LEVERAGING AND RETHINKING OF ENTREPRENUERSHIP EDUCATION FOR EMPLOYMENT GENERATION THROUGH ARTIFICIAL INTELLIGENCE

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Abstract

The study examined the effectiveness of creating employment opportunities through artificial intelligence (AI) amongst postgraduate entrepreneurship students in Enugu State tertiary institutions. The research was guided by three research questions, three objectives and three hypotheses. Descriptive survey design was employed. The population comprised of 1200 postgraduate entrepreneurship students in the Enugu state prominent tertiary institutions, namely; University of Nigeria, Nsukka and Enugu State University of Science and Technology (ESUT) Purposive sampling technique was used to select a sample of 150 postgraduate. Students from each institution, totaling the sample size to 300. Data was collected through a self-structured questionnaire based on a four-point rating scale. The instrument's validity was evaluated by two experts from Centre for entrepreneurship education and one from measurement and evaluation from the institutions. Reliability was established using the test-retest method, yielding a reliability coefficient of 0.80, indicating suitability for the study. Data analysis was conducted using mean and standard deviation, while t-test statistics was to test the hypotheses at 0.05 level of significance. The findings indicated that that there is no significance difference between entrepreneurship postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligence technologies are applied in learning of entrepreneurship education. Also, the result revealed that there is significant difference in the mean ratings of postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligent technologies is integrated in learning of

entrepreneurship education. More so, it was revealed that that there is no significance difference in the mean ratings of postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligent technologies makes it possible for Postgraduate entrepreneurship education Students self-reliant after graduation. It was concluded that artificial intelligence (AI) in entrepreneurship education can revolutionize the field of education, reduce high unemployment rate and make onerous task less tedious. The researcher recommends amongst others that educators should be provided with more adequate resources to effectively integrate artificial intelligence technologies into the classroom, which will enhance teaching and learning process. There is need for students to be periodically engaged in specialized training sessions, conferences, webinars, and professional networks that focus on data analysis and predictive analytics.

Keywords: Artificial Intelligence, Chat GPT, Grammarly, Quilbot, AI technologies.

Introduction

Entrepreneurship education has gained significant attention due to its role in revitalizing stagnant economies, addressing social issues through innovative skills, and enhancing students' capabilities (Opusunju et al., 2019). Entrepreneurship education is widely recognized as a vital tool for fostering economic growth, job creation, and innovation in developing nations (Iwu & Ezeuduji, 2018). In Nigeria, entrepreneurship education has been emphasized as a means to reduce unemployment and empower the youth with necessary skills for self-reliance (Nwogu & Nwanaka, 2015). Entrepreneurship education is critical in equipping individuals with financial and vocational skills, fostering economic growth and innovation, particularly in developing countries like Nigeria. Entrepreneurship education has been defined as an educational approach that focuses on enhancing the financial independence of students and motivating them to engage in businesses that lead to the creation of new job opportunities (Bell & Bell, 2020).

In recent years, the integration of Artificial Intelligence (AI) into educational curricula has gained traction as a transformative approach that can enhance the learning experience, personalize education, and improve overall student outcomes (Chen et al., 2020). The integration of technology in entrepreneurship education offers numerous advantages; firstly, technology enhances interactivity and engagement through simulations, digital tools and online platforms, leading to improved learning outcomes and better preparation for the workplace. Artificial intelligence (AI) is one of the technologies that is developing quickly. Developing computer systems that can carry out activities that often require human intelligence, such as speech recognition, visual perception, decision-making, and language translation, is known as artificial intelligence (Industrial Training Fund, 2021). What this implies is that machines or computers are made to think like humans and act rationally to solve

problems. Artificial intelligence, according to Khara et al. (2018), is the mimicking of human intelligence processes by computers, particularly computer systems that imitate the human nervous system and physical functions to feel, learn, and act. Similarly, IBM Cloud Education (2020) defined artificial intelligence as a technology that uses computer programs to perform human intelligent tasks, such as image recognition, speech understanding, and decision making.

Artificial Intelligence (AI) has rapidly emerged as a transformative force across various sectors, including education. In the realm of entrepreneurial education, AI's integration is not merely a technological advancement but a paradigm shift that redefines how future entrepreneurs are trained. This shift is particularly significant in the context of experiential learning, where AI facilitates immersive, personalized, and data-driven educational experiences.

Statement of the Problem

Despite the growing recognition of the importance of entrepreneurship education in driving economic development and reducing unemployment in South-east Nigeria, the current educational approaches remain largely traditional and are not adequately preparing students for the evolving demands of the business world. The integration of AI technologies offers a promising solution to enhance the quality and effectiveness of entrepreneurship education.

Despite the recognized benefits of AI technologies, there is a notable gap in the, awareness, readiness and application of these tools amongst educators. Studies by Edeh, Sharma, Nwafor, Fyneface & Edeh (2020) highlight concerns regarding educators' familiarity with and utilization of emerging technologies in the 21st-century academic environment. Additionally, Ukata & Udeh (2022) point out that many business educators struggle to integrate these technologies into their teaching practices, negatively impacting students' exposure to and engagement with modern technological tools.

Research Questions

The following research questions guided the study

1. To what extent do you agree that postgraduate students of entrepreneurship education of University of Nigeria, Nsukka are significantly aware of artificial intelligence technologies for learning more than their counterpart at Enugu State University of Sciences and Technology?
2. What is the rating of artificial intelligent technology integration between postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart in learning of entrepreneurship education?
3. What is the possibility of making entrepreneurship education postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterparts self-reliant after graduation having used

artificial intelligent technologies in the teaching and learning process?

Objectives of the Study

The primary aim of this study is to investigate the effects of artificial intelligence in facilitating entrepreneurship education in south-east Nigeria. The specific objectives of the study are:

1. To evaluate the extent to which postgraduate students of entrepreneurship education of University of Nigeria, Nsukka are significantly aware of artificial intelligence technologies for learning more than their counterpart at Enugu State University of Sciences and Technology.
2. To assess the level of artificial intelligence technology integration between postgraduate students of entrepreneurship education of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart in learning of entrepreneurship education.
3. To ascertain the possibility of making which postgraduate students of entrepreneurship education of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart self-reliant after graduation having used artificial intelligent technologies in the learning of entrepreneurship education.

Hypotheses

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

1. There is no significant difference in the mean ratings of postgraduate students of postgraduate students of entrepreneurship education of University of Nigeria, Nsukka University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which they are aware of artificial intelligent technologies in the learning of entrepreneurship education
2. There is no significant difference in the mean ratings of postgraduate students of postgraduate students of entrepreneurship education of University of Nigeria, Nsukka University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterparts on the extent to which artificial intelligent technologies are integrated in learning of entrepreneurship education.
3. There is no significant difference in the mean ratings of postgraduate students of postgraduate students of entrepreneurship education of University of Nigeria, Nsukka University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterparts, on the extent to which artificial intelligent technologies facilitates entrepreneurship

education students to be self-reliant after graduation.

Review of Literature

Conceptual literature

Artificial Intelligence

Artificial Intelligence (AI) refers to the capability of machines, particularly computer systems, to emulate human intelligence processes such as learning, reasoning, and problem-solving. This encompasses a broad spectrum of technologies and methodologies that enable machines to perceive their environment, process data, and make informed decisions to achieve specific objectives. According to IBM, AI enables computers and machines to simulate human learning, comprehension, problem-solving, decision-making, creativity, and autonomy. Similarly, the U.S. Department of State defines AI as a machine-based system that can, for a given environments. Enholm et al. (2022) stated that artificial intelligence revolves around the ability of machines to comprehend, sense, and act in a manner close to human behaviour. Chen et al. (2020) referred to this concept as the ability of a particular system to analyze and interpret the huge amount of data entered accurately and benefit from them in finding formulas for self-learning and decision-making on behalf of humans.

Entrepreneurship Education

Entrepreneurship education has been defined as an educational approach that focuses on enhancing the financial independence of students and motivating them to engage in businesses that lead to the creation of new job opportunities (Bell & Bell, 2020). Moreover, Cui et al. (2021) considered that entrepreneurship education is based on training students to invest their innovative capabilities in projects that produce additional profits and improve their sense of self-respect and discipline. In fact, the strategic goal of entrepreneurship education is to prepare graduates who could contribute effectively to the development of their local economy and achieve sustainability (Nazari & Abd Rani, 2022). Entrepreneurship education is widely recognized as a vital tool for fostering economic growth, job creation, and innovation in developing nations (Iwu & Ezeuduji, 2018).

Limitations and Challenges of Applying AI in Entrepreneurship Education

AI has the potential to revolutionize entrepreneurship education by improving the efficiency and effectiveness of various processes, such as student learning, curriculum design, and administrative tasks. However, there are limitations to the application of AI in educational management that need to be considered:

1. Bias and Discrimination: One significant limitation of AI in educational management is the potential for bias and discrimination. AI algorithms may replicate and amplify existing biases in educational systems, leading to further inequality and injustice (Mason & Rennie, 2018). For example, AI may perpetuate gender or racial biases in student evaluations or admissions decisions. Entrepreneurship educators need to be aware of these limitations and work to ensure AI is used fairly and equitably.

2. Lack of Transparency and Interpretability: Another limitation of AI in educational management is the lack of transparency and interpretability. AI algorithms can be complex and difficult to understand, making it challenging for educators to evaluate their effectiveness and identify potential errors or biases (Veletsianos, 2019). This lack of transparency can make it difficult for educational managers to make informed decisions and improve their institutions' performance.

3. Data Privacy and Security Breaches: The use of AI in business education requires access to large amounts of data, including personal information about students, faculty, and staff. This data is vulnerable to cyber-attacks and other security breaches, potentially exposing sensitive information and undermining the trust and confidence of stakeholders (AkkayaKalayci & Yildirim, 2020).

4. Dehumanization and Loss of Personal Touch: The use of AI in educational management may lead to a reduction in human interaction and personalization, resulting in a less satisfying and engaging educational experience for students (Peters & Besley, 2020).

Empirical Literature

Ali et al. (2025) investigated the role of Artificial Intelligence (AI) integration in entrepreneurship education, focusing on its influence on entrepreneurial innovation and growth through the mediating effect of personalized learning and the moderating role of student technological readiness and acceptance. Using data from 220 students at Pakistani universities, this research also used methods like Structural Equation Modeling and regression analyses. Despite theoretical support, none of the five hypothesized relationships (H1–H5) were statistically significant, indicating that AI integration alone does not directly impact entrepreneurial outcomes in this context. Limited exposure among students to these AI tools and this being early days in Pakistan may be an explanation for results like that. The study emphasizes the need for digital infrastructure, curriculum reforms, and educator training to unlock AI's potential in entrepreneurship education.

In the same vein, Widya et al. (2025) determined the effect of entrepreneurship education on the entrepreneurial intentions of business students in Bandung City and to evaluate the role of artificial intelligence (AI) as a mediating factor in this relationship. Data were collected through surveys conducted at various universities in Bandung offering management or business programs, targeting students majoring in these fields. A total of 400 respondents participated in the survey, and the data were analyzed using Structural Equation Modeling (SEM). The results of this study show that entrepreneurship education has a significant positive effect on entrepreneurial intention. Furthermore, artificial intelligence significantly mediates the impact of entrepreneurship education on entrepreneurial intentions. These findings suggest that integrating AI tools within entrepreneurship education can enhance students' entrepreneurial mindset and motivation.

Wariowei & Ekankumo (2025) investigated the role of artificial intelligence (AI) in promoting entrepreneurship education research in South - South Nigeria. The study developed three specific objectives focusing on the current level of AI integration, perceptions of its use, and associated challenges. A descriptive survey design was employed, involving a sample of 250 respondent s from various private and public tertiary institutions in south - south Nigeria. Data were collected using a structured questionnaire designed on Likert scale. The overall reliability coefficient obtained was 0.82, indicating a high level of internal consistency and confirming that the instrument was reliable for measuring the study variables. The data collected was analyzed through descriptive and inferential statistics, including independent t-tests. The findings indicated a high level of AI integration and generally positive perceptions among educators and students. Challenges such as insufficient training, high costs, and limited resources were identified. Significant differences were found in the challenges faced by private versus public institution , while no significant difference were observed in AI integration levels or perceptions between the two types of institutions.

Iwerima & Bupo (2024) examined the awareness and utilization of artificial intelligence (AI) technologies for learning among Business Education students in Rivers State Universities. The research was guided by two objectives, two research questions and two hypotheses. Descriptive survey design was employed. The population comprised of 205 postgraduate business education Students in Rivers State University and Ignatius Ajuru University. Purposive sampling technique was used to select a sample of 143 Postgraduate Students, representing 70% of the population. Data was collected through a self-structured questionnaire based on a four-point rating scale.. Reliability was established using the test-retest method, yielding a reliability coefficient of 0.81, indicating suitability for the study. Data analysis was conducted using mean and standard deviation, while t-test statistics was to test the hypotheses at 0.05 level of significance. The findings indicated that students are highly aware of AI tools, especially Chat GPT and WhatsApp Pi. The results also show that post graduate business education students use Grammarly for learning to a high extent. No significant difference was found in the mean responses of students from Rivers State University and Ignatius Ajuru University of education on the extent of awareness of AI for learning.

Wu1 & Zhang (2023) focusing on the research of IAEE driven by AI, analyzed the application of AI in IAEE and the challenges of the application of AI in IAEE, and puts forward the natural language processing algorithm of AI; In order to verify the teaching effect of IAEE driven by AI, the paper made an experimental comparison between the students' Entrepreneurship learning effect under the traditional mode and the AI teaching mode. The test results show that AI teaching provides a more favourable condition for IAEE, and fully proves the feasibility and effectiveness of IAEE driven by AI.

Methodology

The study utilized a descriptive survey research design to investigate artificial intelligence (AI) and entrepreneurship education research in South-east Nigeria. The descriptive survey design was chosen because it allowed for the systematic collection and analysis of data to understand current practices, perceptions, and challenges related to the use of AI in entrepreneurship education. The study focused on Enugu state University of Sciences and Technology (ESUT) and University of Nigeria Nsukka (UNN). The population of the study comprised 1200 (600 from each tertiary institution) post graduate students from Centre of entrepreneurship education of the Universities. A multistage sampling technique was employed to select the sample for the study, thereafter; purposive sampling was used to select 300 respondents (that is, 150 respondents from each tertiary institution). Data were collected using a structured questionnaire specifically designed to align with the study's objectives. The questionnaire utilized a 4-point Likert scale format ranging from "Strongly Disagree" to "Strongly Agree" to measure respondents' perceptions and experiences accurately. The structured format allowed for easy quantification of responses, facilitating the analysis of trends and patterns. To ensure the validity of the questionnaire, content and face validity were conducted. Content validity was established by consulting with lecturers in AI, entrepreneurship education and measurement and evaluation expert who reviewed the questionnaire to confirm that it covered all relevant aspects of the study. Reliability of the instrument was established using the test-retest yielding a coefficient of 0.80, indicating a high level of internal consistency and confirming that the instrument was reliable for measuring the study variables. The data collected from the study were analyzed using descriptive and inferential statistics. Descriptive statistics, including means, and standard deviations, were used to summarize the data related to the research questions. Inferential statistics, such as independent t-test , was employed to test the research hypotheses. The Statistical Package for the Social Sciences (SPSS) software version 26.0 was used for all statistical analyses.

Results

The results from the study were presented as follows.

Research Question 1: To what extent do you agree that postgraduate students of entrepreneurship education of University of Nigeria, Nsukka are significantly aware of artificial intelligence technologies for learning is more than their counterpart at Enugu State University of Sciences and Technology?

Table 1: To what extent do you agree that postgraduate student's entrepreneurship education of University of Nigeria, Nsukka are significantly aware of artificial intelligence technologies for learning in Enugu more than their counterpart at Enugu State University of Sciences and Technology? (N=300)

s/n	Item Statement	Strongly agreed	Agreed	Disagree	Strongly Disagree	Total score	Mean (x)	Standard deviation	Remark
1	I am aware of Grammarly and its applications for learning	135 (45%)	96 (32%)	30 (10%)	39 (13%)	300 (100%)	3.09	2.76	Agreed
2	I am aware of ChatGPT and its applications for learning.	111 (37%)	89 (29.7%)	45 (15%)	55 (18.3%)	300 (100%)	2.85	2.11	Agreed
3	I am aware of plagiarism detection and examination integrity checkers and its applications for learning.	177 (59%)	89 (29.7%)	20 (6.7%)	14 (4.7%)	300 (100%)	2.63	3.13	Agreed
4	I am aware of Quillbot and its applications for learning	89 (29.7%)	90 (30%)	56 (16.7%)	65 (21.7%)	300 (100%)	2.68	2.4	Agreed
5	I am aware of WhatsApp pi chat and its applications for learning	78 (26%)	118 (39.3%)	89 (29.7%)	15 (5%)	300 (100%)	2.66	2.5	Agreed
	Grand mean						2.76		

Source: Field survey, 2025

Interpretation: Table 1 indicates that the respondents agreed that entrepreneurship education postgraduate students of University of Nigeria, Nsukka are aware of artificial intelligence technologies for learning in Enugu more than their counterpart at Enugu State University of Sciences and Technology, with a grand mean score of 2.76.

Research Question 2: What is the rating of artificial intelligent technology integration

between postgraduate students of University of Nigeria, Nsukka and their counterpart at Enugu State University of Sciences and Technology in learning of entrepreneurship education?

Table 2: What is the rating of artificial intelligent technology integration between postgraduate students of University of Nigeria, Nsukka and their counterpart at Enugu State University of Sciences and Technology in learning of entrepreneurship education? (N=300)

s/n	Item Statement	Strongly agreed	Agreed	Disagree	Strongly Disagree	Total score	Mean ()	Standard deviation	Remark
1	AI tools are regularly used in research activities	90 (30%)	85 (28.3%)	75 (25%)	50 (16.7%)	300 (100%)	2.72	2.40	Agreed
2	AI technologies are integrated into the entrepreneurship curriculum	78 (26%)	105 (35%)	70 (23.3%)	47 (15.7%)	300 (100%)	2.71	2.39	Agreed
3	Students utilize AI for data analysis in research	90 (30%)	101 (33.7%)	49 (16.3%)	60 (20%)	300 (100%)	2.74	2.44	Agreed
4	Institutions provide training on AI applications for research	80 (26.7%)	88 (29.3%)	65 (21.7%)	67 (22.3%)	300 (100%)	2.60	2.32	
5	There is significant use of AI for project-based learning in entrepreneurship	124 (41.3%)	102 (34%)	37 (12.3%)	37 (12.3%)	300 (100%)	3.04	2.69	Agreed
	Grand mean						2.76		

Source: Field survey, 2025

Interpretation: Table indicates that the respondents agreed that there is high rating of artificial intelligent technology integration between the postgraduate students of University of Nigeria, Nsukka and their counterpart at Enugu State University of Sciences and Technology in

learning of entrepreneurship education, with a grand mean score of 2.76.

Research Question 3: What is the possibility of making postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart self-reliant after graduation having used artificial intelligent technologies in the learning of entrepreneurship education?

Table 3: What is the possibility of making entrepreneurship education postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart self-reliant after graduation having used artificial intelligent technologies in teaching and learning process? (N=300)

s/n	Item Statement	Strongly agreed	Agreed	Disagree	Strongly Disagree	Total score	Mean (X)	Standard deviation	Remark
1	Knowledge of AI tools has improved the my sense of self-independence	129 (43%)	89 (29.7%)	55 (18.3%)	27 (9%)	300 (100%)	3.07	2.54	Agreed
2	AI technologies are capable of making ones job less cumbersome.	121 (40.3%)	104 (34.7%)	44 (14.7%)	31 (10.3%)	300 (100%)	3.05	2.69	Agreed
3	Knowledge of AI is capable of making one self-reliant	107 (35.7%)	114 (39%)	46 (15.3%)	33 (10%)	300 (100%)	2.98	2.63	Agreed
4	Knowledge of AI offers wider range of job opportunities	131 (43.7%)	112 (37.3%)	39 (13%)	18 (6%)	300 (100%)	3.19	2.78	Agreed
5	Knowledge of AI is capable of reducing high rate of unemployment	121 (40.3%)	99 (33%)	37 (12.3%)	43 (14.3%)	300 (100%)	2.98	2.66	Agreed
	Grand mean						3.05		

Source: Field survey, 2025

Interpretation: Table 3 indicates that the respondents agreed that there is possibility of making entrepreneurship education postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart self-reliant after graduation having used artificial intelligent technologies in the teaching and learning process, with a grand mean score of 3.05

Analysis of Hypotheses

Hypotheses 1: There is no significant difference in the mean ratings of postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligent technologies are applied in learning of entrepreneurship education

Table 4: Computation of difference in mean ratings between postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligent technologies are applied in learning of entrepreneurship education.

Respondents	N	X	SD	t-cal	t-crit	Df	α	Decision
UNN	150	4.13	0.35					
				1.783	1.816	118	0.05	Accepted
ESUT	150	3.42	0.25					

Source: Field Survey (2025)

The findings presented in Table 4 indicate a calculated t-value (t-cal) of 1.783 and a critical t-value (t-crit) of 1.816 at a significant level of 0.05 and with degrees of freedom of 118. It is observed that the calculated t-value is less than the critical t-value. Therefore, the null hypothesis is accepted, leading to the conclusion that there is no significance difference between postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligent technologies are applied in learning of entrepreneurship education.

Hypotheses 2: There is no significant difference in the mean ratings of postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligent technologies is integrated in learning of entrepreneurship education.

Table 5: Computation of difference in mean ratings between postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligent technologies are integrated in learning of entrepreneurship education.

Respondents	N	X	SD	t-cal	t-crit	Df	α	Decision
UNN	150	4.23	4.05					
				2.043	1.179	118	0.05	Accepted
ESUT	150	3.94	2.25					

Source: Field Survey (2025)

The findings presented in table 5 indicate a calculated t-value (t-cal) of 2.043 and a critical t-value (t-crit) of 1.179 at a significant level of 0.05 and with degrees of freedom of 118. It is observed that the calculated t-value is less than the critical t-value. Therefore, the null hypothesis is rejected, leading to the conclusion that there is significance difference in the mean ratings of postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligent technologies is integrated in learning of entrepreneurship education

Hypotheses 3: There is no significant difference in the mean ratings of postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligent technologies will make possible entrepreneurship education Postgraduate Students self-reliant after graduation.

Table 6: Computation of difference in mean ratings between postgraduate students of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligent technologies will make possible entrepreneurship education Postgraduate Students self-reliant after graduation.

Respondents	N	X	SD	t-cal	t-crit	Df	α	Decision
UNN	150	3.13	2.38					
				1.9002	1.9731	118	0.05	Accepted
ESUT	150	3.02	2.25					

Source: Field Survey (2025)

The result of the Table 6 shows a calculated t-value (t-cal) of 1.9002 and a critical t-value (t-crit) of 1.9731 at a significant level of 0.05 and with degrees of freedom of 118. It is observed that the calculated t-value is less than the critical t-value. Therefore, the null hypothesis is accepted, leading to the conclusion that there is no significance difference in the mean ratings of postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart on the extent to which artificial intelligent technologies will make possible entrepreneurship education Postgraduate Students self-reliant after graduation.

