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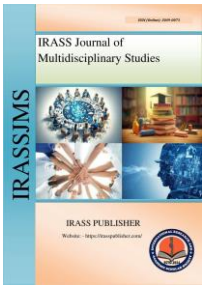


# Teaching Students Artificial Intelligence Tools Required for Digital Entrepreneurship to Acquire Decent Employments in Selected Rivers State Tertiary Institutions

**Philip Festus Ukata, PhD[1*], Dr. Joy Adanma Mekuri-Ndimele[2]**

[*1] Department of Office Technology and Management,School of Business and Administrative Studies,Captain Elechi Amadi Polytechnic, Rumuola, Port – Harcourt, Rivers State.

[2] Department of Office Information and Management, Faculty of Management Sciences, Ignatus Ajuru University of Education,Port Harcourt.

**Corresponding Author Philip Festus Ukata, PhD**

Department of Office Technology and Management,School of Business and Administrative Studies,Captain Elechi Amadi Polytechnic, Rumuola, Port – Harcourt, Rivers State

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**Abstract:** This study investigated teaching students artificial intelligence tools required for digital entrepreneurship to acquire decent employments in selected Rivers State tertiary institutions. Two research questions guided the study and two null hypotheses were tested. The study design used was a descriptive survey. There were 123 lecturers in the population, hence a census survey sampling was used. Three professionals validated the data gathering questionnaire, which had four response possibilities. Cronbach's alpha was used to determine the instrument's reliability, and the results showed coefficients of 0.76 and 0.75. Mean and Standard Deviation were used to answer the two research questions and measure the spread in respondents` opinions, while one-way analysis of variance (ANOVA) was used to test the two null hypotheses at 0.05 level of significance. Findings revealed that those AI tools to teach students are very highly required for digital entrepreneurship activities and shown very highly, how digital entrepreneurship learned via AI tools will lead to decent emploments. Consequently, it was concluded that if AI tools are included in the curriculum, it will transform the programme positively, lead to AI skills development and enable the students to engage in digital entrepreneurship activities to create decent employments. Among other things, it was recommended that AI tools should be included in office information management, business education and entrepreneurship curricula through yearly internal curriculum review by lecturers in collaboration with their institutions and five years national review by all levels of government.

**Keywords:** Teaching, students, artificial intelligence tools, digital entrepreneurship, decent employment.

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## Introduction

The tremendous improvement from Artificial Intelligence (AI) seems to be reshaping numerous sectors, including the business environment. In particular, office information mamagement, business education and digital entrepreneurship among others are undergoing significant transformations due to AI's capabilities and tools (Ukata &Worgu, 2025). In picturing the future jobs and successful business managers requirements, business teachers must equip learners (students) with the proficiency of AI tools that will give them digital entrepreneurship skills that will make them effective and efficient in the engagement of entrepreneurial activities for successful enterprises management (Ukata & Agburuga, 2024a).

### Planning for Teaching and Teaching

Planning for teaching is preparation in creating a mental picture or framework of the nature of classroom interaction between the teacher and students, students and objectives, students and students during instruction or teaching and learning sessions (Ukata & Amini, 2025; Ukata, Wechie, & Nmehielle, 2017). Planning for teaching includes foreseeing the kind of instruction or teaching to be given to the learners, instructional materials and media to be used, activities to be carried-out and level of interactions in the classroom environment, bearing in mind the age of the learners (Ukata & Kalagbor, 2017). Teaching is an attempt to assist people acquire knowledge, entrepreneurship skills, attitudes, ideas or appreciation. Teaching is also an interaction between teachers and students under the auspices of the teacher in order to bring about the expected change in the students' behavior (Ukata & Silas - Dikibo, 2019). Teaching is a great profession, it is an act of relating information to the learner or assisting in the learning on how to do something in a required manner (Ukata & Nmehielle, 2020). It is a process of assisting the learners to gain useful skills, attitudes, ideas, values in a designed and undersigned environment that will help the learner become an acceptable person to the society as well as be independent in life. Teaching leads to

learning (Ukata & Silas-Dikibo, 2021). Teaching is an exchange of ideas between a teacher and students (learners) on what to learn, how to learn, what to use in learning and what to do with the learning (Ukata, 2019a).

