Equipping Students with Digital Entrepreneurial Skills for Job Creation through the Integrating of Artificial Intelligence Teaching Models in Business Education.

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ABSTRACT

The rapid breakthroughs of AI are revolutionizing education, particularly in business education, by reshaping teaching methodologies and improving the development of digital entrepreneurial skills and career opportunities. This study examined the integration of AI teaching models by business educators for enhancing students' acquisition of digital entrepreneurial skills for job creation in South-East Nigeria. Two research questions and two null hypotheses guided the study. The study adopted survey research design, and 262 business educators from public tertiary institutions offering business education programme in South-East region was studied without sampling. A-22 item structured questionnaire was used to collect data for the study. Face and content validation of the instrument was determined using three experts in the field of business education and computer science. The reliability of the instrument was established using trial testing method and data collected were calculated using Cronbach alpha formula which yielded correlation coefficients of 0.86 and 0.88 for clusters B1 and B2 respectively with an overall coefficient value of 0.87 obtained. The researcher with the help of three research assistants administered the questionnaire, mean, standard deviation and t-test were used for data analysis. Findings revealed that business educators in South-East Nigeria do not adequately integrate Generative AI and Collaborative AI teaching models in their instructional practices for enhancing students' acquisition of digital entrepreneurial skills for job creation, Gender was not a significant factor in the ratings of business educators on integration of Generative AI and Collaborative AI teaching models. Based on the findings of the study, the researcher concluded that there is a significant gap in the integration of AI teaching models by business educators in instructional practices for which hinder students' preparedness for digital entrepreneurship and job creation. It was recommended that Heads of Departments of Business education programme in public tertiary institutions in South-East, **Nigeria** should organize regular training workshops and capacity-building programmes to equip business educators with the necessary skills and knowledge for integrating Generative AI and Collaborative AI teaching models in business education. This will enhance their ability to effectively teach digital entrepreneurial skills.

Keywords: Artificial Intelligence (AI), AI Teaching Models, Business Education, Digital Entrepreneurial Skills, Job Creation

INTRODUCTION

In many parts of developing nations, the youths face social and economic challenges such as lack of access to quality education, unemployment, and poor basic amenities. When combined with political instabilities, poor governance, and social exclusion, these challenges produce a sense of marginalization and despondency among the youths, leaving them prone to social vices or seeking better opportunities abroad through perilous migration (World Bank, 2024). In Nigeria, the youths unemployment rate is a critical issue, with 13.9 million (15-24) aged youths unemployed in 2022 (NBS, 2022). The rate increased by 1.4% from Q2 2023 to 8.6% in Q3 2023, and to 6.5% in Q2 2024 (NBS, 2023 & 2024). Nigeria's youth unemployment leads to increased unrest, hooliganism, armed robbery, prostitution, kidnapping, and cultism, causing a negative international image of the country

(Owo, 2017). The current unemployment rates coupled with economic challenges facing Nigeria have prompted the government to rethink how to provide functional education that focuses on skills development, and entrepreneurship education to better prepare youths to become job creators. Gidado and Agbazuwaka (2019) opined that business education is widely acknowledges as a tool to arm students with entrepreneurial skills for self-reliance upon graduations.

Business education is a crucial component of Technical, Vocational and Technical Education (TVTE) that prepares students for a career in business and in other sectors. It focuses on teaching business strategies, personal growth, creativity, and leadership skills to prepare students for a changing workforce. Okolo (2024) stated that business education emphasizes provision of skills in new and emerging jobs, and innovations to fit the world of work or self-reliance. The curriculum content provides a theoretical framework for understanding business management and equips students with knowledge, skills, and techniques indispensable to becoming successful entrepreneurs. Business education goes beyond traditional office skills, it encompasses entrepreneurial skills required to identify business opportunities, develop business plans, manage finances, market products or services, and lead organizations effectively. Business education also cultivates an entrepreneurial spirit in the recipients and covers essential skills such as financial management, marketing, sales, accounting, and business law, as well as soft skills like communication, negotiation, time management, interpersonal and teamwork. In agreement, Ikeanyionwu and Nzegwu (2024), and Nwaodume and Udeh (2023) affirmed that business education plays a crucial role in entrepreneurship by equipping students with the knowledge, skills, and mindset necessary to identify opportunities, manage resources, and navigate the complexities of starting and running a business on graduation.