Discussion of Findings

Research Question and hypothesis 1: There is high level of awareness of artificial intelligence technologies for learning in Enugu State Universities and University of Nigeria, Nsukka entrepreneurship postgraduate students. The findings of the study revealed that postgraduate students of University of Nigeria, Nsukka and their Enugu State University of Sciences and Technology counterpart are aware of Grammarly, ChartGPT, Quillbot, Whatsapp and its possibility of enhancing their learning experiences; and also understands the usage of Plagiarism detection and examination integrity checkers and its applications. They understand how to utilize these tools for efficient information retrieval, and leverage text analysis for deeper insights. These skills indicate that these AI technologies play a vital role in the modern educational environment, and students are in agreement about adopting these technologies.

Analysis of Data, Research Question and hypothesis 2: The rating of artificial intelligent technology integration in Enugu State Universities. The findings of the study showed that there is high rating of artificial intelligent technology integration amongst postgraduate students in Enugu State Universities. The result also revealed that the management of the institutions provides training on AI applications for research; AI tools are regularly used in research activities and are integrated into the entrepreneurship curriculum for effective learning. This finding aligns with the study of Dai & Zhen (2021).

Analysis of Data, Research Question and hypothesis 3: Possibility of artificial intelligent technologies making entrepreneurship education postgraduate Students self-reliant after graduation. The findings from the analysis on research question three revealed that Knowledge of AI tools can improve sense of self-independence, capable of making ones job less cumbersome, capable of making one self-reliant, offers wider range of job opportunities and capable of reducing high rate of unemployment.

The researcher believes that when students have the opportunity to explore data-driven insights, their self-understanding, maturity, independence, and motivation to continue will increase. By gaining these skills, students can thrive in their academic pursuits. Also, AI can help analyze and predict outcomes simultaneously, thereby lowering costs and increasing efficiency.

Acquiring data analysis and predictive analytics skills is essential for enhanced learning capabilities. These skills enable students to identify and understand potential trends within their academic data, implement predictive measures, and respond effectively to learning challenges.

Conclusion

Artificial intelligence (AI) in entrepreneurship education can revolutionize the field of education, reduce high unemployment rate and make onerous task less tedious. AI-powered tools can help educators personalize the learning experience, improve student engagement, and provide real-time feedback. Moreover, AI can assist students and educational institutions in streamlining administrative tasks, automating grading and assessments, and optimizing resource allocation. AI can also facilitate adaptive learning environments, where educational content is tailored to meet the individual needs of students, thereby enhancing their learning outcomes. Additionally, AI can simulate real-world business scenarios, providing students with practical experience and preparing them for the complexities of the business environment. This practical application of AI in entrepreneurship education ensures that students are equipped with the necessary skills to navigate and succeed in the ever-evolving business landscape. In conclusion, the integration of AI into entrepreneurship education programme for postgraduate students can lead to significant improvements in learning capabilities.

Recommendations

Based on the findings and conclusion drawn from the study, the following recommendations were made:

1. Educators should be provided with more adequate resources to effectively integrate artificial intelligence technologies into the classroom enhancing teaching and learning process
2. Students should be engaged in specialized training sessions, conferences, webinars, and professional networks that focus on data analysis and predictive analytics. This can include hands-on projects, simulations, or internships with industry partners, as well as workshops focused on techniques such as data mining, statistical analysis, machine learning, and predictive modeling. Additionally, encourage students to stay updated with emerging trends in data analytics and industry best practices to ensure they are equipped with the latest tools and methodologies for enhancing their learning capabilities.
3. Educators should be provided with adequate resources to effectively integrate artificial intelligence technologies into the classroom, which will enhance teaching and learning process.

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