

REPOSITIONING BUSINESS EDUCATION THROUGH ARTIFICIAL INTELLIGENCE INTEGRATION FOR SUSTAINABLE ENTREPRENEURSHIP DEVELOPMENT IN NIGERIA

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Abstract

The increasing application of artificial intelligence (AI) in contemporary business operations has created new expectations for Business Education programmes, particularly in developing economies where graduate employability, technological transformation and enterprise sustainability remain important developmental concerns. This paper examines the repositioning of Business Education through artificial intelligence integration for sustainable entrepreneurship development in Nigeria. The paper adopts a conceptual and critical literature-based approach. The discussion focuses on AI-related entrepreneurial competencies, curriculum integration strategies, implementation challenges and implications for Business Education. It argues that AI literacy, intelligent financial management, business analytics, digital marketing, entrepreneurial opportunity identification and responsible technological practice are increasingly relevant to sustainable enterprise development. However, inadequate digital infrastructure, insufficient lecturer preparation, curriculum implementation gaps, financial constraints and ethical concerns may restrict meaningful integration. The paper maintains that effective AI integration requires competency-based curriculum renewal, experiential instruction, authentic assessment and stronger institutional collaboration with industry. It concludes that AI should complement established business knowledge and entrepreneurial judgement rather than replace them. The paper suggests that regulatory agencies and tertiary institutions should integrate practical AI-supported entrepreneurial competencies into Business Education curricula and strengthen educators' professional development, digital learning facilities and industry-supported practical training.

Keywords: Artificial intelligence, Business Education, entrepreneurial competencies, sustainable entrepreneurship.

Introduction

Business Education occupies an important position in preparing individuals for employment, self-employment and effective participation in the economic activities of society. As a vocational and professional programme, it provides learners with knowledge, practical skills and attitudes relevant to accounting, office technology and management, marketing, business communication and entrepreneurship. The relevance of Business Education, however, is increasingly determined by its capacity to respond to changes in business operations and occupational requirements. Brown et al. (2026) argue that the emergence of artificial intelligence has intensified the need to reconsider the competencies required of Business Education graduates in contemporary entrepreneurial environments.

Artificial intelligence represents one of the technological developments influencing business operations and educational practices. It involves computational systems capable of undertaking tasks associated with human intelligence, including pattern recognition, language processing, prediction, content generation and decision support. Chen et al. (2020) identifies intelligent tutoring, personalised learning and other technology-supported instructional applications as important areas

of AI development in education. Similarly, Zawacki-Richter et al. (2019) demonstrate the expanding application of AI in higher education while drawing attention to the need for stronger pedagogical and educator-centred considerations.

The implications of AI extend beyond educational institutions to the wider business environment. Contemporary enterprises increasingly employ digital accounting systems, automated communication, customer analytics, electronic commerce and intelligent decision-support applications. These developments are changing the competencies required for effective business management. Onuotu et al. (2025) identified AI-related skills required of Business Education students for job performance in the emerging technological era. Their study highlights the importance of preparing graduates to function within workplaces where conventional business knowledge is increasingly combined with intelligent technologies.

Entrepreneurship development is a major objective of Business Education in Nigeria. The programme is expected to prepare graduates to identify business opportunities, mobilise resources, establish enterprises and contribute to economic development. Nevertheless, the establishment of a business does not necessarily guarantee its sustainability. Sustainable entrepreneurship requires the capacity to maintain commercial viability while considering social responsibilities, environmental implications, resource efficiency and long-term enterprise development. The United Nations (2015) identifies innovation, decent work, responsible production and sustainable economic growth among the priorities of global development.

The growing application of AI presents opportunities for strengthening entrepreneurial preparation. Bell and Bell (2023) explain that generative AI has important implications for entrepreneurship education, particularly in business idea development, entrepreneurial learning, teaching practices and assessment. Intelligent applications can support business planning, market analysis, financial projections, customer communication and the evaluation of entrepreneurial alternatives. However, effective entrepreneurial learning requires students to understand the limitations of these applications and exercise independent judgement when interpreting their outputs.