**Students**

These are people who are enrolled in formal educational institutions like schools, colleges of education, polytechnics or universities are usually referred to as students. People who participate in informal or self-directed learning may not be included in this more particular phrase (Skill-keep, 2023). Students are undergraduates as well as postgraduate persons who need to be taught AI tools to enable them engage in digital entrepreneurship activities for decent employments as a result of the AI skills acquired.

**Artificial Intelligence (AI)**

AI is the theory and development of computer systems that are able to perform tasks requiring human intelligence, such as business management, teaching, visual perception, speech recognition, decision-making, and translation between languages (Ukata & Agburuga, 2024a; Ukata & Agburuga, 2024b; Pattam, 2021). Artificial intelligence is the science of making machines to think and act like humans. AI is an advanced part of information and communication technology (ICT) which adopts the application of hardware and software in the imitation to demonstrate what human beings can do by those technologies (Ukata & Amini, 2024).

**Artificial Intelligence Tools**

Artificial intelligence (AI) tools are software programs that employ AI algorithms to carry out particular tasks and resolve issues that would often be handled by humans. Numerous industries, including healthcare, business, finance, sales, marketing, picture generating, video production, education, and content development, can benefit from the application of AI solutions. In this age of digital enterprise, artificial intelligence has grown to be a significant component of both current and future generations. These AI tools may include Market Research and Trend Analysis, business simulation, conversica, ChatGPT, Grammarly, among others (Geeksforgeek, 2024).

**Entrepreneurship**

Entrepreneurship is an organized process of identifying society problems, planning, organizing resources together and executing the plan to solve the problem to satisfy the customers in the society so as to retain their loyalty and keep the business running. Entrepreneurship is also identifying the needs (problems) of the immediate environment, pulling resources together with a calculated risk for the reason of satisfying the customers and making profit (Ukata & Adejola, 2018). Although the reason for going into business is for profit making, entrepreneurs must learn how to satisfy their customers first so as to command their loyalty for the sustainability of the business. Entrepreneurs must also learn to take calculated risk so as to reduce loss at all times (Ukata, Kalagbor & Ochie, 2017). The effectiveness and efficiency of entrepreneurial activities which focus on nurturing entrepreneurial attitudes and abilities are aimed at fostering innovation, creativity, and practical business skills for success. The business environment today is in the world wide web or internet, therefore, the need for digital entrepreneurship with the needed skills development. The overall objectives for a course in entrepreneurship education are: practical skills, technical skills development, business management skills development and personal entrepreneurial skills development, among others, (Ukata, 2019a).

**Digital Entrepreneurship**

Digital entrepreneurship is that entrepreneurship that involves the use of internet and novel digital technologies. Entrepreneurs were typically thought of as small business creators and owners working with small businesses like restaurants and stores via the use of artificial intelligence. Digital entrepreneurship as well refers to running a business online (Ukata & Amini, 2022). It encompasses various activities, such as being an online course creator, blogger, podcaster, or selling digital or physical products. Digital entrepreneurs leverage on technologies to find and satisfy customers, reduce costs, and collaborate with others (Mailchimp,2024). This means you can only do this business effectively and efficiently through the use of AI tools.

**Decent Employments**

Decent employments or decent works are "productive works for women and men with conditions of freedom, equity, security and human dignity" (International Labour Organization, 2022; Ukata & Amini, 2022; Ukata & Nmehielle, 2023a). Decent employments involve opportunities for work that are productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. Decent employments can easily be gotten via digital entrepreneurial skills of graduates (International Labour Organization, 2022; Ukata & Nmehielle, 2023b).

