

EMPOWERING STUDENTS WITH VALUABLE SKILLS FOR ENTREPRENEURSHIP THROUGH INTEGRATING ARTIFICIAL INTELLIGENCE (AI) INTO WORD PROCESSING ACTIVITIES

Chioma Kate Uteh

Abia State Polytechnic, Aba, Nigeria

chiomaute@gmail.com

08107623047

Odoch Chinwe-Edozie Iheukwumere

Abia State Polytechnic, Aba, Nigeria

chinwedozi1@gmail.com

08057993661

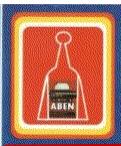
Abstract

This paper explores the intersection of education, entrepreneurship and artificial intelligence (AI) by investigating the integration of AI into wordprocessing activities to empower students with essential skills for entrepreneurship. In today's rapidly evolving world where entrepreneurship is hailed as the cornerstone of economic growth, there is growing need to equip students with the knowledge and skills necessary to thrive in an increasingly automated world of rapid advancement of AI. By integrating AI tools such as natural language processing (NLP), data analysis, automation and machine learning algorithms into wordprocessing activities, students can enhance their problem-solving abilities, develop critical thinking and develop deeper understanding of how technology can be leveraged in real-world scenarios for entrepreneurship success. This paper examines various AI powered tools and techniques that can enhance traditional wordprocessing tasks, such as automated content generation, sentiment analysis and text summarization. Furthermore it discusses the potential benefits and challenges of integrating AI into educational settings and propose strategies for effective implementation. The paper advocates for leveraging AI in education to cultivate an entrepreneurial mindset and empower students with valuable skills for future workplace.

Key words: Empowerment, Artificial Intelligence (AI) Word Processing Activities, Valuable Skills

Introduction

Entrepreneurship education is the structured training that equips individuals, particularly the youth with the knowledge, skills, and mindset necessary to develop, launch and manage their own businesses or initiatives. It goes beyond traditional business education by fostering creativity, innovation, risk taking and problem solving (Babalola, 2022). In today's rapidly evolving technological landscape and increasing competitive global environment equipping students with the skills necessary for entrepreneurship is more crucial than ever. According to Oguniyyi (2019), one of the most promising avenues for fostering these skills lies in the integration of artificial intelligence (AI) into educational tools and practices. This integration has the potential to revolutionize the way students learn and develop critical skills. Babalola (2022) stated that as artificial intelligence (AI) continues to advance, it offers innovative solutions for enhancing educational experiences, fostering creativity, and equipping students with the competencies needed to thrive in entrepreneurial ventures.



The significance of entrepreneurship education has been widely recognized with an emphasis on cultivating problem solving abilities, critical thinking and adaptability. However, many people are of the view that the traditional education approaches often fall short in providing students with hands-on experience and practical skills [Oguuleye (2020), Ajayi (2021) and Adeboye (2023)]. By leveraging AI in word processing activities, educators can create dynamic and interactive learning environment that stimulates real world entrepreneurial challenges. According to Ekekwe (2020), this approach not only engages students but also allows them to experiment with AI – driven tools that are increasingly prevalent in the business world.

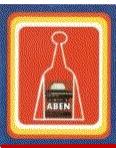
Emphasizing on the benefit of integrating AI into word processing tasks, Ogunleye (2020) stated that integrating AI into word processing tasks such as automated content generation, intelligent editing, and personalized feedback, has the capability of helping students to develop essential skills like effective communication, strategic planning and data analysis. Ajayi (2021) highlighted that by exploring the synergy between AI and entrepreneurship education educators can harness the power of technology to prepare students for the demand of the modern entrepreneurial landscape. Through innovative application of AI in word processing, students can gain a competitive edge, becoming not only proficient in traditional literacy skills but also adapt at leveraging cutting-edge technology to drive their entrepreneurial success. Thompson (2020) stated that the traditional word processing activities in the curriculum lack the integration of advanced tools such as AI. Thompson noted that without the incorporation of AI driven tools in word processing, students miss out on opportunities to develop essential entrepreneurial skills, leaving them underprepared for competitive and innovationdriven demands of modern business world.

