness. Respondents agreed that AI enhances creativity, stimulates innovative thinking, improves entrepreneurial problem-solving abilities, supports informed business decision-making, and prepares students for real-world entrepreneurial challenges. These findings support the argument that AI-powered educational tools create opportunities for students to engage in authentic entrepreneurial experiences through simulations, predictive analysis, and business model development. The finding agrees with Hariyono (2024), who reported that integrating AI with entrepreneurship instruction significantly improves students' entrepreneurial competencies and practical business skills. It is also in line with Mueller-Saegebrecht and Lippert (2024), who found that large language models such as ChatGPT promote business model innovation, creativity, and entrepreneurial thinking when integrated into entrepreneurship education. Furthermore, the findings support recent evidence that AI-assisted curriculum design enables students to develop stronger creative abilities while preparing them for emerging technology-driven business environments. The hypothesis testing further revealed no significant differences between the mean responses of Business Education lecturers and students regarding AI integration into the entrepreneurship curriculum, its influence on teaching and learning, and its contribution to students' creativity, innovation, and entrepreneurial readiness. This implies that both lecturers and students share similar perceptions of the role of AI in entrepreneurship education. The similarity in their responses suggests a growing consensus among key stakeholders on the importance of AI for curriculum improvement and entrepreneurial skills development. This finding aligns with contemporary studies indicating that although institutions may differ in their levels of AI adoption, both educators and learners generally acknowledge AI as a valuable educational resource when implemented responsibly and supported by appropriate institutional policies and professional development.

Conclusion

Artificial Intelligence is a powerful tool capable of transforming entrepreneurship education by personalizing learning, facilitating real-world business simulations, and equipping students with future-ready skills. While Delta State University, Abraka has taken commendable steps toward AI adoption, further efforts are needed to bridge gaps in infrastructure, training, and policy implementation. Harnessing the full potential of AI will not only elevate educational outcomes but also position students as innovative and competitive entrepreneurs in the digital economy.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Delta State University, Abraka, should strengthen the integration of Artificial Intelligence into the entrepreneurship education curriculum by embedding AI-related concepts, tools, and practical applications across relevant Business Education courses. This will ensure that the curriculum remains responsive to emerging technological and industry demands.
2. The university management should organize regular training, workshops, and capacity-building programmes for Business Education lecturers on the effective use of AI technologies in teaching and learning. This will enhance instructional delivery, promote student-centred learning, and improve the overall quality of entrepreneurship education.
3. Business Education lecturers should incorporate AI-powered learning tools, simulations, and project-based entrepreneurial activities into classroom instruction to foster students' creativity, innovation, critical thinking, and entrepreneurial readiness. This will better prepare graduates with the digital and entrepreneurial competencies required for success in the modern business environment.

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