**Artificial Intelligence Tools Required for Digital Entrepreneurship**

Artificial intelligence has applications across many fields, such as entrepreneurship education, finance, automotive, entertainment, and more, and it is rapidly transforming industries through automation and intelligent decision-making systems. Artificial intelligence (AI) tools are becoming key assets in Business and Entrepreneurship Education, offering tools that enhance learning, streamline operations, and develop critical thinking. Accordingly, the following stated and explained are some of the AI tools needed to teach learners for effective and efficient digital entrepreneurship skills development, (Pattam, 2021; Amesi, & Peterside, 2024; Ukata & Agburuga, 2024a; Ukata & Agburuga, 2024b; Ukata & Worgu, 2025).

**Business Simulations**

Simulation venture in artificial intelligence provides business simulation environments where business and entrepreneurship education lecturers and students can practice decision-making in realistic business scenarios. AI-driven simulations can also be used to let students or graduates of business and entrepreneurship education run virtual companies by helping them understand market dynamics, finance, and management.

**Market Research and Trend Analysis**

Crimson hexagon is an artificial intelligence that empowered students and lecturers as an insights tool that analyses online conversations and trends, provides data-driven insights for

business strategy. Example, google trends and think with google utilizes artificial intelligence to analyse search trends, which could also be used to help business and entrepreneurship education students to identify emerging market demands and consumer behaviours. In this way, office inforation and management, business and entrepreneurship education students will be effective and efficient in market research and trend analysis.

**Financial Management**

Financial tools like QuickBooks and Xero artificial intelligence tools to automate bookkeeping, generate financial reports, and provide insights into cash flow management. Also Kabbage and Fundbox are artificial intelligence-driven platforms that could offer business and entrepreneurship education students quick access to working capital through data-driven lending models.

**ChatGPT**

This is an AI-driven chatbots tool that offers instant and interactive learning experiences. For example, students can ask complex business and entrepreneurship education questions, by engaging in scenario-based learning, or get feedback on business and entrepreneurship related plans. It also helps to create custom chatbots that simulate students' interactions, project inquiries, or business consultations which are of usefulness in customer service skills development and delivery.

**Based Mentorship and Networking**

This is an Artificial intelligence-driven tool like MentoBot, a connecting device that connects business and entrepreneurship students with virtual mentors or coaches, by offering advice, feedback, and guidance on various business-related issues. Business and entrepreneurship education students could also use devices like LinkedIn's to help them connect with the right networks based on interests, industry trends, and mutual connections.

**Pitching and Funding**

An artificial intelligence software like Pichbol is a tool that could help students refine their pitches by offering feedback on presentation structure, storytelling, and investor interests. The Gust for instance is also an artificial intelligence-driven platform that could also help students and graduates to connect with investors, streamlining the pitch process with data insights and matching capabilities.

**How Digital Entrepreneurship Learned via AI Tools Lead to Decent Emploments**

Ukata and Amini (2022) argued that digital entrepreneurship learned via AI tools lead to decent emploments in the areas of AI-powered platforms enhances networking opportunities by connecting students with industry experts, mentors, and peers to build a brand and increase sales, including how AI tools provide aspiring entrepreneurs with valuable insights into market trends, consumers behavior and their needs.Ukata and Nmehielle, (2023a) as well contended that skills from AI-driven virtual assistants and chatbots tools provide instant, round-the-clock support by answering queries from clients during employment, AI tools skills provide aspiring entrepreneurs with valuable insights into market trends, consumers behavior and their needs, AI-powered tools as well facilitate remote learning and foster global collaboration among entrepreneurs with employment opportunities, while skills from AI-based simulations tools enhances critical thinking and decision-making in business activities (Ukata and Nmehielle, (2023b).

