ARTIFICIAL INTELLIGENCE IN BUSINESS EDUCATION CURRICULUM FOR CREATIVITY, INNOVATION AND NATIONAL DEVELOPMENT

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Abstract

This study examined the integration of Artificial Intelligence (AI) into the business education curriculum with emphasis on enhancing creativity and innovation for national economic development. The study was guided by two research objectives. Two hypotheses guided the study. A cross-sectional research design was adopted for the study. The instrument use for data collection is a structure questionnaire "Title Artificial intelligence in business education Questionnaire (AIBEQ". Data collected was analysed using the Pearson Product Moment Correlation (PPMC) statistical technique at the 0.05 level of significance. The area of the study is Cross River State. The population of the study comprises of lecturers in the department of business education, Federal College of Education Obudu. The findings revealed that there is a significant positive relationship between AI integration in business education curriculum and national economic development ($r = 0.669$, $p < .05$). The result also indicated a significant relationship between AI-enhanced creativity and innovation in business education curriculum and national economic development ($r = 0.850$, $p < .05$). These findings imply that integrating AI technologies into business education programmes equips students with relevant digital competencies, analytical skills, and innovative capacities needed to thrive in the modern knowledge-driven economy, enhances students' creativity, innovation, and technological proficiency, which are critical for entrepreneurship development, productivity growth, and sustainable national economic development. The study recommended among others that educational policymakers should ensure the integration AI-related concepts into business education curricula.

Keywords: Artificial Intelligence, Business Education Curriculum, Creativity and Innovation, National Economic Development.

Introduction

Education plays a fundamental role in national development because it equips individuals with the knowledge, skills, and competencies necessary for economic productivity, innovation, and social progress. In the twenty-first century, the global economy has increasingly become knowledge-driven and technologically oriented, thereby placing significant emphasis on digital competence, creativity, and innovation as essential drivers of economic growth. Consequently, educational systems across the world are undergoing transformation to integrate emerging technologies into teaching and learning processes in order to prepare students for participation in modern economies (Schwab, 2017). Among the emerging technologies shaping the contemporary

educational landscape is Artificial Intelligence (AI), which has demonstrated significant potential for transforming curriculum delivery, learning experiences, and knowledge production. Artificial Intelligence refers to the development of computer systems capable of performing tasks that normally require human intelligence such as learning, reasoning, problem solving, pattern recognition, and decision-making (Russell & Norvig, 2021). In recent years, AI has become an important component of digital transformation across various sectors, including education, business, healthcare, and governance. In the educational sector, AI technologies are increasingly being utilized to support adaptive learning systems, intelligent tutoring platforms, automated feedback mechanisms, and data-driven educational management systems (Holmes, Bialik, & Fadel, 2019). These innovations have the capacity to enhance the quality of teaching and learning while simultaneously promoting critical thinking, creativity, and problem-solving abilities among learners.

Business education occupies a strategic position in national development because it focuses on preparing individuals with the managerial, entrepreneurial, and technological skills required for effective participation in economic activities. Traditionally, business education programmes emphasize competencies such as accounting, marketing, management, and entrepreneurship. However, the rapid digitalization of business operations and the emergence of data-driven decision-making processes have significantly altered the nature of business practices globally. Modern businesses increasingly rely on artificial intelligence, machine learning, big data analytics, and digital platforms to enhance efficiency and competitiveness (Brynjolfsson & McAfee, 2014). As a result, there is a growing need for business education curricula to integrate AI-related competencies in order to equip graduates with the knowledge and skills required to function effectively in technology-driven business environments.

Integrating artificial intelligence into the business education curriculum has the potential to significantly enhance students' creativity and innovation capabilities. Creativity refers to the ability to generate new and useful ideas, while innovation involves the practical implementation of these ideas in the development of products, services, or processes that add value to society (Amabile & Pratt, 2016). AI technologies can facilitate creative thinking and innovative problem solving by enabling students to explore complex datasets, simulate business scenarios, and develop predictive models for strategic decision making. Through exposure to AI-powered learning environments, students can develop analytical reasoning skills, digital literacy, and entrepreneurial mindsets that are essential for driving economic growth and national development.

From a broader perspective, creativity and innovation are widely recognized as key determinants of national economic development. Nations that invest in technological advancement, human capital development, and innovation systems tend to experience higher levels of productivity, industrial growth, and global competitiveness (Porter, 1990). In developing countries such as Nigeria, strengthening educational programmes that promote technological competence and innovative thinking is particularly important for addressing challenges such as unemployment, low industrial productivity, and limited technological capacity. By integrating AI into business education curricula, institutions can nurture graduates who possess the skills needed to develop innovative enterprises, improve organizational performance, and contribute meaningfully to national economic transformation.