Recent Nigerian studies provide additional justification for examining the relationship between AI competencies and entrepreneurial preparation. Adeagbo et al. (2026), in a study published in the ABEN conference proceedings, reported a positive and statistically significant relationship between AI literacy and entrepreneurial intentions among Business Education students in South-West Nigeria. Their findings suggest that students' competencies in data handling, algorithmic awareness and digital tool application are associated with entrepreneurial intentions. However, entrepreneurial intention is not equivalent to enterprise establishment or long-term sustainability. Educational programmes must therefore connect technological literacy with practical entrepreneurial competencies.

Onuotu (2026) examined digital accounting intelligence and entrepreneurial resilience among start-ups in Rivers State. The study highlighted the relevance of automated accounting processes, financial analytics and decision-support systems to enterprise adaptability. Its implications are particularly important to Accounting Education because students require competencies that extend beyond conventional financial record preparation to the interpretation and application of financial information in business decision-making.

Similarly, Ikpeama et al. (2025) investigated AI integration in Business Education curriculum implementation in tertiary institutions in Anambra State, Nigeria. Their work identified concerns relating to technological availability, utilisation, technical knowledge and training. These issues suggest that curriculum transformation cannot be achieved simply by introducing AI applications into course outlines. Meaningful integration requires adequate infrastructure, relevant instructional competencies, appropriate learning activities and institutional commitment.

The importance of responsible technological integration has also received international attention. UNESCO (2023) emphasises the need for human-centred and ethically responsible approaches to generative AI in education. Furthermore, UNESCO (2024a) identifies AI foundations, pedagogy, ethics and professional learning as important dimensions of teacher competence. These perspectives

indicate that effective AI integration requires more than technological familiarity; it demands critical thinking, ethical judgement and the capacity to apply AI appropriately to educational and professional tasks.

Within this context, repositioning Business Education requires a shift from conventional instructional approaches towards competency-based and practically oriented learning experiences that respond to emerging entrepreneurial realities. Such transformation should preserve the foundational principles of business management while incorporating relevant technological applications.

Against this background, this paper examines the repositioning of Business Education through artificial intelligence integration for sustainable entrepreneurship development in Nigeria. Specifically, it discusses the AI competencies required of Business Education graduates and explores strategies for integrating AI into curricula and instructional practices to promote sustainable entrepreneurship development. The paper also considers the challenges and implications of implementing these strategies within Nigerian tertiary institutions.

Statement of the Problem

Business Education in Nigeria is expected to produce graduates who possess occupational competencies, entrepreneurial capabilities and the capacity to contribute meaningfully to economic development. However, the increasing automation of accounting, marketing, communication and administrative activities has created new demands that conventional instructional practices may not adequately address. Although Business Education programmes have incorporated various digital applications, the extent to which students are systematically prepared to use AI for entrepreneurial problem-solving and sustainable enterprise management remains an important concern.

The problem extends beyond the availability of technological applications. It concerns the alignment of curriculum content, instructional strategies, educator competence and assessment practices with the competencies required in AI-mediated business environments. Ikpeama et al. (2025) identified implementation-related issues affecting AI integration in Nigerian Business Education, while Onuotu et al. (2025) established the relevance of AI-related competencies to emerging occupational requirements. These studies indicate that technological transformation requires a corresponding response in educational preparation.

Furthermore, although studies such as Adeagbo et al. (2026) have examined AI literacy and entrepreneurial intentions, the development of sustainable enterprises involves additional competencies, including financial management, adaptability, responsible resource utilisation and informed decision-making. Consequently, a conceptual gap remains in explaining how AI integration can be organised within Business Education to support practical entrepreneurial competence and long-term enterprise sustainability.