**Subjects and Moderating Variables of the Study**

The study's subjects are male and female lecturers with varying degrees of education and years of experience who teach courses relating to entrepreneurship and artificial intelligence at particular postsecondary institutions in Rivers State. Ezenwafor and Ukata (2022a) averred that how well lecturers demonstrate the knowledge of AI tools related to teaching experience depend on their level of educational qualification, training and retraining, age and teaching experience. For example, lecturers with higher degrees such as PhD and M.Sc./M.Ed., are expected to possess higher knowledge and skills in AI tools related to teaching experience than those with HND/B.Sc./B.Ed (Ukata & Udeh, 2022; Ezenwafor & Ukata, 2022b). Accordingly, Ukata and Okeke (2023), and Ukata and Nmiehelle (2022) asserted that as younger and more seasoned lecturers are more likely to have them than older and less seasoned ones, age and teaching experience are two characteristics that affect lecturers' knowledge and proficiency in AI technologies related to teaching experience. Also, lecturers who have spent above 10 years in teaching AI-related and entreprenship courses are expected to possess higher knowledge and skills to be able to identify the types of AI tools required for digital entrepreneurship to acquire decent employments than those with 6 to10 and 1 to 5 years teaching experience. Accordingly, the study tested the influence of these respondents' educational attainment and years of teaching experience (three levels of moderating variables) with AI tools related to knowledge and skills in teaching artificial intelligence tools to learners for digital entrepreneurship to acquire decent employments in selected Rivers State tertiary institutions

**Statement of the Problem**

Artificial Intelligence (AI) seems to be reshaping numerous sectors, including the business environment. In particular, digital entrepreneurship looks like undergoing significant transformations due to AI's capabilities and tools application. Globally and Nigeria in specific,

The following topics have been discussed: decent employment, which includes opportunities for work that is productive and pays fairly; workplace security and social protection for families; improved opportunities for social integration and personal growth; freedom to organize and express concerns; and equality of opportunity and treatment for all men and women (International Labour Organization, 2022).

In picturing the future jobs (decent employments) and successful business managers requirements for decent employments, there seem to be the need for business teachers to equip students with the proficiency of artifical intelligence tools for digital entrepreneurship to make them effective and efficient in the engagement of entrepreneurial activities. Despite the available AI tools and the seemingly benefits to teach learners for effective and efficient digital entrepreneurship so as to acquire decent employments, lecturers seem not knowledgeable and skillful in the AI tools. Learners also seem not to be prepared with the needed AI tools for digital entrepreneurship to create decent employments. The lack of deliberate inclusion of AI technologies in the Core Curriculum and Minimum Academic Standard for Nigerian University System of the various programs may be one of the

causes. published by the National Universities Commission in (CCMAS, 2022), National Board for Technical Education (NBTE, 2009) and National Commission for Colleges of Education (NCCE, 2012), resulting in the lack of knowledge about the available types of AI tools and skills required in teaching AI tools to learners for effective and efficient digital entrepreneurship. The findings of this study will close the gap in the body of knowledge since there is no study with an exact purpose like this, and make available an emperical data for decision makers.

**Hypotheses**

***The following null hypotheses were tested at 0.05 level of significance:***

- There is no significant difference in the mean rating of male and female lecturers on the AI tools needed to teach stdents for digital entrepreneurship based on their educational attainment.
- Male and female lecturers do not differ in their mean rating on how digital entrepreneurship learned via AI tools will enable students to acquire decent emploments based on their years of experience.