Despite the recognized importance of AI in modern education and economic systems, the level of AI integration within many business education programmes in developing economies remains relatively limited. Many institutions still rely heavily on traditional teaching approaches that emphasize theoretical knowledge rather than digital competence and innovative problem-solving skills. This situation raises concerns about whether graduates are adequately prepared to meet the demands of contemporary business environments characterized by rapid technological change and global competition. It is against this backdrop that this study examines the impact of

integrating artificial intelligence into the business education curriculum as a strategy for enhancing creativity and innovation for national economic development.

Statement of the Problem

One of the emerging technologies influencing both education and business practice is Artificial Intelligence (AI), which has the capacity to enhance decision-making, automate complex processes, and support data-driven innovation. In recent years, many developed countries have begun integrating artificial intelligence into their educational curricula in order to prepare students for the demands of the Fourth Industrial Revolution. The integration of AI in education has been associated with improved learning outcomes, personalized learning experiences, and enhanced problem-solving skills among students

Despite these global developments, many business education programmes in developing countries, including Nigeria, still rely largely on traditional teaching methods and curricula that do not adequately incorporate emerging digital technologies. This situation has created a gap between the competencies possessed by graduates and the technological skills required in modern workplaces. In addition, national economic development increasingly depends on the capacity of educational systems to produce graduates who are capable of generating innovative ideas, developing new business models, and adapting to technological changes. When educational curricula fail to incorporate relevant technological competencies such as artificial intelligence, graduates may struggle to compete in a globalized knowledge economy. This challenge is particularly significant for business education, which is expected to prepare individuals who can contribute to economic productivity, business growth, and national competitiveness. Although the potential benefits of AI integration in education are widely acknowledged, there is still limited empirical evidence on how integrating artificial intelligence into business education curricula can enhance creativity and innovation among students and ultimately contribute to national economic development. This gap in knowledge highlights the need for scholarly investigation into the role of AI in transforming business education and promoting economic advancement. Therefore, this study sought to examine the impact of integrating artificial intelligence into business education curricula with particular emphasis on enhancing creativity and innovation for national economic development.

Objective of the study

The main objective of the study was to examine the impact of Integrating Artificial Intelligence into Business Education Curriculum Toward Enhancing Creativity and Innovation for National Economic Development. Specifically, the study sought to;

1. Evaluates the impact of AI integration in Business Education curriculum on national economic development.
2. Examine the impact of AI enhanced creativity and innovation in business education curriculum on national economic development.

Research Hypotheses

The following null hypotheses guided this study

1. There is no significant relationship between AI integration in business education curriculum and national economic development.
2. There is no significant relationship between AI enhanced creativity and innovation in business education curriculum and national economic development.

Scope of the Study

The study focused on the impact of integrating artificial intelligence into the business education curriculum as a strategy for enhancing creativity and innovation for national economic development. It is delimited to two public tertiary institutions in Cross River State (University of Calabar and Federal College of education Obudu). It was also restricted to the impact of AI integration into the business education curriculum and AI-enhanced creativity and innovation in business education. The study was delimited to Business Educators (lecturers) and students in

the institutions.

Literature Review

Artificial Intelligence (AI) AI refers to the simulation of human intelligence in machines, enabling them to perform tasks such as problem-solving, decision-making, and learning from data (Russell & Norvig, 2021) AI technologies are typically based on algorithms and data-driven models that enable machines to process large volumes of information and generate insights. In education, AI can support teaching and learning through tools such as intelligent tutoring systems, learning analytics, automated assessment platforms, and virtual reality simulations (Holmes et al., 2019). The emergence of Artificial Intelligence technologies has initiated transformative changes in pedagogical approaches and curriculum development, leading to enhanced learning experiences and improved educational outcomes (Ogunyemi, 2021). These technologies enable educators to deliver personalized instruction, monitor student progress, and enhance learner engagement.

In contemporary scholarship, AI is understood not merely as automation technology but as a set of adaptive, data-driven systems capable of augmenting human cognitive capacities across multiple sectors such as education, healthcare, governance, security, and economic planning (Holmes et al., 2019). AI technologies encompass machine learning, natural language processing, predictive analytics, robotics, and intelligent decision-support systems. Artificial Intelligence technology, include machine learning, data analytics, and intelligent tutoring systems, offer innovative solutions to traditional challenges in curriculum development. For instance, these technologies can analyze student performance data to tailor instructional materials that meet individual learning needs, thereby fostering personalized educational experiences (Nwankwo and Okeke, 2023).