This paper seeks to explore the potential benefits and methodologies for integrating AI into word processing activities to empower students with competences required for successful entrepreneurship. It explains the concept of empowering students, goal of enabling students with valuable skills, benefits and challenges of integrating AI into educational settings and strategies for effective implementation

Empowering Students

Empowerment, particularly in the educational context, refers to the process of giving individuals (students) the tools, resources, and opportunities necessary to take control of their own lives, make informed decisions, and contribute positively to their communities. According to Adeboye (2023) empowerment is the process of enabling individuals to develop the capacity to influence decisions that affect their lives and to take action to achieve their goals. Adeboye emphasized that in the context of business education, empowerment involves providing students with practical skills, entrepreneurial knowledge, and the confidence to innovate and lead within their communities. Nwazor (2024) defined entrepreneurial knowledge as the understanding and skills necessary to identify opportunities, create and manage new ventures, and navigate the risks and uncertainties of entrepreneurship.

According to Chukwuemeka and Nwafor (2023), empowering students involves providing them with the skills, resources and confidence needed to take initiative and make decisions independently. Olumuyiwa and Ayodele (2023) described empowering students as the process by which individuals gain the ability to take control of their lives, enhancing their confidence and autonomy. Empowerment involves equipping individuals with the necessary tools, knowledge, and skills to actively participate in and influence their personal and community development (Chukwuemeka and Nwafor, 2023). Bababla (2022) stated that empowering students involves creating educational environment where students are given tools and opportunities to take control



of their learning and personal development. Ogulemde (2023) sees empowerment as equipping youth with essential skills and digital access. Ogulende maintained that empowerment is a multi-facet approach that includes enhancing digital literacy, providing job relation skills, and amplifying youth voices to support their transition from learning to earning.

Looking at empowerment from the point of view of different people, one can say that empowerment is very crucial in academic study and training and it involves actively participating in the process of changing oneself and one's environment well-being. This means that empowerment should not create dependency, it should equip individuals with the skills, knowledge and confidence to be self-reliant and make their own decisions, rather than becoming reliant on the person or system that empowered them.

Goals of Enabling Student with Valuable Skills

Empowering students with valuable skills is important for their personal development, career readiness and overall contribution to society. According to Adesanya (2022) one of the goals of empowering students is to enhance critical thinking and problem-solving skills. Developing students' ability to analyze situations, think critically, and solve problems, creativity, empower them with critical thinking skills for their ability to navigate complex societal issues and make informed decisions.

Eze (2023) stated that empowering students foster independent learning and lifelong learning. Empowering students to take charge of their own learning and continue learning throughout their lives is very important. When students are empowered to learn independently, they develop a passion for knowledge that extends beyond the classroom.

According to Ogunyi (2019) promoting technological competence in students is essential to thrive in a digital world. Equipping students with the necessary technological skills is no longer optional. It is a vital skill for students to succeed in the 21st century workforce. Enabling students with valuable skills involves building communication and collaboration skills in students. Developing students' ability to communicate effectively and work collaboratively in diverse teams is one of the goals of entrepreneurship education (Adewale, 2024). Effective communication and collaboration are the cornerstones of successful teamwork and professional relationships. Adewale (2024) stressed that instilling entrepreneurial mindset in students is vital, encouraging students to be innovative, take initiative and understand business principles empower them to turn their ideas into reality and create opportunities for themselves and others.

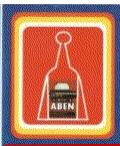
Summarizing the goals of equipping students with valuable skills, Ogundele (2023) states that enabling students with valuable skills aims to prepare them for future challenges by enhancing their critical thinking, problem-solving abilities, and adaptability. This empowerment fosters self-reliance, independence, and greater capacity for lifelong learning.