## Methodology

The research design used in the study was a descriptive survey. Since it aimed to gather the opinions of male and female lecturers who teach AI and entrepreneurship-related subjects that generate respectable jobs, a descriptive survey study design was judged appropriate. Twelve lecturers from the Federal College of Education (Technical) Omoku (57), Rivers State University (21) and Ignatius Ajuru University of Education (12), Captain Elechi Amadi (14) and Ken Sarowiwa Polytechnic (10), made up the study's population. Due to its reasonable size, the census survey technique was used to sample all 123 instructors. A self-made four-point response survey called "Teaching Learners Artificial Intelligence Tools for Digital Entrepreneurship to Acquire Decent Employments (TAITDEADE)" was the tool utilized to collect the data. Sections A and B are its two sections. Six things total, classified as very highly (4.50 - 500), highly (3.50 - 4.49), moderately (2.50 - 3.49), and weakly (1.50 - 2.49), are included in each area. Three specialists from Nnamdi Azikiwe University's Faculty of Education in Awka validated the questionnaire's content and face. The instrument's reliability was established using the measure of internal consistency technique. Fifteen University of Uyo lecturers who were not included in the study's population were given the instrument. The dependability coefficient was calculated using Cronbach's alpha, which produced alpha values of 0.76 and 0.75. According to Nworgu (2015), a research instrument is considered reliable if its reliability index is 0.70 or above, and these high reliability coefficients demonstrate that the instrument was dependable for the study. With the assistance of three research assistants who had received sufficient training on the procedures to be followed, the researchers personally delivered copies of the questionnaire to the respondents at their educational institutions. Prior to beginning the study, the researchers went to each postsecondary school and obtained permission from the appropriate department heads. The researchers and assistants then went to each school and gave the department heads the necessary number of copies of the instrument to provide to the lecturers for completion. They then returned five working days later to collect the finished copies. The instrument was correctly filled out, retrieved, and used for the data analysis in 110 copies, or 89% of the total. To answer the two study questions and determine how homogeneous or diverse the respondents' opinions were in relation to the questionnaire items and the aggregated mean, the arithmetic mean and standard deviation were employed. The null hypotheses were tested at the 0.05 level of significance using the one-way analysis variance (ANOVA). Since the ANOVA examined a single categorical independent variable with three levels of moderating variables, it was utilized for the two null hypotheses. When the computed significant (Sig.) value, or p-value, was more than or equal to (≥) the alpha value of 0.05, the null hypothesis was accepted. The null hypothesis was disproved otherwise. Version 25 of the Statistical Package for Social Sciences (SPSS) was used to analyze the data.

## Result Presentation, Analysis and Discussion

**Research Question 1**

- What are the AI tools to teach students for digital entrepreneurship in selected Rivers State tertiary institutions?

***Table 1: Respondents' mean ratings on AI tools to teach students for digital entrepreneurship.***
**N = 110**

| SN | AI tools for digital entrepreneurship | $\bar{X}$ | SD | Remarks |
|---|---|---|---|---|
| 1 | Business Simulations | 4.59 | .81 | Very Highly |
| 2 | Market Research and Trend Analysis | 4.57 | .82 | Very Highly |
| 3 | Financial Management | 4.54 | .81 | Very Highly |
| 4 | ChatGPT | 4.52 | .80 | Very Highly |
| 5 | Based Mentorship and Networking | 4.53 | .82 | Very Highly |
| 6 | Pitching and Funding | 4.56 | .83 | Very Highly |
| | **Aggregated Mean** | **4.55** | | **Very Highly** |

Table 1 shows that all the 6 listed AI tools to teach students are very highly required for digital entrepreneurship with mean scores that ranged from 4.52 to 4.59. In the same manner, the aggregated mean score of 4.55 also shows the AI tools to teach students are very highly required for digital entrepreneurship activities. The respondents were uniform in their belief that all of the AI tools stated to teach students are extremely necessary for digital entrepreneurship in specific Rivers State tertiary institutions, as seen by the standard deviations for the six listed items, which ranged between 0.80 and 0.83.

**Research Question 2**

How does digital entrepreneurship learned via AI tools lead to decent emploments in selected Rivers State tertiary institutions?