Furthermore, Artificial Intelligence facilitates the integration of real-world business scenarios into educational content, helping students develop critical thinking and problem-solving skills essential for success in a competitive business environment (Ibrahim and Ajayi, 2023). These technologies function by processing large volumes of data to identify patterns, generate predictions, and support evidence-based decisions (OECD, 2024). AI is conceptually, viewed as a general-purpose technology, similar to electricity or the internet, and with the capacity to reshape national institutions, productivity structures, and development trajectories when effectively integrated into human systems (Brynjolfsson & McAfee, 2017). AI is increasingly conceptualized as a human centered tool one that enhances human intelligence, institutional efficiency, and societal problem-solving rather than replacing human agency (UNESCO, 2021). This perspective emphasizes responsible, ethical, and inclusive AI deployment aligned with societal development goals.

Artificial intelligence (Al) in education encompasses the strategic deployment of Artificial Intelligence technologies to augment the learning experience, thereby fostering enhanced academic outcomes (Oladele, 2020). By leveraging Artificial Intelligence, educators can create personalized learning pathways, automate assessment and grading processes, and provide instantaneous feedback to students (Adeyemo, 2022). Furthermore, Artificial Intelligence can be utilized to develop sophisticated intelligent tutoring systems, offering individualized support to students and facilitating adaptive learning experiences (Oladele, 2020).

Moreover, Artificial Intelligence can be employed to analyze vast amounts of data on student learning outcomes, identifying knowledge gaps and areas requiring additional support (Agboola, 2020). This enables educators to devise targeted interventions, optimize instructional strategies, and ultimately improve student outcomes. In the Nigerian context, AI has been successfully integrated into various educational institutions, enhancing the learning experience and promoting academic excellence (Odukoya, 2023). For instance, AI-powered chatbots have been deployed to provide student support, facilitate navigation of the learning process, and foster a more immersive educational experience.

The strategic integration of artificial intelligence (Al) in business education yields numerous benefits, including enhanced student engagement and tailored learning experiences (Agboola, 2020). Artificial Intelligence -powered analytics can also facilitate the examination of

student learning outcomes, pinpointing areas that necessitate supplementary support.

A study conducted by Baraya, Samson, and Sabo (2025) investigated the impact of artificial intelligence on business education curriculum development and management in universities in North-eastern Nigeria. Using a cross-sectional survey design with 149 business educators, the researchers employed structured questionnaires and analyzed the data using regression analysis. The findings revealed that AI integration significantly improves curriculum development by enabling personalized learning, increasing student engagement, and enhancing instructional efficiency. The study concluded that AI-powered instructional tools and interactive simulations can strengthen business education programmes and improve students' academic performance when implemented with transparency and ethical considerations. The authors recommended improving AI literacy among business educators and integrating AI-driven learning resources to enhance curriculum delivery and management in universities.

Francis & Kelvin, (2025). Francis and Kelvin (2025) investigated the use of AI in fostering creativity and innovation among business education and entrepreneurship students in tertiary institutions in Bayelsa State, Nigeria. Using a survey design involving 194 students, the study found that AI tools significantly enhanced students' originality, critical thinking, and creative problem-solving skills. The researchers concluded that AI-assisted instructional methods contribute to the development of innovative business ideas and recommended the systematic integration of AI technologies into business education curricula to improve students' creative capabilities.

Similarly, Olaniyi, et al examined the impact of AI-powered educational platforms on entrepreneurial creativity among business education students at the National Open University of Nigeria. Their descriptive survey, which involved 134 students, demonstrated a statistically significant relationship between AI-driven personalized learning and the quality of innovative business ideas produced by students. The study highlighted that AI tools facilitate interactive and experiential learning, which enhances students' capacity for creative thinking and innovation in business contexts.

Balogun (2025) also investigated the influence of AI on creativity and innovation in entrepreneurial practices in Ondo State, Nigeria. Using a survey of 52 entrepreneurs and business owners, the study found that AI adoption improved the generation of unique business ideas, decision-making processes, and innovative product development. This indicates that graduates trained in AI-enhanced business education programs are more likely to contribute to innovative business practices, thereby supporting national economic development.

