Achieving Quality in Business Education Programmes through Utilization of Artificial Intelligence Resources

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Abstract
With the rapid advancement of Artificial Intelligence in the business world, it is high time that business education incorporates Artificial Intelligence skills into its programs. The paper examined achieving quality in Business Education programmes through the utilisation of artificial intelligence resources. The benefits of AI and its applications in business education programmes were discussed. The paper concluded that AI holds the key to unlocking a magnificent future that is driven by data and computers that understand our world. Business educators need to make more informed decisions about business education programs and the future. The paper also suggested, among other things, that business educators involved in curriculum development should consider integrating AI into the business education programme, as this would prepare students for a future driven by artificial intelligence.

Keywords: Achieving quality, Artificial intelligence, Business education programmes, Utilisation and resources

1. Introduction

As part of the education programme in Nigeria, which prepares learners for specialised occupations in the business field, Business education is an integral part of such a programme (Amoda, Jimoh & Ishola, 2019). A business education program gives students the information, abilities, and comprehension they need to function well in the corporate world. The majority of definitions of business education emphasise its vocational aspect. The goal of this type of vocational education is to prepare students for success in teaching, paid work, and self-employment (Folorunsho & Adebayo, 2018). Graduates of business education are better equipped for long-term, profitable employment.

Most people consider it to be business education. The area of vocational education known as "business education for business" teaches and prepares students for jobs in office sectors like accountant, data processor, word processor, secretary, and computer analyst. Business Education is one of the programmes offered in Nigerian tertiary institutions, which is mostly based on skills acquisition that enables graduates to be self-reliant or acquire the necessary

skills, ideas, and innovation required in a world of business with technological advancements and Artificial Intelligence compliance. The Business Education programme is a deliberate, well-planned programme that is flexible enough to reflect the ever-evolving technological-driven societal revolution from time to time (Nwaiwu & Nwokorie, 2023). The success or otherwise of business education programmes in the technological and Artificial Intelligence era is solely dependent on the quality of what is being taught by educators to their students.

The organised and methodical actions carried out inside a system of quality that guarantee the fulfilment of an item or service's specifications are referred to as quality. According to Chibuike (2013), organisations that offer business education programs must put quality-enhancing measures in place to guarantee the generation of top-notch graduates for the advancement of the country if they are to meet their objectives. High-quality hiring of employees, program assessment, effective monitoring and evaluation, sufficient resources, the use of excellent instructional content, employee growth, and evaluation, in addition to standardising requirements for the admission of high-quality students, are examples of quality-enhancing techniques (Sohail & Afaq, 2023). Powel (2018) and Cech and Blair-Loy (2019) asserted that the quality of any educational product is a result of the inputs of policy, teachers, and curriculum, as well as the process of teaching and learning.

The rapid advancement of technology and Artificial Intelligence, combined with the ever-dynamic nature

of innovations, means that business education must deliver high-quality products. Therefore, the programme must be geared towards the inculcation of skills that embrace Artificial Intelligence. This would mean that the curriculum and the instructional method of delivery would have to be tailored towards skills related to Artificial Intelligence in Business Education. When business education products are exposed to artificial intelligence skills during training, they will be able to utilise these skills either as self-employed graduates or leverage them to enhance their business strategies in a world driven by competitiveness.

Logic, skills, self-awareness, studying, emotional awareness, reasoning, planning, creativity, critical thinking, and problem-solving skills are some of the traits that are commonly associated with intelligence. It is the capacity to resolve difficult issues or make choices that will benefit the actor. The technology known as artificial intelligence (AI) allows computers to display functions that are comparable to those of the human mind. This area of computer science enables computers to think like humans and make judgments (Verma, 2024). As demonstrated in other areas of human endeavour, integrating artificial intelligence alongside different technologies; such as robotics, sensors, and human expertise in the classroom would greatly enhance quality assurance in business education programs. The theory and creation of computer systems that can carry out operations that have traditionally needed human intelligence, like speech recognition, decision-making, and recognising trends, is known as artificial intelligence. Machine learning is one of the many technologies that fall under this general phrase. It is a collection of machine learning-driven technologies, such as computer vision or ChatGPT, that let robots carry out jobs that were previously completed by humans. Tasks often performed by sentient individuals can also be performed by a digital computer. The daily economic, social, and political lives of people in this era are being shaped by the technical advancements in artificial intelligence.

2. Examples of Artificial Intelligence that can ensure Quality in Business Education Programme

1. ChatGPT: This creates text in reaction to queries or remarks using a sizable language model. In addition to teaching students how to utilise it, business education teachers can learn and apply this when instructing business-related courses.
2. Google Translate: This tool translates text between languages using advanced machine learning algorithms. Because information is translated into a more straightforward language, students can learn more effectively and efficiently, which helps improve their comprehension of the material being taught.
3. Netflix. This builds user-specific engines for suggestions using machine learning techniques based on their surfing history.