**Table 2: Respondents' mean ratings on how digital entrepreneurship learned via AI tools lead to decent emploments**
**N = 110**

| SN | How digital entrepreneurship learned via AI tools lead to decent emploments | $\overline{X}$ | SD | Remarks |
|---|---|---|---|---|
| 1 | AI-powered platforms enhance networking opportunities by connecting students with industry experts, mentors, and peersto build a brand and increase sales. | 4.52 | .71 | Very Highly |
| 2 | Machine learning tool with data analytics skills leads to strategic decision-making in entrepreneurship | 4.51 | .72 | Very Highly |
| 3 | Skills in AI-driven virtual assistants and chatbots tools provide instant, round-the-clock support by answering queries from clients during employment | 4.52 | .71 | Very Highly |
| 4 | AI tools provide aspiring entrepreneurs with valuable insights into market trends, consumers behavior and their needs | 4.53 | .70 | Very Highly |
| 5 | AI-powered tools facilitate remote learning and foster global collaboration among entrepreneurs with employment | 4.51 | .72 | Very Highly |
| 6 | Skills from AI-based simulations tools enhances critical thinking and decision-making in business activities | 4.53 | .73 | Very Highly |
| | **Aggregated Mean** | **4.52** | | **Very Highly** |

Table 2 shows how very highly, digital entrepreneurship learned via AI tools lead to decent emploments with mean scores that ranged from 4.51 to 4.53. In the same way, the aggregated mean score of 4.52 also shows very highly, how digital entrepreneurship learned via AI tools lead to decent emploments. The respondents' judgments that digital entrepreneurship taught by AI technologies leads to decent employment at certain Rivers State tertiary institutions were uniform, as seen by the standard deviations for the six given items, which ranged between 0.01 and 0.73.

**Hypotheses Testing**

**Table 3: ANOVA summary of lecturers on the AI tools needed to teach students for digital entrepreneurship based on their educational attainment.**

| Sources of Variance | Sum of Squares | Df. | Mean Square | F-cal. | Sig. | Decision |
|---|---|---|---|---|---|---|
| Between Groups | 2.458 | 2 | 1.239 | 1.179 | .283 | Accept $H_{01}$ |
| Within Groups | 55.357 | 108 | .579 | | | |
| **Total** | **57.615** | **110** | | | | |

With degrees of freedom of 2 and 108, Table 3 displays a computed F-value of 1.17 with a significant (sig.) p-value of 0.28 that is higher than the alpha value of 0.05 (0.28 > 0.05). The null hypothesis (H01) was thus approved. According to their educational backgrounds, male and female lecturers' mean ratings of the AI tools required to prepare students for digital entrepreneurship do not differ much.

**Table 4: ANOVA summary of lecturers on how digital entrepreneurship learned via AI tools will enable students to acquire decent emploments based on their years of experience.**

| Sources of Variance | Sum of Squares | Df. | Mean Square | F-cal. | Sig. | Decision |
|---|---|---|---|---|---|---|
| Between Groups | 1.641 | 2 | .740 | 1.161 | .252 | Accept $H_{02}$ |
| Within Groups | 45.959 | 108 | .694 | | | |
| **Total** | **47.600** | **110** | | | | |

With degrees of 2 and 108, the computed F-value of 1.16 and the significant (sig.) p-value of 0.25 in Table 4 are higher than the alpha value of 0.05 (0.25 > 0.05). The null hypothesis (H02) was thus approved. According to their years of expertise, male and female instructors provide the same average assessment for how digital entrepreneurship taught with AI tools can help students find respectable jobs.

## Discussion

The findings of the study shown that all the AI tools to teach students are very highly required for digital entrepreneurship