Method

The study adopted a cross-sectional research design. This was because the design was concerned with the study of large and small populations with emphasis on the incidence, distribution, and interrelations of variables. The population of this study comprises all business lecturers and students in selected public tertiary institutions in Cross River State (University of Calabar and Federal College of Education Obudu), Nigeria. The sample size for this study was 616 respondents. A statistically determined sample size was adopted to ensure representativeness. The Cochran sample size determination technique was used to determine the sample size from an infinite population of the study. The purposive sampling and snowball sampling techniques were used in the selection respondents for the study. The randomly selected tertiary educational institutions in Cross River State were University of Calabar and Federal College of Education Obudu. Data was collected using a structured questionnaire. Title “Artificial intelligence in Business Education Questionnaire (AIBEQ)” It was structured to reflect the four point likert-scale type of strongly agree, agree, strongly disagreed and disagreed correspondingly**.** The instrument was validated by experts in the schools of education in the study area. Reliability of the research instrument was determined using Cronbach's alpha method which yielded a 0.86 coefficient. Data was analyzed using descriptive statistics (frequency, mean, standard deviation) and inferential

statistics (Pearson product moment correlation coefficient) at 0.05 level of significance**.** This was carried out with the help of the Statistical Package for Social Sciences (SPSS) software and results presented in tables. Informed consent was obtained from all participants. Confidentiality and anonymity was assured, and participation was voluntary.

Results

Result of the data collected was presented based on the specific hypotheses as shown below:

Hypothesis one

There is no significant relationship between AI integration in business education curriculum and national economic development. Pearson Product Moment correlation coefficient (r) (PPMC) was used for analysis. **Table 1**Pearson Product Moment Correlation (PPMC) analysis of AI integration in business education curriculum and national economic development (N=616)

Variables	N	Mean	SD	r-value	Sig.
AI integration in business education curriculum	616	1.7139	.96546		
				.669**	05
National economic development	616	2.8980	.81242		

Significant at .05, r-value = 0.669 df = 614

Source: Fieldwork, 2026

R**esult of the analysis as presented in Table 1 revealed that** the calculated r-value 0.669** was greater than critical r-value 0.196 at 0.05 levels of significance with 614 degrees of freedom. This guarantees the rejection of the (H_0) null hypothesis as and acceptance of the alternative hypothesis which states that there is a significant relationship between AI integration in business education curriculum and national economic development**.** The positive r implied that more AI integration in business education **the higher the nation develops economically.**

Hypothesis two

There is no significant relationship between AI enhanced creativity and innovation in business education curriculum and national economic development**.** To test this hypothesis, Pearson Product Moment Correlation (PPMC) was used for analysis.

Table 2

Pearson Product Moment Correlation Analysis of the relationship between AI enhanced creativity and innovation in business education curriculum and national economic development (N=616)

Variables	N	Mean	SD	r-value	Sig.
AI enhanced creativity and innovation in business education curriculum	616	1.9830	.82210		
				0.850**	**.05**
National economic development	616	1.6601	.96708		

***** Significant at .05, r-value = .850, df = 614

Source: Fieldwork, 2026

Result of the analysis as presented in **T**able 2 revealed that the calculated r-value 0. .861** was greater than critical r-value 0.196 at 0.05 levels of significance with 614 degrees of freedom. This guarantees the rejection of the (H_0) null hypothesis and acceptance of the alternative hypothesis which states that there is a significant relationship between AI enhanced creativity and innovation in business education curriculum and national economic development**.** The positive r implied that the higher AI enhanced creativity and innovation in business education curriculum, the more enhanced national economic development.

Discussions

AI Integration in Business Education Curriculum and National Economic Development

The result presented in table 1 revealed that there is a significant relationship between AI integration in business education curriculum and national economic development This finding highlights the critical role that emerging technologies such as Artificial Intelligence play in transforming educational systems and preparing learners with relevant skills needed in the modern digital economy. When AI tools and concepts are embedded within business education curricula, students are exposed to data analytics, machine learning applications, digital decision-making systems, and intelligent automation processes that are increasingly shaping global business practices. Such exposure equips graduates with the competencies needed to participate effectively in technology-driven economies, thereby contributing to productivity growth, entrepreneurship, and innovation. The findings tally with that of Russell and Norvig (2021) and Holmes, Bialik, and Fadel (2019). Norvig (2021) showed that AI technologies enhance problem-solving and decision-making capabilities, which are essential for modern business operations.