The central concern of this paper is therefore the need to identify the AI-related competencies and instructional strategies through which Business Education can respond to changing entrepreneurial requirements in Nigeria. Addressing this concern is necessary for developing a coherent approach to curriculum renewal that combines technological competence, established business knowledge and sustainable entrepreneurship principles.

Conceptual and Theoretical Perspectives

Concept of Business Education

Business Education refers to an educational programme designed to equip learners with knowledge, occupational skills, entrepreneurial competencies and professional attitudes required for effective participation in business activities. It encompasses accounting, office technology and management, marketing, business communication and entrepreneurship. Its vocational orientation emphasises the relationship between educational preparation and the practical requirements of employment and enterprise creation. Brown et al. (2026) explain that Business Education in the AI era must respond to technological changes by developing competencies relevant to intelligent business environments. This perspective suggests that Business Education should not remain confined to conventional

occupational practices but should continually adapt its curriculum to emerging business requirements. The implication is that technological competence should complement, rather than replace, established business principles. Students must continue to understand accounting procedures, financial management, communication, marketing and enterprise administration while developing the ability to apply intelligent technologies appropriately.

Concept of Artificial Intelligence Integration

Artificial intelligence integration refers to the deliberate incorporation of AI-related knowledge, applications, competencies and ethical considerations into educational content, instructional activities and assessment processes. It involves identifying relevant learning outcomes and providing opportunities for students to apply intelligent technologies to practical problems. Long and Magerko (2020) conceptualise AI literacy in terms of competencies that enable individuals to understand, evaluate, communicate and interact effectively with AI technologies. Their perspective is relevant to Business Education because students must develop both practical technological abilities and the judgement required to evaluate AI-supported business decisions. AI integration in Business Education may involve intelligent financial applications, data analytics, automated business communication, market research and entrepreneurial planning. However, the educational objective should remain the development of independent professional and entrepreneurial competence.

Concept of Sustainable Entrepreneurship Development

Sustainable entrepreneurship development involves cultivating the competencies required to establish, manage and improve economically viable enterprises while considering their long-term social, environmental and developmental consequences. Shepherd and Patzelt (2011) associate sustainable entrepreneurship with the preservation of natural and communal environments alongside the pursuit of entrepreneurial opportunities. This perspective suggests that entrepreneurship education should promote responsible value creation rather than focus exclusively on immediate commercial returns. For Business Education students, sustainable entrepreneurship requires opportunity recognition, innovation, financial discipline, adaptability, ethical judgement and responsible resource management. AI-supported applications may strengthen these competencies when used appropriately, but technological adoption alone does not guarantee sustainable entrepreneurial outcomes.

Theoretical Foundation: Human Capital Theory

This paper is anchored in Human Capital Theory, associated with Becker (1964). The theory emphasises the productive value of education and training in developing individuals' knowledge, skills and capabilities. Applied to Business Education, it suggests that investment in relevant technological and entrepreneurial competencies can strengthen graduates' capacity to participate productively in business activities.

AI integration may therefore be understood as an investment in contemporary human capital. Through relevant curriculum content, practical instruction and continuous professional development, educational institutions can prepare students with competencies required in technology-mediated entrepreneurial environments.

Nevertheless, the acquisition of AI competencies does not automatically guarantee entrepreneurial success. Enterprise sustainability also depends on market conditions, access to finance, infrastructure, institutional support and effective management. Human Capital Theory therefore provides a justification for AI-related competence development while recognising the importance of broader entrepreneurial conditions.

Artificial Intelligence Competencies Required for Sustainable Entrepreneurship Development

The integration of AI into Business Education guided by the competencies graduates require to identify entrepreneurial opportunities, establish viable enterprises and respond effectively to changing business environments. These competencies developed through practical learning experiences rather than limited to theoretical knowledge of intelligent technologies.

1. Artificial Intelligence Literacy and Digital Problem-Solving Competence

AI literacy involves understanding the basic capabilities, limitations and appropriate applications of intelligent technologies. Business Education students should be able to identify tasks suitable for AI assistance, formulate effective instructions, interpret generated information and evaluate the reliability of technological outputs. Long and Magerko (2020) emphasise that AI literacy encompasses a range of competencies required for meaningful interaction with intelligent systems. Similarly, UNESCO (2024b) identifies AI knowledge, ethical understanding and responsible application as important dimensions of students' technological preparation. Adeagbo et al. (2026) reported that algorithmic awareness was comparatively weaker than other dimensions of AI literacy among the Business Education students studied. This suggests that students can become familiar with digital applications without developing sufficient understanding of how intelligent systems generate outputs. Consequently, Business Education should develop students' ability to apply AI to business problems while critically examining its recommendations. Such competence enables graduates to use technology as an entrepreneurial resource without becoming excessively dependent on automated decisions.

2. Intelligent Accounting and Financial Management Competence

Financial management is essential to sustainable entrepreneurship because business owners must understand income, expenditure, profitability, cash flow and financial risk. AI-supported accounting applications assist with transaction classification, financial reporting, reconciliation, forecasting and the interpretation of business information. Onuotu (2026) examined digital accounting intelligence and entrepreneurial resilience among start-ups in Rivers State, highlighting the importance of automated accounting and analytics-driven decision-making. Similarly, Onuotu et al. (2025) identified AI-related competencies relevant to the job performance of Business Education students. Business Education students therefore develop practical competencies in preparing digital budgets, interpreting financial reports, monitoring cash flows and evaluating investment alternatives. Accounting Education courses incorporate realistic enterprise scenarios requiring students to apply AI-supported financial applications while observing established accounting principles. However, AI-generated financial information must be verified because errors in data classification, calculations or assumptions may produce misleading business decisions. Professional judgement and financial accountability should remain central to instructional activities.

3. Data Analytics and Entrepreneurial Decision-Making Competence

Entrepreneurial decision-making involves evaluating market information, customer needs, business opportunities and operational alternatives. Data analytics competence enables students to collect, organise, interpret and apply relevant information when making business decisions. Adeagbo et al. (2026) identified data competency as an important dimension of AI literacy associated with entrepreneurial intentions. The implication for Business Education is that students require opportunities to interpret business information rather than merely reproduce theoretical explanations of entrepreneurial concepts. Practical instructional activities involve analysing simulated sales records, evaluating customer preferences, comparing pricing alternatives and preparing simple financial forecasts. Students were taught to recognise incomplete or unreliable datasets and explain the assumptions underlying their recommendations. Such competence

strengthen entrepreneurial judgement by encouraging evidence-based decisions and reducing dependence on unsupported assumptions.

4. AI-Supported Marketing and Customer Relationship Competence

Marketing competence is important to enterprise sustainability because entrepreneurs understand customers, communicate product value and maintain satisfactory business relationships. AI-supported applications assist with customer segmentation, promotional content development, market analysis and customer communication. Bell and Bell (2023) explain that generative AI presents opportunities for developing entrepreneurial skills, including communication, business planning and practical enterprise activities. Within Business Education, students learn how to prepare digital marketing strategies, evaluate customer feedback, develop promotional messages and assess marketing performance using appropriate technological applications. However, AI-generated marketing content shows accurate, culturally appropriate and ethically responsible. Students understand that customer trust, product quality and reliable service remain essential to sustainable entrepreneurship.

5 Entrepreneurial Opportunity Identification and Innovation Competence

Entrepreneurial opportunity identification involves recognising unmet needs, evaluating emerging market possibilities and developing solutions to business or societal problems. AI applications assist students in exploring business ideas, comparing market alternatives and developing preliminary business models. Bell and Bell (2023) argue that generative AI support entrepreneurial learning through idea development, reflection and practical business activities. Nevertheless, successful opportunity identification requires more than generating business suggestions. Students assess the feasibility of proposed ventures, including customer demand, start-up capital, operational requirements, competition and long-term sustainability. AI should therefore support entrepreneurial creativity without replacing independent investigation and critical evaluation. This approach is consistent with the broader objective of preparing graduates to establish enterprises capable of creating lasting economic and social value.

6 Responsible Artificial Intelligence and Ethical Business Competence

Responsible AI competence involves the ability to use intelligent technologies while considering accuracy, privacy, fairness, accountability and the potential consequences of automated decisions. JUNESCO (2023) emphasises the importance of human oversight, ethical safeguards and responsible use of generative AI in educational environments. Similarly, UNESCO (2024a) identifies ethics and human-centred thinking as important dimensions of AI competence. Business Education students were therefore taught to protect confidential financial information, verify generated content, acknowledge AI assistance where appropriate and avoid misleading business practices. Ethical competence is particularly relevant to sustainable entrepreneurship because enterprise success should not be pursued at the expense of customer welfare, professional integrity or social responsibility.

Strategies for Integrating Artificial Intelligence into Business Education Curricula and Instructional Practices

Effective AI integration requires coordinated curriculum reform, practical instructional strategies, educator development and appropriate institutional support. The following strategies provide a framework for improving entrepreneurial preparation in Nigerian tertiary institutions.

1 Competency-Based Curriculum Review

Business Education curricula should be reviewed periodically to incorporate relevant AI competencies within existing occupational and entrepreneurship courses. Such reviews should identify specific learning outcomes, practical activities and assessment procedures. Ikpeama et al. (2025) highlight implementation-related concerns affecting AI integration in Nigerian Business

Education, while Brown et al. (2026) emphasise the need for curriculum responsiveness to emerging technological requirements. In Accounting Education, curriculum content may incorporate intelligent financial reporting, automated bookkeeping and data analytics. Office Technology and Management Education may include intelligent document processing, digital communication and workflow automation. Marketing and entrepreneurship courses may address AI-supported market research, business planning and opportunity evaluation. The objective should be to develop competencies that students can demonstrate in practical business situations rather than simply increase the number of technological topics in the curriculum.

2 Experiential and Project-Based Instruction

Experiential learning provides opportunities for students to apply theoretical knowledge to realistic business problems. Kolb (1984) explains that experiential learning involves the transformation of experience through reflection, conceptual understanding and practical application. In AI-supported Business Education, students may undertake enterprise projects requiring business idea development, financial planning, market analysis and evaluation of entrepreneurial risks. For example, students could develop a small-business proposal using AI-supported applications to prepare preliminary budgets, analyse customer information and design marketing strategies. They should then verify the information, explain their decisions and evaluate the limitations of the technological assistance received. Bell and Bell (2023) advocate practical and reflective approaches to entrepreneurship education in the era of generative AI. Such approaches can help students acquire technological competence while developing independent entrepreneurial judgement.

3 Continuous Professional Development of Business Educators

Business Education lecturers require appropriate competencies to integrate AI into instructional activities effectively. These include technological knowledge, instructional design, practical business applications, ethical awareness and assessment competence. UNESCO (2024a) identifies AI pedagogy and professional learning as essential components of teacher competence. The implication is that effective integration depends substantially on lecturers' capacity to design relevant learning experiences. Tertiary institutions should therefore organise regular workshops, professional development programmes and practical demonstrations covering AI-supported accounting, digital marketing, business analytics and entrepreneurship instruction. Professional development should emphasise the relationship between technology and learning outcomes. Lecturers should be prepared to guide students in evaluating AI-generated information, solving practical problems and demonstrating independent understanding.

4. Development of Digital Learning Infrastructure

Effective AI integration requires suitable digital facilities, reliable electricity, internet connectivity, relevant applications and technical support. Ikpeama et al. (2025) identify technological availability and utilisation among the concerns affecting AI integration in Business Education curriculum implementation. Institutional administrators should therefore prioritise the development and maintenance of accessible digital learning facilities. However, infrastructure investment should be guided by educational needs and available resources. Institutions with limited funding may begin with shared laboratories, appropriately selected applications and structured group projects before expanding into more specialised technological facilities. The central consideration should be whether students have meaningful opportunities to practise and demonstrate relevant entrepreneurial competencies.

5. Industry–Institution Collaboration

Collaboration between educational institutions and business organisations can strengthen the practical relevance of AI-supported Business Education. Such collaboration may involve internships, industrial training, business mentoring, guest lectures, enterprise projects and curriculum

consultation. Brown et al. (2026) identify institutional partnerships as important to entrepreneurial transformation, while Bell and Bell (2023) emphasise the value of authentic entrepreneurial learning experiences. Business organisations can provide examples of intelligent accounting applications, customer analytics and automated administrative processes used in contemporary enterprises. Students can then compare classroom learning with actual business practice and develop an understanding of the opportunities and limitations associated with AI adoption.

6. Authentic Assessment of Entrepreneurial Competencies

Assessment practices should determine whether students can apply AI appropriately, interpret outputs and make defensible business decisions. Conventional examinations may assess theoretical knowledge, but practical competencies require additional evaluation methods. Suitable assessment activities include enterprise project portfolios, business simulations, financial analysis exercises, case studies, presentations and reflective reports. Bell and Bell (2023) emphasise the importance of adapting assessment to the opportunities and challenges associated with generative AI. Assessment criteria should therefore consider accuracy, originality, feasibility, ethical conduct and independent reasoning. Students should receive recognition for identifying errors in AI-generated recommendations and explaining appropriate corrections, rather than merely presenting polished technological outputs.

Challenges of Artificial Intelligence Integration in Business Education in Nigeria

1. Inadequate Digital Infrastructure: The availability of suitable digital infrastructure remains an important consideration in implementing AI-supported instruction. AI applications often require dependable electricity, internet access, appropriate devices and technical support. Where these facilities are inadequate, students may experience limited opportunities for practical learning. Ikpeama et al. (2025) identify technological availability and utilisation among the concerns affecting AI integration in Nigerian Business Education. Addressing this challenge requires institutional investment and the development of affordable, accessible learning arrangements.

2. Limited Artificial Intelligence Competence among Lecturers: The successful integration of AI depends on educators' ability to apply intelligent technologies appropriately within their subject areas. Although some lecturers may possess general ICT skills, they may require additional preparation in AI-supported accounting, data analytics, entrepreneurship instruction and responsible technological practice. UNESCO (2024a) identifies technological knowledge, AI pedagogy, ethics and continuous professional learning as essential dimensions of teacher competence. Without appropriate professional development, AI integration may remain superficial and fail to produce meaningful improvements in students' entrepreneurial preparation.

3. Curriculum Implementation Gaps: Curriculum implementation gaps may arise when technological competencies are acknowledged in programme objectives but are not adequately reflected in teaching activities, learning resources and assessment practices. Brown et al. (2026) argues for the repositioning of Business Education to respond to changing entrepreneurial environments, while Ikpeama et al. (2025) identify implementation-related concerns in Nigerian tertiary institutions. Effective curriculum transformation therefore requires clear learning outcomes, relevant instructional activities and systematic evaluation of students' practical competencies.

4. Financial Constraints and Unequal Access: The acquisition and maintenance of digital facilities, internet services and relevant applications may impose additional financial demands on institutions. Differences in institutional resources and students' access to digital technologies can also create unequal learning opportunities. UNESCO (2023) advocates equitable and human-centred approaches to AI integration in education. Consequently, implementation strategies should consider

institutional affordability, accessibility and the need to prevent disadvantaged students from being excluded from technological learning opportunities.

5. Ethical Risks and Excessive Dependence on Artificial Intelligence: AI integration introduces concerns involving inaccurate information, privacy violations, academic dishonesty, biased outputs and excessive reliance on automated systems. These issues are particularly important in Business Education because students may handle financial records, customer information and commercially sensitive data. UNESCO (2023) emphasises the importance of ethical safeguards and human oversight. Students should therefore develop the ability to verify AI-generated information, protect confidential records and exercise professional judgement in technological decision-making.

Implications for Business Education in Nigeria

The integration of AI into Business Education has important implications for curriculum development, instructional delivery, entrepreneurial preparation and institutional management.

First, AI-related competencies should become recognised components of contemporary Business Education. This does not imply abandoning established accounting, marketing, communication and management principles. Rather, these foundational competencies should be strengthened through appropriate technological applications. Onuotu et al. (2025) demonstrate the relevance of AI-related occupational skills, while Brown et al. (2026) highlight the broader need for technological responsiveness in Business Education.

Second, entrepreneurial preparation should increasingly emphasise students' ability to apply knowledge to realistic enterprise problems. Although Adeagbo et al. (2026) reported a positive relationship between AI literacy and entrepreneurial intentions, sustainable entrepreneurship requires additional competencies involving financial management, adaptability, ethical judgement and responsible resource utilisation. Consequently, students should be assessed on their ability to develop feasible business proposals and make informed entrepreneurial decisions.

Third, AI integration creates opportunities to strengthen the relationship among Accounting Education, Office Technology and Management Education, marketing and entrepreneurship. These instructional areas share competencies involving information processing, communication, financial management and business decision-making. Coordinated instructional activities can help students understand how different business functions interact within contemporary enterprises.

Fourth, sustainable entrepreneurship should remain central to curriculum transformation. Shepherd and Patzelt (2011) emphasise the relationship between entrepreneurial opportunity development and the preservation of social and environmental conditions. This perspective suggests that AI-supported entrepreneurial learning should consider not only profitability but also resource efficiency, responsible production and long-term enterprise viability.

Finally, effective repositioning requires sustained institutional commitment. Curriculum renewal should be accompanied by lecturer development, practical learning facilities, appropriate assessment methods and stronger collaboration with industry. The success of AI integration should be evaluated through demonstrable improvements in students' practical competencies rather than the mere availability of technological applications.

CONCLUSION

Artificial intelligence is transforming the competencies required for effective participation in contemporary business and entrepreneurial activities. These developments have important implications for Business Education in Nigeria, particularly because the programme is expected to prepare graduates for employment, self-employment and productive economic participation. Repositioning Business Education requires the purposeful integration of AI literacy, intelligent financial management, business analytics, digital marketing, entrepreneurial opportunity identification and responsible technological practice into existing occupational and entrepreneurship

courses. Such integration should complement established business knowledge and professional judgement rather than replace them.

The paper establishes that meaningful AI integration requires competency-based curriculum renewal, experiential instruction, continuous professional development, adequate institutional support and authentic assessment practices. Sustainable entrepreneurship development remain the central educational objective, with AI serving as a resource for improving students' capacity to identify opportunities, manage enterprises, respond to business challenges and create responsible economic value. Therefore, the future relevance of Business Education in Nigeria depends partly on its ability to combine foundational business principles with emerging technological competencies through practical, inclusive and ethically responsible instructional approaches.

SUGGESTIONS

Based on the discussions in this paper, the following suggestions are proposed:

1. Integration of practical AI-related entrepreneurial competencies: Business Education curriculum developers, regulatory agencies and tertiary institutions should systematically incorporate AI literacy, intelligent accounting, business analytics, digital marketing, entrepreneurial opportunity identification and responsible technological practice into relevant courses. The integration should emphasise practical enterprise projects, business simulations and competency-based assessment to prepare students for sustainable entrepreneurship development.
2. Strengthening instructional capacity and implementation support: Government agencies, tertiary institution administrators and relevant industry partners should collaborate to provide continuous professional development for Business Education lecturers, improve access to digital learning facilities and establish industry-supported experiential learning opportunities. These measures should enable students to acquire and demonstrate AI-supported entrepreneurial competencies in realistic business environments.

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