activities. The finding agrees with Crescenzi-Lanna (2023), Amesi and Peterside (2024) and Ukata and Worgu, (2025) who argued that AI in businesses and schools offer multiple possibilities for business owners, school teachers, administrators and students. One example is ChatGPT, the latest version, GPT-4, business simulation, based mentorship and networking which is usually integrated into software such as Microsoft Office, Edge, and Bing for optimizing educational tasks. The findings of the study as well shown very highly, how digital entrepreneurship learned via AI tools lead to decent emploments. Findings of the study concors with the opinions of Ukata and Amini (2022) who argued that digital entrepreneurship learned via AI tools lead to decent emploments in the areas of how AI-powered platforms enhance networking opportunities by connecting students with industry experts, mentors, and peers to build a brand and increase sales, including how AI tools provide aspiring entrepreneurs with valuable insights into market trends, consumers behavior and their needs. The fact that all the lecturers indicated that AI tools to teach students are very highly needed and will lead to decent employments is a serious call that they should be urgently included in the Office Information Management, Business Education and Entrepreneurship curricula, and lecturers should do internal inclusion during teaching and learning while waiting for national curriculum review to enable learners acquire the skills to reduce the high rate of unemployment. Findings of the study further show that there is no significant difference in the mean rating of male and female lecturers on the AI tools needed to teach stdents for digital entrepreneurship based on their educational attainment. This finding corresponds with the report of Ezenwafor and Ukata (2022a) who postulated that how well lecturers explore AI tools in improving the teaching of AI related courses depend on their level of educational qualification, training and retraining. Additionally, finding of the study indicates that male and female lecturers do not differ in their mean rating on how digital entrepreneurship learned via AI tools will enable students to acquire decent emploments based on their years of experience. The finding concurs too with the opinions of Ukata and Okeke (2023), Ezenwafor and Ukata (2022b), and Ukata and Nmiehelle (2022) who claimed that teaching experience and age are among the factors that influence lecturers' knowledge and skills on exploring the power of AI tools with related teaching experience because, younger lecturers are more likely to possess them than older ones. The fact that all the lecturers indicated that teaching experience and age are factors that influence AI tools shows that younger lecturers with the best academic qualifications and experience should be employed to teach related AI tools and digital entrepreneurship education courses.

## Conclusion

Based on the findings that emanated from the discussions of the study, it was concluded that if the various students are taught all the AI tools, it will lead to acquiring AI skills which will assist greatly in digital entrepreneurship, and enable the students to acquire the needed decent employments. Additionally, it was concluded that educational attainment and years of teaching experience played vital roles in teaching students AI tools for digital entrepreneurship and possible decent employments creation. It was also concluded that because the needed AI employability skills will be acquired by students if included and taught properly, it will assist drastically to reduce the high rate of unemployment among graduates in Rivers State in particular and Nigeria in general. Finally, it was concluded that it will be very difficult to teach students AI tools for digital entrepreneurship without great experience, standard academic qualification and youthful energy to deliver the lectures.

**Recommendations**

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

- AI tools like business simulation, market research and trend analysis etc. should be included during the teaching of office information and management, business education and entrepreneurship courses through yearly internal curricula review by lecturers in collaboration with the authorities of their various institutions. Federal, state and local governments should provide enough funding for the procurement of AI equipment in form of Smart assistants (e.g. Apple's Siri, Google Now, Amazon's Alexa, and Microsoft's Cortana and Automated financial investing Healthcare management) to enable lecturers and students access them for better teaching and learning experience. Heads of institutions running office information and management, business education and entrepreneurship programmes should fund the procurement of AI's facilities via internally generated revenue.
- Since whatever knowledge one acquires remains with the person, the office information and management, business education and entrepreneurship programmes lecturers should make personal sacrifices from their earnings and engage in AI tools and training through online and offline short courses to effectively teach digital entrepreneurship as well as sustain and remain relevant in their areas of operations. Tertiary institutions running these prorammes should send lecturers on AI tools specialized training to gain the needed skills since the training may be expensive for lecturers to bear.
- Since the level of educational attainment and years of experience play vital roles in identifying the types of AI tools to teach for digital entrepreneurship to create decent employments, younger office information and management, business education and entrepreneurship educators with the required academic qualifications and years of experiences should be employed by institutions running the programme. These will assist in the implementation of AI tools and transferring the same to learners to acquire the needed AI skills to create decent employments.

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