In this digital economy, business education must incorporate training in digital marketing, e-commerce, data analysis, and other relevant technologies to be able to expose students to digital entrepreneurship skills required to create jobs in the digital business environment. Job creation has become a critical concern, especially among students preparing to enter the workforce. Eurofound (2019) defined job creations as an important activity that creates new employment opportunities in an economy, hence encouraging economic growth, social cohesion, and overall well-being. The European Foundation for the Improvement of Living and Working Conditions (Eurofound, 2019), and Cambridge Dictionary (2021) both defined job creation as the process of creating new jobs, notably for the unemployed. It emphasizes the need for graduates (business education graduates inclusive) to create new jobs in order to improve their individual livelihoods, as well as contributes to economic growths of Nigeria.

Presently, the traditional work prospects are sparse, thus entrepreneurship skills are vital for youths to sustain their livelihoods. To close the gap between business education and employment, Nigerian educational institutions should equip students with digital entrepreneurship skills. These skills include ability to use the internet and digital technologies to start and run enterprises, engage a worldwide audience, and employ cost-effective marketing strategies (Khan, 2021). Digital entrepreneurship involves leveraging the internet and digital technologies to create and run a business. Unlike traditional entrepreneurs who are limited by geography and resources, digital entrepreneurs can reach a global audience and utilize cost-effective marketing strategies. Digital entrepreneurial skills are the abilities required to use digital tools and platforms to develop, innovate, and grow an online business, including digital marketing, e-commerce, and online business management. Skills related to digital entrepreneurship also include marketing, data analytics, cloud computing, and cyber security (Khan, 2021; Martinez, 2021). Online communication, e-accounting, brand development, automation, web design, digital marketing, and online networking are few more. Carretero et al. (2017) enumerated information and data literacy, communication, teamwork, digital content production, safety, and problem-solving skills. Afrodigital Pan University (2023) posited that entrepreneurs that possess digital skills are better able to communicate concepts, assess data, and create content.

The incorporation of digital technologies in education, like Artificial Intelligence (AI), is changing the manner in which teaching and learning occur while helping to address the challenges in the access to quality education for everyone (UNESCO, 2025). AI is a field of computer science that endeavors to build intelligent devices capable of performing tasks requiring human-like thinking and reasoning. Applications of machine learning, natural language understanding, adaptive learning technologies, and computer vision are examples of AI

paradigm shifts in education (Young, 2024). AI is also making strides in the field of business education through the emergence and proliferation of personalized learning programs and intelligent tutoring systems. These systems consider the different learning approaches of individual students and customize instructional materials to suit the academic requirements of the business education learners, thus increasing the effectiveness and efficiency of the educational program. The same applies to the use of AI in teaching and learning business education where personalization, efficiency, and effectiveness are greatly improved, helping to prepare students for the realities of the world of business. Business educators need to adopt AI-powered teaching models as new technologies are developed so that students can be taught to acquire digital entrepreneurial skills for employment creation.

Business educators in Nigerian tertiary institutions implement the curriculum of business education programme. They are required to apply AI teaching models to enhance the engagement and personalization in digital entrepreneurship courses. AI-assisted teaching models can help business educators to formulate students' talents in business creativity, digital marketing, financial modeling, and analytical skills. One of the models is generative AI teaching models that transformational business educator can use to modify teaching methodologies, automate processes, and design appropriate materials by tailoring them to actually students' expectations. Pesovski et al. (2024) stated that effective use of generative AI teaching model provides educators with access to cutting-edge teaching materials and platforms that enhance teaching effectiveness. The model's capability to create up-to-date course materials also fosters active learning with students' participation in lessons to obtain greater understanding (Mulyani et al., 2025). Moreover, generative AI tools can prepare learners with digital entrepreneurship skill of how to capture big ideas to establish small scale viable businesses, customer retention and marketing planning, and business concept development using industry analysis. Business educators can integrate stimulating presentations created with ChatGPT and Bard to teach students business creation skills. ChatGPT helps students brainstorm digital business ideas, identify target audiences, draft business plans, and make financial projections. Board teaches creative ideas based on interests and market needs. Claude AI tools teach skills in product descriptions, marketing materials, social media posts, email campaigns, copywriting strategies, and AI-generated content analysis. DALL•E teaches visuals for social media ads and website banners.

The advancement of AI has enabled its integration and collaboration with educators in business education. An innovative approach to teaching referred to as AI collaborative model is designed to enhance the learning process by automating some aspects of AI technologies with teachers who are responsible for interacting with students by encouraging and facilitating critical thinking (Kim, 2024). AI-based collaborative teaching model not only provides educators with a brand-new teaching strategy that deeply integrates technology into education, but also helps students better adapt to future career needs, thereby cultivating their teamwork, innovative thinking and practical ability (Liu & Zheng, 2023) This approach uses digital technology in teaching to create constructive collaborative learning environments that especially target the development of digital entrepreneurship skills. AI collaborative teaching models can be applied by business educators to help students develop collaboration, metacognitive problem solving, and digital skill which are necessary for future employment. The effective application of AI collaborative learning models such as Edmodo and AI Study Groups on Coursera makes it possible to foster vertical interaction through an experienced and practical engagement of the educators into digital entrepreneurship (Zawacki-Richter et al., 2019). In addition, business educators can incorporate other forms of collaborative AI tools such as Slack for communication, Asana for project management, Tableau for analytics, or Brex for the aid of equipping students with skills in digital entrepreneurship. Furthermore, the TeachFlow (2024) posited that AI facilitates real-time collaboration among students, educators, and industry professionals across different locations. AI-powered communication tools help students work on joint projects, share ideas, and receive mentorship from business experts worldwide.

By leveraging AI-driven platforms, business students can gain hands-on experience in business automation, digital marketing, e-commerce, financial management, and startup development, positioning them for self-employment and job creation in the digital world. While AI teaching models in business education delivery can enhance digital entrepreneurial skills, challenges such as ethical concerns, data privacy, and AI biases need to be addressed. In support, Al Mosawi (2018) worried that educators lacked required training to effectively integrate AI tools into the curriculum. Similarly, Al-Noori and Al-Mosawi (2017) noted that integration of AI teaching models in teaching and learning in higher education faces issues of lecturer competencies. Business

educators in Nigeria may not have the appropriate training or technical skills to effectively incorporate AI into their courses. Lack of structure, particularly in Africa, can impede AI implementation in education (Al Mosawi, 2018).

In South-East Nigeria, a region encompassing states such as Abia, Anambra, Ebonyi, Enugu, and Imo, youth unemployment is a pressing issue due to limited industrial activities and graduates' over-reliance on government jobs (NBS, 2023). This underscores the need for business education students on graduation to pivot towards entrepreneurship, thereby fostering job creation and contributing to economic development. However, integrating AI teaching models faces challenges like limited technological infrastructure, funding, training, resistance to change, and data privacy concerns (Ezeabii et al., 2020). Insufficient funding hinders the procurement of necessary AI teaching tools, while inadequate training and professional development hinder effective use of AI teaching models (Wahab & Akintade, 2025). Ukeh and Anih (2024) and Akinyemi and Ezekiel, 2022) revealed low adoption of AI technologies in teaching practices by Nigerian lecturers. Similarly, Idhalama et al. (2023) found that lecturers' use of emerging teaching technologies was still quite low in Nigeria. In the same vein, Asogwa (2024) disclosed that challenges such as lack of continuous professional development, increase in AI-related workload, concerns about AI replacing human lecturers, and difficulties in integrating AI with traditional teaching methods hinder lecturers from effectively adopting AI in instructional delivery. Business educators include male and female, and their main responsibility is to prepare their students by equipping them with 21st century skills (digital entrepreneurial skills inclusive) for self-reliance (job creation) upon graduation. Therefore, gender of business educators could influence their effectiveness in adopting AI teaching models in equipping students with digital entrepreneurial skills for job creation. A study by Koka et al. (2024) revealed gender disparities in the use of AI technologies by lecturers in Nigeria. In contrast, Ukeh and Anih (2024) reported no significant differences in the extent of integration of AI technologies in instructional delivery by lecturers based on gender. It is against this background that this study examined integration of AI teaching models into business education for students' acquisition of digital entrepreneurial skills for job creation in South-East, Nigeria.

Statement of the Problem

Youth unemployment remains a persistent challenge in Nigeria, particularly in South-East Nigeria, where economic opportunities are limited, and many students on graduation entirely depend on government jobs for employment. With rising unemployment rates, many youths are left vulnerable to social vices, and illegal migration, which negatively impact the country's socio-economic development. Business education, is designed to equip students with entrepreneurial skills for self-reliance and job creation. However, traditional business education curricula may not adequately address the demands of the digital economy, where digital entrepreneurship skills are increasingly necessary for job creation.

The integration of AI teaching models in business education presents an opportunity to enhance students' acquisition of digital entrepreneurial skills. AI-powered teaching models, such as generative AI and AI-driven collaborative learning, can improve the delivery of business education by offering personalized learning experiences, automating content creation, and exposing students to real-world digital business applications. Despite these benefits, there is limited empirical evidence on their integration by business educators in Nigerian tertiary institutions to enhance students' acquisition of digital entrepreneurial skills. Additionally, factors such as inadequate technological infrastructure, lack of professional training, and resistance to change seem to hinder the effective integration of AI in teaching. Gender disparities may also influence the integration of AI teaching models by business educators. While some studies suggested that male educators are more likely to integrate AI tools into their teaching, others reported no significant gender differences in AI integration. This raises concerns about whether both male and female business educators are equally equipped to use AI in fostering digital entrepreneurial skills among students. Given these gaps, this study specifically examines the (1) integration of Generative AI teaching model by business educators for students' acquisition of digital entrepreneurial skills for job creation in South East, Nigeria, (2) integration of AI collaborative teaching model by business educators for students' acquisition of digital entrepreneurial skills for job creation in South East, Nigeria. Understanding these dynamics is critical to addressing the digital entrepreneurial skills gap in business education and fostering entrepreneurship-driven economic growth in South-East, Nigeria.

Research Questions

The following research questions guided the study;

1. What Generative AI teaching model is adopted by business educators for students' acquisition of digital entrepreneurial skills for job creation in South East, Nigeria?
2. What AI Collaborative teaching model is integrated by business educators for students' acquisition of digital entrepreneurial skills for job creation in South East, Nigeria?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

1. Business educators do not differ significantly in their mean ratings on the integration of Generative AI teaching model for students' acquisition of digital entrepreneurial skills for job creation in South East, Nigeria based on gender.
2. There is no significant difference in the mean ratings of male and female business educators on integration of AI Collaborative teaching model for students' acquisition of digital entrepreneurial skills for job creation in South East, Nigeria.

METHOD

The study adopted survey research design. It was carried out in South-East Nigeria, and 262 business educators in the 15 public tertiary institutions offering business education programme (eight universities and seven colleges of education) in South-East, Nigeria was studied without sampling. (Source: Academic Planning Units of the institutions as of February, 2025). The instrument for data collection was a researcher made questionnaire titled "Integration of AI Teaching Models for Students' Acquisition of Digital Entrepreneurial Skills for Job Creation (IAITM-SADESJC)". The instrument was in two sections; A and B. Section A elicited demographic information of the respondents such as gender while section B was divided into two clusters B1 and B2 with 22 items covering two components of AI teaching models. The respondents were requested to rate the items on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) 4, 3, 2, 1 respectively. Face and content validity of the instrument was ascertained with the opinion of three experts, two in the business field of education, and one in computer science. The reliability of the instrument was determined using trial testing method and data collected were calculated using Cronbach alpha formula which yielded correlation coefficients of 0.86 and 0.88 for clusters B1 and B2 respectively with an overall coefficient value of 0.87 obtained. The researcher administered the questionnaire to the respondents in their institutions with the help of five research assistants adequately briefed on the method of administration and retrieval of the questionnaires. Out of the 262 copies of the questionnaire distributed, 254 copies were correctly filled and returned, giving a 97 percent return rate, which was used for data analysis. Mean, standard deviation was used to answer the research questions and determine the homogeneity of the respondents' responses. Independent t-test was used to test the null hypotheses at 0.05 level of significance. For the null hypotheses, A null hypothesis was rejected where the P-value is less than the 0.05 level of significance. Conversely, where the P-value is greater than or equal to the level of significance (0.05), it means that there is no significant difference and the hypothesis was accepted.

RESULTS

Table 1: Respondents' Mean Ratings and Standard Deviation on the Integration of Generative AI Teaching Model by Business Educators for Students' Acquisition of Digital Entrepreneurial Skills for Job Creation

S/N	Integration of Generative AI Teaching Models I use;	$\overline{X}$	SD	Remarks
1	ChatGPT to help students brainstorm digital business ideas	1.56	0.77	Disagree

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2	ChatGPT to teach students skills in identifying potential target audiences	2.48	0.71	Disagree
3	ChatGPT to teach students how to draft business plan, and make financial projections.	1.89	0.86	Disagree
4	Bard to teach students skills in generating creative digital business ideas based on their interests, skills, or identified market needs.	1.41	0.69	Strongly Disagree
5	Bard to teach students skills in identifying market needs	1.28	0.56	Strongly Disagree
6	Claude AI tools to teach students skills in writing product descriptions, and marketing materials.	1.38	0.71	Strongly Disagree
7	Claude AI to teach students how to generating diverse digital business ideas, considering current trends, market gaps, and student interests	1.25	0.62	Strongly Disagree
8	Claude AI to teach students skills in drafting social media posts	1.42	0.66	Strongly Disagree
9	Claude AI to teach students skills in developing email marketing campaigns.	1.35	0.64	Strongly Disagree
10	Jasper AI to teach students copywriting strategies	1.33	0.59	Strongly Disagree
11	Jasper AI to teach students skills in analyze and refining AI-generated content.	1.37	0.58	Strongly Disagree
12	DALL·E to teach students skills in creating visuals for social media adverts, and website banners	1.44	0.63	Strongly Disagree
	Cluster Mean	**1.51**		**Disagree**