Benefits and Challenges of Integrating AI into Word Processing Activities in Education

Benefits

According to Udu and Amadi (2013), word processing activities in education involve the use of software programs to create, format and manage digital documents. Udu and Amadi noted that word processing activities help students develop essential skills in document creation, organization and presentation. Udu and Amadi (2013) further explained that in the context of empowering students for entrepreneurship, word processing is important as follows:

- i. Building communication
- ii. Proposal and report writing
- iii. Creativity and design
- iv. Time management and efficiency
- v. Collaboration



Integrating AI into educational settings particularly in word processing activities, offers numerous benefits in empowering students with essential skills for entrepreneurship. AI can personalize learning experiences, providing tailored content and feedback that cater to individual needs and learning styles of students helping them understand concepts more effectively (Babaola, 2022). Barbalola noticed that by integrating AI into education, especially in word processing activities, students are not only equipped with the tools to enhance their academic performance but also get essential skills for the future. They become more autonomous learners, better writers, and more critical thinkers, which ultimately prepares them for success in both their educational journey and future careers.

According to Ogunleye (2022), AI – driven word processors can also play a significant role in empowering students with valuable skills for self-reliance by enhancing their communication, creativity and efficiency which are key traits for any successful entrepreneur. Ogunleye stated that AI driven tools help students develop strong writing and communication skills, which are crucial for drafting business plans, creating compelling pitches, and crafting persuasive marketing materials. AI powered suggestions for improving grammar style and tone ensure that students learn to convey their ideas clearly and professionally, which is essential in business contacts (Ajayi, 2021).

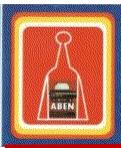
Adewale (2024) stressed that AI – driven word processing foster creativity by assisting with data generation and content organization. They can suggest alternative phrasing, generate brainstorming prompts and help structure complex ideas, allowing students to explore different approaches to problem solving. This can be particularly useful in the early stages of developing a business concept where innovation is a key factor. Adewale (2024) noted that AI-driven tools can save time by automating repetition tasks such as formatting and proofreading, enabling students to focus on higher level strategic thinking. By mastering AI enhanced writing tools, students not only improve their communication but also learn to work more efficiently and innovatively which are skills that are invaluable in entrepreneurship.

Ekekwe (2020) observed that integrating AI in education familiarizes students with cutting-edge technologies preparing them for the digital economy. Olumuyiwa and Ayodele (2023) stated that understanding how to leverage AI in business processes gives students a competitive edge in entrepreneurship, enabling them to innovate and lead in their ventures. They emphasized that AI powered platforms can facilitate collaboration among students by matching them with peers who have complementary skills or interest. These networking capabilities enable students' relationship and partnerships, which are vital for entrepreneurial success (Ajayi, 2021).

Challenges

Challenges refer to difficult tasks or situations that test a person's abilities or resourcefulness. In entrepreneurship, challenges represent obstacles that one must overcome to achieve success. These challenges could be related to financial constraints, competition, innovation or personal limitations (Adewale, 2024). Adewale stated that when it comes to empowering students for entrepreneurship, challenges serve as practical learning opportunities. Adewale identified these challenges and enumerated how these challenges serve as opportunities as follows;

- i. Learning through Experience. Challenges force students to engage in real world problem solving
- ii. Risk Taking and innovation; facing challenges helps students become comfortable with uncertainty and risk
- iii. Building resilience
- iv. Developing leadership and team work
- v. Enhancing adaptability



According to Adefolalu and Okebukola (2020), integrating AI into educational settings, particularly in word processing activities presents several challenges. Adefolalu and Okebukola highlighted that the use of AI raises questions about data privacy, intellectual property and the authenticity of student work as it may be difficult to determine the extent to which a student's work is their own. Adeboye (2023) stressed that there are ethical concerns and the potential for overreliance on AI tools. Adeboye noted that while AI can enhance word processing by offering suggestions, grammar corrections and content generation, there is a risk that students may become too dependent on these technologies. This reliance could undermine the development of critical thinking and creative problem solving skills, which are essential to entrepreneurship.

Uzo (2021) identified the need for teachers and students to develop new competences as a challenge in integrating AI into word processing activities in education. Teachers may not be conversant with AI tools or competent enough to integrate them into the curriculum as required. Again, students need to learn how to use these tools which most times are complex. Without good training the potential benefits of AI in word processing such as improving writing skills and automating repetitive tasks, may not be fully realized, limiting its impact on student empowerment. According to Oguniyi (2019), one of the primary issues in integrating AI into word processing activities in education is the lack of access to necessary technology and infrastructure. In many educational institutions, students may not have adequate access to the required software or reliable internet. This can leave some students at a disadvantage and hindering their ability to acquire essential word processing and entrepreneurial skills.

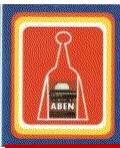
Strategies for Effective Implementation

To effectively integrate AI into word processing activities in education it is essential to start with a comprehensive infrastructure upgrade. Schools and educational institutions need to ensure that they have the necessary technology in place, such as up-to-date computers, reliable internet access and the AI enabled software. Olumuyiwa and Ayodele (2023) suggested that governments and educational bodies can partner with technology companies to provide affordable access to those resources. This is important to ensure all students have opportunity to engage with AI tools, which can significantly enhance the word processing skills and prepare them for entrepreneurial ventures.

According to Uzo (2021) professional development for teachers is a critical strategy in integrating AI into education. Educators need to be competent and well-versed in using AI tools in their teaching method. Training programmes should be designed to familiarize, educate and to equip them with the skills to teach students how to use AI technologies effectively.

AI enhanced curricula that incorporate word processing activities to develop entrepreneurial skills, such as writing business plans, creating marketing materials, and managing digital communication is essential and crucial. Continuous opportunities for teachers to share best practices can also enhance the successful integrating of AI into education settings (Ekekwe, 2020).

Thompson (2020) pointed out that students should be taught not only how to use AI tools but also how to use them responsibly. Fostering a balanced and ethical use of AI is important. This includes making students to understand the importance of not relying so much on AI for content creation and recognizing the value of human creativity and critical thinking. Students should be taught the importance of data privacy, digital ethics and the limitation of AI. Guiding students in using AI as a supportive tool rather than relying on AI excessively and unnecessarily can empower them.



with skills needed for entrepreneurship, where innovation, problem solving and ethical considerations are crucial for success.

Adefolani and Okebukola (2020) outlined the strategies for effective implementation of AI in word processing activities for students empowerment to include the following:

- i. Curriculum design and integration
- ii. Teacher training and support
- iii. Student centered learning approaches
- iv. Practical applications and real world secretaries
- v. Evaluation and continuous improvement
- vi. Ethics and responsible use of AI

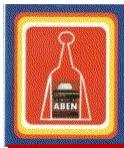
Conclusion

Integrating artificial intelligence (AI) into word processing activities is a strategic approach to empowering student with essential entrepreneurial skills. By merging AI capabilities with traditional word processing tasks such as text entry and editing, formatting text, page layout, spell check and grammar check, tables creation and management and document review etc, students can enhance their creativity, critical thinking and problem solving abilities which are essential attributes for successful entrepreneurship. AI tools can foster a learning environment where students are better equipped to develop business ideas, create compelling proposals, and communicate effectively in the professional world. Integrating AI into word processing prepares students for the digital economy and cultivate a mindset of innovation and adaptability. Students who are equipped with AI enhanced word processing skills will likely be more confident and capable of leveraging these tools to create, innovate and manage business effectively. Integrity AI into word processing activities equips students with advanced technical skills that enhance creativity and efficiency essential for entrepreneurial success. One major challenge is that the reliance on AI in word processing may reduce students' fundamental writing skills and critical thinking if not properly balanced with traditional learning methods. Strategies to effectively implement the integration of AI into word processing activities include providing educators with comprehensive training on AI tools and their application in word processing, encouraging students to work on group projects that involve real world application and ensuring that students regularly engage with these technologies through practical assignments and projects.

Recommendations

To guarantee that students are effectively empowered with valuable entrepreneurial skills through the integration of artificial intelligence into word processing activities, the following recommendations are drawn:

1. Integrating AI-powered tools into word processing curricula to help students develop critical thinking and problem solving skills.
2. Incorporate real-world AI applications in entrepreneurship projects to provide students with practical experience and market relevant skills.
3. Address potential challenges by providing AI training for educators, ensuring they can effectively teach and guide students.
4. Promotion of collaboration behaviour AI-experts and educators to create customized learning resources that align with entrepreneurial goals.
5. Implementation of continuous assessment and feedback mechanisms to monitor students progress and adapt AI based learning strategies accordingly.



References

Adeboye, O.A. (2023). Empowering the next generator: Strategies for business education in Nigeria. *Nigerian journal of business education*.

Adefolalu, F.A., &Okebukola, P.A. (2020). Leveraging technology in entrepreneurship education: A focus on artificial intelligence. *Nigerian journal of educational technology* 8(3), 45-59.

Adesanya, A. (2022). Critical thinking and education. Lagos: Green Field press.

Adewalo, K. (2024). Entrepreneurship in education: Cultivating innovation. Kaduna Beacon Press.

Ajayi, O. (2021). Empowering the Nigerian student strategies for effective learning and development Lagos. Educational press.

Akudoly, C.A. &Onyenekwe, E.N. (2022). Digital skill gap among business education graduates of tertiary institutions in Anambra State: implication for programme re-adjustment. *Nigerian journal of business education*, 9 (1), 231 – 241.

Babalola, J.B. (2022). Students empowerment in Nigerian education: challenges and opportunities: Ibadan, University press Plc.

Chukwuemeka, E. & Nwafor, J. (2023). The role of Education in empowering Nigerian women. *Nigeria journal of social sciences*. 22(1) 89 - 102.

Ekekwe, N. (2020). Harnessing AI for economic empowerment in Africa: Harvard business review Africa, August 2020 Edition.

Eze, C. (2023). Independent learning in Digital age Aba: Stella publisher.

Nwazor, J.C. (2014). Business Education Curriculum and new technologies: guidelines for review. *Nigerian Journal of business education* 1 (3). 19-22.

Nwosu, D. (2024). Technology and Education: Bridging the gap: Enugu. Sunrise Books.

Obaji, N.O. &Olugu, M.U. (2014). The role of government policy in entrepreneurship development *Science Journal of Business and Management* 2 (4), 109 – 115. Doi:10.11648/j.sj6m.20140204.12.

Ogulende, M. (2023). The Hon commissioner for the Lagos State Ministry of youth and social development (UNICEF) Nigerian Queries.

Oguniyi, M.B. (2019). Innovation approaches to integrating ICT into Nigerian schools for skill acquisition. *Journal of educational media and technology in Nigeria*, 23(2), 79 – 95.

Ogunleye, A. (2020). Building future leaders: empowering students through education Nigeria. Abuja, Harmony Publishers.

Okonkwo, F. (2023). Communication skills for the modern student. Ibadan: heritage Publications.

Olumuyiusa, O. & Ayodele, A. (2023). Empowerment strategies for Nigerian youth. *Journal of Nigerian educational research* 15(2), 45-58.

Thompson, A.B. (2020), Strategies planning and resource allocation in business. *Journal of business strategy*, 12(3), 45-60.

Udu, A.A. & Amadi, E.E. (2013). Integrating entrepreneurship education in the higher education curriculum: *The Nigeria Experience Journal of Education and Practice*, 4(3), 61-66.

Uzo, A. (2021). Artificial intelligence in education: strategies for integration and implementation, Nigerian education research and development council (NERDC) special Issue 12-26.