4. Plagiarism detection. Artificial intelligence can be used to detect someone else's work without referencing the author. This can be detected using a plagiarism checker (Anderson & Steneck, 2011; Chowdhury & Bhattacharyya, 2018).
5. Examination integrity. Given the rapid increase in examination malpractice, artificial intelligence can help combat this menace. It can be used to control impersonation and cheating in competitive examinations by using AI-induced face recognition. Sometimes AI algorithms can be used to analyse candidate behaviour during examinations, such as unusual movement or interaction and flag suspicious activities in real-time. It can also identify areas prone to malpractices (Gupta, 2024).

3. Benefits of Artificial Intelligence to Business Education

The benefits of artificial intelligence to business education cannot be overemphasised. According to Russel (2019), by leveraging AI, business schools can create more effective, efficient and student-centred learning environments through the following:

1. *Individualisation*: Teaching a large class of kids and figuring out how to suit each one's requirements can occasionally be difficult or daunting. Systems using artificial intelligence may readily adjust to the unique learning requirements of every learner and tailor training to their areas of good and bad.
2. *Tutoring:* In order to provide individualised support and education, artificial intelligence can be utilised to assess a student's learning preferences and past knowledge.
3. *Evaluation:* In the use of a response key, artificial intelligence can help in exam grading. Additionally, it can gather information on students' performance.
4. *Course quality feedback:* When a large number of students are giving incorrect answers to a topic, artificial intelligence can identify the precise knowledge or ideas that students are lacking, enabling teachers to make focused adjustments to their lesson plans and instructional strategies.
5. *Giving students timely and meaningful feedback:* Some learners can be reluctant to take chances or get constructive criticism in the classroom. Nevertheless, students can feel more at ease using AI to make the mistakes required for learning and get the feedback they require to get better.
6. *Virtual assistants:* AI can be utilised for voice recognition to follow user instructions, gather data, decipher questions, and provide a response using retrieved information. Depending on user settings, this can progressively get better and offer a customised answer to some of the most

common queries students have about business school (Arora, Athavale, Maggu, & Agarwal, 2020).

4. Types of Artificial Intelligence (AI)

These are the classifications into which artificial intelligence is separated:

4.1 According to Capabilities

1. Narrow AI, sometimes referred to as weak AI, is made to carry out particular operations. They rely on machine language and neural network techniques, including speech recognition, because they are unable to learn on their own. It is an artificial intelligence that has been educated to carry out particular tasks.

2. General AI, also known as strong AI, is named for its broad range of capabilities and ability to handle tasks on its own. These mimic human intelligence and are appropriate for multipurpose activities. Supercomputers and GenAI applications may use these. A computer system with artificial intelligence will be as intelligent as a human being; it would be self-aware and capable of problem-solving, learning, and future planning.

3. Artificial Intelligence: It's another form of AI that doesn't exist or only exists in theory. It is anticipated that the extremely clever AI will outsmart humans in terms of knowledge and aptitude. It will have wisdom, creativity, and problem-solving abilities in addition to self-awareness. Although there are now no real-world uses for this artificial intelligence, researchers are still investigating its potential.

4.2 According to the features

1. *Limited Memory:* They are distinguished by their ability to store data and use it to make predictions. They had a certain amount of time to store data. They replicate the way the human brain works. Chatbots and autonomous autos are a couple of examples.

2. *Reactive Machine AI:* These AIs concentrate on urgent tasks and demands rather than retaining memories. These AIs are appropriate for simple automatic tasks and are unable to learn from experience. Examples of applications include producing shopping suggestions or detecting spam emails, as demonstrated by Google's AlphaGo and IBM's Deep Blue.

3. *Mental Theory AI:* It's one of the more sophisticated forms of AI being studied. Emotions, beliefs, and empathy are the main topics of this kind of AI. It will be more beneficial for the human world and decision-making since it will be a true human counterpart.

4. *AI with self-awareness and consciousness is referred to as self-aware AI.* It is theoretical now, but when it gets there, it will be more intelligent than people. Because self-aware AI is impossible to manage, there is still uncertainty. However, it remains a theoretical idea at the moment.

5. Reasons for Artificial Intelligence in Business Education Programme

With the way Artificial Intelligence is taking over every aspect of human endeavour, including the learning process, it has brought a faster and better way of doing things and advancing technology in the 21st century (Coursera Staff, 2024). Business Education students must develop interest and passion, as the business world is no longer static. The following are the reasons:

1. Given the speed at which technology is developing and being incorporated, there will certainly be a continued strong demand for qualified AI specialists. