Role of Artificial Intelligence (AI) In Enhancing Indigenous Knowledge and Entrepreneurial Skills Development among Business Education Students in University of Delta, Agbor

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ABSTRACT

This study explores the role of artificial intelligence (AI) in enhancing indigenous knowledge and entrepreneurial skills development among Business Education students at the University of Delta, Agbor. In an era where technological advancement and cultural heritage must coexist, this research addresses how AI can serve as a bridge between tradition and innovation. Drawing on a descriptive survey design, the study engaged all 119 undergraduate students in the Business Education programme at the University of Delta, Agbor, during the 2024/2025 academic session. A structured questionnaire was administered to capture students' perceptions of AI integration, the preservation of indigenous knowledge, and entrepreneurial skills development. Data were analyzed using mean, standard deviation, and t-test statistics. The findings reveal that AI is moderately integrated into the business education curriculum, and this integration is statistically significant. More notably, AI demonstrates a meaningful contribution toward the documentation and digitization of indigenous knowledge systems, although fewer resources focus on embedding cultural ethics. The influence of AI on entrepreneurial skills emerged strongest, with students reporting enhanced creativity, innovation, and decision-making capabilities in tech-enabled learning environments. Despite these positive outcomes, challenges persist — particularly infrastructural deficits, limited staff training, and low digital literacy among students. The study concludes that AI holds transformative potential in business education when paired with cultural grounding and equitable access. Recommendations emphasize investment in digital infrastructure, professional development for educators, and curriculum redesign that merges AI competency with indigenous entrepreneurship practices. This investigation offers practical insights for educators, policymakers, and curriculum designers seeking to craft culturally responsive and technologically empowered business education.

Keywords: Artificial Intelligence, Indigenous Knowledge, Entrepreneurial Skills, Business Education

INTRODUCTION

The twenty-first century has ushered in an era defined by Artificial Intelligence (AI) — a transformative force reshaping how people live, work, and learn. Once an abstract concept, AI now operates at the heart of modern innovation, influencing education, entrepreneurship, healthcare, and even cultural preservation (Temitope, 2025). Within higher education, the growing adoption of AI tools such as adaptive learning systems, predictive analytics, and virtual tutoring platforms has redefined traditional classroom boundaries. These innovations create opportunities for personalized learning experiences, helping students master concepts more efficiently and develop critical, problem-solving skills essential for the digital age (Ibrahim et al., 2024).

In Nigeria, higher institutions are gradually embracing this technological shift. As Olojede and Olakulehin (2024) observed, AI-driven teaching methods are making education more inclusive and interactive, enabling students to receive instant feedback and apply theoretical ideas to real-world business situations. For disciplines like Business Education — where innovation, self-reliance, and entrepreneurship are key learning outcomes — the role of AI is particularly profound. It supports not just academic excellence but also prepares graduates for meaningful participation in a technology-driven economy.

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At the University of Delta, Agbor, and similar institutions across Delta State, efforts toward digital transformation align with Nigeria's *National Artificial Intelligence Strategy* (Federal Ministry of Communications, Innovation & Digital Economy, 2023; NITDA, 2024). This national framework encourages the integration of AI into education and business sectors, while emphasizing the importance of cultural relevance in technology adoption. Incorporating AI into Business Education provides a unique opportunity for experiential learning — through digital case studies, entrepreneurial simulations, and real-time analytics — equipping students with practical skills to thrive in a complex global market.

However, as the promise of AI continues to unfold, it must coexist with the preservation of indigenous knowledge — the body of local wisdom, craftsmanship, and ethical trade practices that have sustained communities for generations. As Ajani (2025) notes, indigenous knowledge is not only a cultural asset but also a foundation for innovation and sustainable development. When blended with modern technology, it allows students to draw from their cultural roots while developing creative and entrepreneurial capacities suited to the modern economy.

Yet, the dominance of Western-oriented business models in Nigerian higher education often overshadows these local traditions, limiting opportunities for culturally relevant entrepreneurship (Ejeh, 2025). The absence of systematic documentation and limited use of technology for knowledge preservation have further endangered these indigenous practices. AI, therefore, offers a remarkable opportunity to bridge this gap. With capabilities such as machine learning and natural language processing, AI can digitize oral traditions, preserve traditional business methods, and transform indigenous skills into scalable and sustainable ventures (ResearchGate, 2025).

For instance, AI-powered tools such as digital archives, knowledge management systems, and chatbots can capture and share traditional entrepreneurial wisdom with broader audiences. As Obomeghie (2025) highlights, these innovations do more than enhance student learning; they promote cultural continuity by integrating local business principles into digital education spaces.

Despite these opportunities, challenges persist. Anayochukwu (2025) identifies infrastructural deficits, inadequate funding, and limited staff training as significant barriers to AI integration in

Statement of the Problem

Artificial Intelligence (AI) is transforming global education and entrepreneurship by enhancing learning efficiency, innovation, and digital skill development. However, in Nigeria, especially within Business Education programmes, the integration of AI remains limited and inconsistent. Many institutions, including the University of Delta, Agbor, face challenges such as inadequate infrastructure, insufficient faculty training, and low digital literacy among students.

At the same time, indigenous knowledge which embodies local entrepreneurship models, craftsmanship, and sustainable business practices — continues to decline due to the dominance of Western business paradigms and the lack of technological tools for its preservation. Although AI offers the potential to document, preserve, and transform indigenous entrepreneurial wisdom into modern, marketable innovations, this potential remains largely untapped in Nigerian universities.

The gap between technological advancement and indigenous knowledge preservation has limited the capacity of Business Education to produce culturally grounded, innovative entrepreneurs. Therefore, this study investigates the Role of Artificial Intelligence in Enhancing Indigenous Knowledge and Entrepreneurial Skills Development Among Business Education Students in the University of Delta, Agbor.

Objectives of the Study

The main objective of this study is to examine the role of Artificial Intelligence (AI) in enhancing indigenous knowledge and entrepreneurial skills development among Business Education students at the University of Delta, Agbor.The specific objectives are to:

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1. Determine the extent to which Artificial Intelligence is integrated into the teaching and learning of Business Education at the University of Delta, Agbor.

2. Assess the role of AI in preserving and promoting indigenous knowledge relevant to entrepreneurship education.

3. Examine how AI contributes to the development of entrepreneurial skills among Business Education students.

Research Questions

Based on the objectives, the following research questions guided the study:

1. To what extent is Artificial Intelligence integrated into Business Education programmes at the University of Delta, Agbor?

2. In what ways does Artificial Intelligence help in preserving and promoting indigenous knowledge among Business Education students?

3. How does Artificial Intelligence influence the development of entrepreneurial skills among Business Education students?

Research Hypotheses

The following null hypotheses (H_0) was tested in the course of the study:

H1: Artificial Intelligence is not significantly integrated into Business Education programmes at the University of Delta, Agbor.

H2: Artificial Intelligence does not have a significant effect on the preservation and promotion of indigenous knowledge among Business Education students at the University of Delta, Agbor.

H3: Artificial Intelligence does not have a significant influence on the development of entrepreneurial skills among Business Education students at the University of Delta, Agbor.

REVIEW OF RELATED LITERATURE

Artificial Intelligence in Business Education

Artificial Intelligence (AI) represents the capability of machines to perform cognitive tasks such as learning, reasoning, and problem-solving in ways that mirror human intelligence. In the education sector, AI has become a catalyst for innovation, reshaping how knowledge is delivered, personalized, and evaluated. It supports adaptive learning systems that tailor instruction to individual learners' needs, enables data-driven analytics for academic improvement, and enhances engagement through virtual and interactive simulations (Ibrahim, Taura, Iliyasu, Shogbesan, & Lukman, 2024).

Within Business Education, AI contributes significantly to enhancing students' entrepreneurial and analytical abilities. By integrating real-world simulations, financial modeling tools, and automated business planning systems, AI enables learners to apply theoretical concepts in solving practical business problems. It fosters creativity, critical thinking, and decision-making — skills central to entrepreneurship and management (Peters & Olojede, 2025).

At the University of Delta, Agbor, efforts toward integrating AI into teaching and learning are emerging through the adoption of digital platforms, automated assessments, and entrepreneurship innovation hubs that promote technology-driven learning experiences. However, the institution, like many in Nigeria, continues to face

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challenges such as inadequate digital infrastructure, low AI literacy among faculty, and limited funding for technology adoption (Ibrahim et al., 2024).

These limitations highlight the need for deliberate policy intervention, institutional investment, and continuous staff development to ensure the effective integration of AI in Business Education.

Indigenous Knowledge and its Educational Relevance

Indigenous knowledge encompasses the collective wisdom, skills, and values developed by communities over generations, serving as a foundation for sustainable development and cultural identity. It includes traditional methods of trade, craftsmanship, resource management, and ethical business practices that have long supported local economies (Aboh & Braide, 2024).

When incorporated into modern education, indigenous knowledge enriches learning by connecting theoretical concepts with local realities. In Business Education, introducing indigenous trading systems, cooperative production, and communal entrepreneurship helps students link academic learning with cultural and economic sustainability (Ezeani & Igbokwe, 2023).

The emergence of AI presents a new frontier for the preservation and revitalization of indigenous knowledge. AI-powered tools can document oral traditions, record local innovations, and transform them into accessible digital learning resources (Aboh & Braide, 2024). This not only ensures that indigenous ideas are preserved but also allows them to be adapted to modern business contexts. By merging AI with indigenous knowledge, education becomes both technologically advanced and culturally grounded. Such integration promotes sustainable innovation while equipping learners with a deep sense of identity and social responsibility in a globalized digital economy.

Entrepreneurial Skills Development in Business Education

Entrepreneurial skills extend beyond starting new businesses; they involve innovation, critical thinking, risk management, and adaptability all of which are essential for navigating dynamic economic environments. Business Education aims to develop these competencies to produce self-reliant and economically productive graduates capable of driving development and job creation (Okoli, 2023).

AI has redefined the process of entrepreneurial training by introducing immersive, data-driven, and interactive learning environments. Through simulations, virtual laboratories, and predictive modeling, students can test business ideas, evaluate market dynamics, and make evidence-based decisions (Peters & Olojede, 2025). This interactive exposure promotes creativity, analytical reasoning, and strategic leadership.

Importantly, integrating indigenous business practices into AI-enhanced learning platforms ensures that entrepreneurship education remains contextually relevant. Embedding cooperative trading systems, traditional marketing methods, and local production models into digital tools allows students to connect cultural values with technological innovation (Aboh & Braide, 2024).

This fusion of AI and indigenous entrepreneurship cultivates a generation of entrepreneurs who are not only technologically adept but also culturally conscious, socially responsible, and capable of advancing sustainable local enterprises.

Artificial Intelligence and Indigenous Knowledge

Artificial Intelligence acts as both a preservation and transformation mechanism for indigenous knowledge. Through AI tools such as natural language processing, knowledge databases, and digital archives oral traditions, local crafts, and community-based business practices can be documented and transformed into learning resources (Aboh & Braide, 2024). This process allows Business Education students to access cultural heritage in modern formats, fostering innovation that draws on local values.

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Indigenous Knowledge and Entrepreneurial Skills Development

Indigenous knowledge provides a foundation for sustainable and ethical entrepreneurship. Students who engage with indigenous business models learn resource management, community collaboration, and ethical trade practices that align with local realities (Ezeani & Igbokwe, 2023). Integrating these principles into Business Education cultivates socially responsible entrepreneurs who combine cultural values with modern business strategies. AI enhances entrepreneurial skill acquisition through simulations, business analytics, and virtual mentorship programs. These tools allow students to explore innovative business solutions, assess risks, and develop leadership and problem-solving competencies (Ibrahim et al., 2024). However, when AI applications disregard indigenous perspectives, they risk promoting culturally disconnected entrepreneurship. Therefore, embedding indigenous elements into AI-based training ensures balanced development — one that harmonizes technological advancement with cultural identity.

RESEARCH METHODOLOGY

This study employed a descriptive survey research design to examine the perceptions of Business Education students at the University of Delta, Agbor, regarding the role of Artificial Intelligence (AI) in enhancing indigenous knowledge and entrepreneurial skills development. The population comprised all 119 undergraduate students in the Business Education programme. Given the small and accessible population, a census sampling technique was adopted, allowing all students to participate. Data were collected using a structured questionnaire titled *Artificial Intelligence, Indigenous Knowledge, and Entrepreneurial Skills Questionnaire (AIIKESQ)*, developed by the researcher based on the study's objectives. The instrument contained four sections covering demographic information, AI integration in Business Education, AI's role in promoting indigenous knowledge, and its influence on entrepreneurial skills. Responses were measured on a four-point Likert scale ranging from *Strongly Agree (4)* to *Strongly Disagree (1)*. To ensure validity, the instrument was reviewed by three experts—two from the Department of Business Education and one from educational management who evaluated the items for clarity, coverage, and relevance. Reliability was tested using the Cronbach Alpha method on 20 Business Education students from the Delta State University Abraka, yielding a coefficient of 0.84, which indicated strong internal consistency. Data were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer research questions, while t-test statistics tested the null hypotheses at a 0.05 level of significance. Mean scores of 2.50 and above indicated agreement, while those below 2.50 indicated disagreement. Hypotheses were rejected when p-values were less than 0.05 and accepted when greater.

Data Presentation, Analysis, And Interpretation

Research Question One

To what extent is Artificial Intelligence integrated into Business Education programmes at the University of Delta, Agbor?

Table 4.2: Mean and Standard Deviation on AI Integration in Business Education

S/N	Item Statements	Mean ($\bar{X}$)	SD	Decision
1	AI tools are used for online instruction and assessment.	3.08	0.78	Agree
2	Lecturers employ AI-assisted grading and feedback systems.	2.84	0.85	Agree
3	Students use AI-driven applications for research and analysis.	2.66	0.91	Agree
4	The institution provides AI-supported digital learning platforms.	2.42	0.97	Disagree
5	AI is used in business simulations and entrepreneurial projects.	2.57	0.83	Agree
Grand Mean		**2.71**		**Agree**

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The grand mean score of **2.71** indicates that AI is *moderately integrated* into Business Education programmes. However, limited infrastructure (mean = 2.42) constrains full implementation.This finding suggests that AI integration is growing but not yet fully institutionalized.

Research Question Two

In what ways does Artificial Intelligence help in preserving and promoting indigenous knowledge among Business Education students?

Table 4.3: Mean and Standard Deviation on AI's Role in Preserving Indigenous Knowledge

S/N	Item Statements	Mean($\bar{X}$)	SD	Decision
1	AI tools document indigenous crafts and entrepreneurial practices.	2.93	0.74	Agree
2	AI platforms digitize local business models for study and replication.	3.04	0.68	Agree
3	Students use AI to analyze local production and marketing systems.	2.68	0.88	Agree
4	AI aids in teaching cultural values and ethical business practices.	2.44	0.93	Disagree
5	AI-based archives preserve indigenous business knowledge for future use.	2.86	0.81	Agree
Grand Mean		**2.79**		**Agree**

With a grand mean of **2.79**, respondents agreed that AI assists in preserving and promoting indigenous knowledge. AI contributes to the digitization and transmission of traditional entrepreneurial practices but remains less effective in cultural ethics education.

Research Question Three

How does Artificial Intelligence influence the development of entrepreneurial skills among Business Education students?

Table 4.4: Mean and Standard Deviation on AI's Influence on Entrepreneurial Skills Development

S/N	Item Statements	Mean($\bar{X}$)	SD	Decision
1	AI enhances creativity and innovation through business simulations.	3.16	0.77	Agree
2	AI tools develop analytical and problem-solving skills.	3.02	0.83	Agree
3	AI promotes digital marketing and e-commerce learning.	2.98	0.74	Agree
4	AI assists students in business forecasting and planning.	3.07	0.86	Agree
5	AI improves adaptability and digital entrepreneurship.	3.10	0.81	Agree
Grand Mean		**3.07**		**Agree**

The grand mean score of **3.07** shows strong agreement that AI positively influences entrepreneurial skill development. Respondents perceive AI as an essential driver of innovation, analytical thinking, and business competence.

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Test of Hypotheses

Hypothesis One (H_{01}):

Artificial Intelligence is not significantly integrated into Business Education programmes at the University of Delta, Agbor.

Table 4.5: t-test Result on AI Integration in Business Education

Variable	N	Mean	SD	t-cal	p-value	Decision
AI Integration	119	2.71	0.84	3.42	0.001	Reject H_{01}

Since $p = 0.001 < 0.05$, the null hypothesis is rejected. This indicates a significant integration of AI in Business Education. The result implies that Business Education is progressively adapting AI tools to enhance teaching and learning.

Hypothesis Two (H_{02}):

Artificial Intelligence does not have a significant effect on the preservation and promotion of indigenous knowledge.

Table 4.6: t-test Result on AI and Indigenous Knowledge

Variable	N	Mean	SD	t-cal	p-value	Decision
Indigenous Knowledge	119	2.79	0.77	2.93	0.004	Reject H_{02}

Since $p = 0.004 < 0.05$, the null hypothesis is rejected. This reveals that AI has a significant effect on the preservation and promotion of indigenous knowledge among Business Education students.

Hypothesis Three (H_{03}):

Artificial Intelligence does not have a significant influence on the development of entrepreneurial skills.

Table 4.7: t-test Result on AI and Entrepreneurial Skills

Variable	N	Mean	SD	t-cal	p-value	Decision
Entrepreneurial Skills	119	3.07	0.79	4.21	0.000	Reject H_{03}

With $p = 0.000 < 0.05$, the null hypothesis is rejected. This indicates that AI has a significant influence on the development of entrepreneurial skills among Business Education students.

DISCUSSION OF FINDINGS

The findings of this study indicate that the adoption of Artificial Intelligence (AI) within Business Education at the University of Delta, Agbor, is progressing steadily, though it is still constrained by infrastructural limitations and uneven implementation. There is clear evidence of growing engagement with AI tools among both students and lecturers, who increasingly utilize these technologies for online instruction, digital assessments, and business simulations. These applications have enriched classroom interaction, fostered innovative learning experiences, and enhanced students' practical understanding of business concepts. Despite these advancements, limited institutional support, insufficient digital infrastructure, and inadequate professional development for academic staff remain significant barriers to fully realizing AI's potential in the educational environment.

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Statistical analysis confirms a significant level of AI adoption ($p = 0.001 < 0.05$), reflecting a rising technological awareness among stakeholders in Business Education. This observation aligns with the findings of Ibrahim et al. (2024) and Peters and Olojede (2025), who describe AI integration in Nigerian universities as a gradual, adaptive process characterized by enthusiasm tempered by infrastructural and policy-related challenges.

The study also highlights AI's growing role in preserving and promoting indigenous knowledge. Students recognized that AI facilitates the documentation and digitization of traditional business practices, cultural innovations, and indigenous entrepreneurship models, making this knowledge more accessible and adaptable for contemporary educational use. The statistically significant result ($p = 0.004 < 0.05$) indicates that AI not only supports learning but also bridges the gap between local traditions and modern pedagogical approaches. These findings resonate with Aboh and Braide (2024), who emphasized that AI can serve as a digital conduit connecting cultural heritage with educational innovation, and with Ezeani and Igbokwe (2023), who observed that integrating indigenous business systems into curricula nurtures a balance between cultural identity and technological advancement. Notably, the study found that AI's effectiveness in teaching cultural ethics was comparatively lower, suggesting a need for the development of culturally responsive AI platforms that incorporate ethical and value-based dimensions.

Moreover, AI has demonstrated a significant contribution to entrepreneurial skills development, emerging as one of the strongest areas of impact in the study. Students perceived AI-driven platforms—such as virtual simulations, predictive analytics, and digital business laboratories—as instrumental in fostering creativity, innovation, critical thinking, and problem-solving skills. These tools enable learners to apply theoretical concepts to practical business scenarios, enhancing both competence and confidence in entrepreneurial decision-making. The findings support the observations of Okoli (2023) and Peters and Olojede (2025), who argue that AI-enhanced learning environments prepare students to navigate the complexities of the digital economy, equipping them with adaptive, data-informed, and contextually relevant entrepreneurial skills.

Taken together, these results portray Business Education at the University of Delta, Agbor, as a discipline in the midst of digital transformation, where AI is emerging as a key driver of teaching quality, cultural preservation, and entrepreneurial competence. Nonetheless, the full potential of AI can only be realized if systemic challenges—including inadequate infrastructure, limited staff training, and the lack of robust ethical frameworks—are addressed. These findings echo Ibrahim et al. (2024), who emphasize the importance of continuous professional development and institutional policies to ensure the effective and responsible implementation of AI in higher education.

In conclusion, the study underscores that AI integration in Business Education represents a critical intersection between technological innovation and indigenous identity. While its adoption is still evolving, AI holds significant promise for revolutionizing Business Education in Nigeria. By combining advanced digital tools with culturally grounded knowledge, institutions like the University of Delta, Agbor, have the opportunity to cultivate a generation of entrepreneurs who are both technologically proficient and deeply connected to their cultural heritage, ultimately fostering a globally competitive and socially responsible workforce.

CONCLUSION

This study examined how Artificial Intelligence (AI) is influencing Business Education at the University of Delta, Agbor—particularly in enhancing indigenous knowledge and entrepreneurial skills. The findings reveal moderate but growing integration of AI, reflecting increasing awareness and adoption among lecturers and students. AI has emerged as a catalyst for creativity, innovation, and practical skill development through tools like simulations, predictive analytics, and digital learning platforms. It is also contributing to the preservation of indigenous knowledge by digitizing traditional business practices and entrepreneurial wisdom. However, its role in transmitting cultural values and ethical principles remains limited, underscoring the need for culturally responsive AI applications. In conclusion, AI is more than a technological advancement—it is a transformative tool that bridges tradition and modern innovation. When effectively integrated, it can produce Business Education graduates who are both technologically skilled and culturally grounded. Achieving this potential requires sustained investment in infrastructure, lecturer training, and ethical AI frameworks suited to Nigeria's educational and cultural context.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are made:

a. The University of Delta, Agbor, should invest in modern AI-enabled facilities and stable internet access to support teaching, learning, and research activities within the Business Education department.

b. Regular training workshops and seminars should be organized for lecturers to build their competence in AI application, instructional design, and digital content development. This will ensure effective integration of AI tools into pedagogy.

c. The Business Education curriculum should be reviewed to include AI literacy, data analytics, and digital entrepreneurship modules. Such inclusion will better prepare students for technology-driven business environments.

d. Educational policymakers and AI developers should collaborate to design AI platforms that document and preserve local entrepreneurial knowledge, crafts, and business ethics, ensuring cultural continuity within modern learning systems.

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