Furthermore, the finding corroborates empirical studies that link technology-driven education to economic growth. (Oladele, 2020). Research has shown that countries that invest in digital skills development and technology-enhanced education tend to experience stronger economic performance because their workforce is better equipped to support knowledge-based industries. In developing countries such as Nigeria, integrating AI into business education may help bridge the digital skills gap, encourage entrepreneurship, and strengthen the competitiveness of the national economy in the global marketplace.

AI-Enhanced Creativity and Innovation in Business Education Curriculum and National Economic Development

The result of the second table indicated that there is a significant relationship between AI-enhanced creativity and innovation in business education curriculum and national economic development. This finding underscores the transformative role of Artificial Intelligence in stimulating creativity, problem-solving, and innovative thinking among students. AI technologies such as intelligent tutoring systems, generative design tools, predictive analytics, and digital simulations enable learners to experiment with new ideas, analyze complex business scenarios, and develop innovative solutions to real-world problems. These learning experiences cultivate entrepreneurial mindsets and innovation-driven thinking that are essential for economic advancement. Creativity and innovation are widely recognized as key drivers of economic development in the knowledge economy. It was revealed that when business education programmes incorporate AI-enabled creative tools, students are encouraged to develop new products, services, and business models that can stimulate industrial growth and job creation. the finding is in line with that of Brynjolfsson and McAfee (2017) who showed that digital technologies such as AI significantly enhance innovation capacity by enabling organizations to analyze large datasets, identify market opportunities, and develop more efficient production systems. Similarly, Luckin et al. (2016) observed that AI in education can support collaborative learning, creative exploration, and personalized learning experiences that promote innovative thinking among learners. The finding is also consistent with contemporary views that innovation ecosystems are strengthened when educational institutions integrate

advanced technologies into teaching and learning processes. Universities and colleges that adopt AI-driven teaching strategies often encourage interdisciplinary collaboration, research commercialization, and entrepreneurial ventures. These activities contribute to economic growth by fostering knowledge creation, technology transfer, and the development of new industries. it was also revealed that in Nigeria public tertiary institutions especially University of Calabar and Federal College of Education Obudu, promoting AI-enhanced creativity within business education can help address economic challenges such as unemployment, low industrial productivity, and limited technological innovation. Graduates who possess creative and innovative competencies supported by AI technologies are more likely to establish startups, develop digital solutions, and contribute to the growth of the knowledge economy. Consequently, integrating AI-driven creativity and innovation into business education curricula becomes a strategic pathway for achieving sustainable national economic development.

Conclusion

This study examined the impact of integrating artificial intelligence into the business education curriculum with particular emphasis on enhancing creativity and innovation for national economic development. The findings of the study demonstrated that the integration of artificial intelligence in business education significantly contributes to national economic development by equipping students with modern technological competencies and analytical skills required in contemporary business environments. The study also revealed that the use of AI in teaching and learning processes enhances students' creativity and innovation, which are essential elements for economic productivity and sustainable development. The results highlight the growing importance of aligning educational curricula with emerging technological trends in order to prepare graduates for participation in a digital and knowledge-driven economy. As artificial intelligence continues to reshape industries and organizational practices, business education programmes must evolve to incorporate AI-related knowledge and skills that will enable graduates to function effectively in modern workplaces.

Furthermore, the study underscores the role of creativity and innovation as key drivers of economic growth. Educational systems that encourage creative thinking and innovative problem-solving are more likely to produce graduates who can develop new business ideas, establish entrepreneurial ventures, and contribute to national economic transformation. Therefore, integrating AI technologies into business education curricula represents a strategic approach to strengthening human capital development and promoting national economic competitiveness.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Educational policymakers and curriculum developers should incorporate artificial intelligence concepts and applications into business education curricula at tertiary institutions. This will ensure that students acquire relevant technological competencies required for creativity and innovation in modern business environments.
2. Institutions should organize training programmes, workshops, and professional development initiatives to equip business education lecturers with the knowledge and skills needed to effectively integrate AI tools into teaching and learning processes.
3. Government and educational institutions should invest in modern technological infrastructure such as AI-powered learning platforms, digital laboratories, and data analytics tools to facilitate effective integration of AI into business education programmes.
4. Teaching approaches in business education should emphasize problem-solving, creativity, and innovation through the use of AI-driven learning tools, case studies, simulations, and project-based learning activities.
5. Tertiary institutions should establish partnerships with technology companies and business organizations to expose students to practical applications of artificial intelligence in real-world business operations.

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