Table 1 shows that three out of the 12 items on integration of Generative AI teaching models listed have mean scores ranging from 1.56 to 2.48, which indicates that respondents disagree that they integrate them for enhancing students' acquisition of digital entrepreneurial skills. The remaining nine items have mean scores ranging from 1.25 to 1.44, which means that respondents strongly disagree that they integrate them for enhancing students' acquisition of digital entrepreneurial skills. The cluster mean score of 1.51 indicates that business educators disagree that they integrate Generative AI teaching model for enhancing students' acquisition of digital entrepreneurial skills for job creation in South-East, Nigeria. Standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings opinions.

Table 2: Respondents' Mean Ratings and Standard Deviation on the Integration of AI Collaborative Teaching Model by Business Educators for Students' Acquisition of Digital Entrepreneurial Skills for Job Creation

S/N	Integration of AI Collaborative Teaching Models	$\overline{X}$	SD	Remarks
13	I use of AI collaborative teaching model to increase students' engagement in learning digital entrepreneurial skills	2.42	0.71	Disagree
14	I believe the AI-collaborative teaching model enhances students' development of practical digital entrepreneurial skills	3.62	0.86	Strongly Agree
15	I use the AI-collaborative teaching model effectively to prepares students for job creation in the digital economy	1.84	0.75	Disagree

16	There is enough AI resources and tools in my institution to use in implementing the collaborative teaching model	1.46	0.74	Strongly Disagree
17	I use AI collaborative tools in my teaching to increase time spent on lesson preparation and delivery	2.08	0.67	Disagree
18	I regularly use AI collaborative teaching model to provide immediate feedback to my students	2.37	0.80	Disagree
19	The use AI-collaborative teaching model to encourage effective collaboration between students and myself	2.13	0.83	Disagree
20	I feel confident in my ability to use AI tools to effectively teach digital entrepreneurial skills	1.65	0.69	Disagree
21	Inadequate technical support hinder me from integrating AI tools into your teaching	3.65	0.76	Strongly Agree
22	Limited access to AI tools hinder me from using AI collaborative teaching methods in my teaching	3.21	0.68	Agree
	Cluster Mean	**2.44**		**Disagree**

Table 2 shows that three out of the 10 items on integration of AI Collaborative teaching models listed have mean scores ranging from 362 to 3.68, which indicates that respondents rated them strongly agree, item 22 with mean score of 3.21 was rated agree, six items were rated disagree with mean scores ranging from 1.65 to 2.42 while the remaining one item was rated strongly disagree with mean score of 1.46. The cluster mean score of 2.44 indicates that business educators disagree that they integrate AI Collaborative teaching model for enhancing students' acquisition of digital entrepreneurial skills for job creation in South-East, Nigeria. Standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings opinions.

Table 3: Summary of t-test analysis of significant differences in mean ratings of business educators on integration of Generative AI teaching model for students' acquisition of digital entrepreneurial skills for job creation based on gender

Gender	N	$\bar{X}$	SD	df	t-value	P-value	Decision
Male	104	1.52	0.71				
				252	1.08	0.14	Not Significant
Female	150	1.50	0.68				

Table 3 shows that the t - value is 1.08 with 252 degrees of freedom and a p-value of 0.14, which is greater than the 0.05 level of significance. Since the p-value is greater than the significance value (P-value = 0.14 > 0.05), the null hypothesis is therefore accepted. This means that business educators do not differ significantly in their mean ratings on the integration of Generative AI teaching model for enhancing students' acquisition of digital entrepreneurial skills for job creation in South East, Nigeria based on gender.

Table 4: Summary of t-test analysis of significant differences in mean ratings of business educators on integration of AI Collaborative teaching model for enhancing students' acquisition of digital entrepreneurial skills for job creation based on gender

Gender	N	$\bar{X}$	SD	df	t-value	P-value	Decision
Male	104	2.46	0.76				
				252	1.24	1.10	Not Significant
Female	150	2.42	0.81				

Table 4 shows that the t - value is 1.24 with 252 degrees of freedom and a p-value of 1.10, which is greater than the 0.05 level of significance. Since the p-value is greater than the significance value (P-value = 1.24 > 0.05), the null hypothesis is therefore accepted. This means there is no significant difference in the mean ratings of male and female business educators on integration of AI Collaborative teaching model for students' acquisition of digital entrepreneurial skills for job creation in South East, Nigeria.

DISCUSSION OF FINDINGS

Findings of the study revealed that business educators disagree that they integrate Generative AI teaching model for enhancing students' acquisition of digital entrepreneurial skills for job creation in South-East, Nigeria. This findings could be attributed to inadequate AI training programmes for business educators in public tertiary institutions in South-East, Nigeria to update their skills in integrating AI teaching models in instructional delivery. It could also be that there are inadequate ICT resources in public tertiary institutions which may have constrained business educators' ability to adopt AI teaching models in teaching. The findings of this study align with that of Ukeh and Anih (2024) which found that the level of integration of AI technologies in instructional delivery by lecturers in Nigeria was low. Similarly, Akinyemi and Ezekiel (2022) earlier reported low integration of AI by lecturers in enhancing students' acquisition of employability skills. In addition, Thomas et al (2023) revealed low adoption of AI technologies in teaching by business educators. Findings of the study also revealed that business educators do not differ significantly in their mean ratings on the integration of Generative AI teaching model for enhancing students' acquisition of digital entrepreneurial skills for job creation in South East, Nigeria based on gender. This findings is supported by that of Ukeh and Anih (2024) which showed that there was no significant differences in the extent of integration of AI technologies in instructional delivery by lecturers based on gender.

Findings of the study revealed that business educators disagreed that they integrate AI Collaborative teaching model for enhancing students' acquisition of digital entrepreneurial skills for job creation in South-East, Nigeria. The findings of this study agree with that of Idhalama et al. (2023) which found that lecturers' use of emerging teaching technologies was still quite low in Nigeria. Nannim et al. (2018), and Onah et al. (2020) found that educators in Nigerian use AI technologies for teaching at a low extent. Al Mosawi (2018) worried that educators lacked required training to effectively integrate AI tools into the curriculum. Similarly, Al-Noori and Al-Mosawi (2017) noted that integration of AI teaching models in teaching and learning in higher education faces issues of lecturer competencies. Business educators in Nigeria may not have been appropriately trained on skills to effectively incorporate AI into their courses. Lack of structure, particularly in Africa, can impede AI implementation in education (Al Mosawi, 2018). Findings of the study also revealed that there was no significant difference in the mean ratings of male and female business educators on integration of AI Collaborative teaching model for students' acquisition of digital entrepreneurial skills for job creation in South East, Nigeria. In contrast, Koka et al. (2024) revealed gender disparities in the use of AI technologies by lecturers in Nigeria.

CONCLUSION

The findings of this study indicated that business educators in South-East Nigeria do not adequately integrate Generative AI and Collaborative AI teaching models in their instructional practices for enhancing students' acquisition of digital entrepreneurial skills. Based on these findings, the researcher concludes that there is a significant gap in the integration of AI teaching models by business educators in instructional practices for which hinder students' preparedness for digital entrepreneurship and job creation in an increasingly technology-driven economy.

RECOMMENDATION

Based on the findings of the study, the researcher made the following recommendations;

1. Heads of Departments of Business education programme in public tertiary institutions in South-East, **Nigeria** should organize regular training workshops and capacity-building programmes to equip business educators with the necessary skills and knowledge for integrating Generative AI and Collaborative AI

teaching models in business education. This will enhance their ability to effectively teach digital entrepreneurial skills.

2. The Nigerian government agencies, tertiary institutions, and private sector stakeholders should invest in providing AI-powered teaching technologies, software, and digital resources to facilitate the seamless integration of AI teaching models in business education programme.
3. The curriculum planners should revised business education curricula to integrate AI-driven instructional models, ensuring that digital entrepreneurial skills are embedded in teaching and learning processes. AI-enhanced courses should be made mandatory in business education programmes of tertiary institutions in Nigeria.
4. Administrators of tertiary institutions in Nigeria should develop clear policies that encourage and support the integration of AI teaching models in business education programme. Tertiary institutions should establish AI adoption frameworks, allocate funding, and provide incentives for business educators who effectively implement AI in their instructional practices.

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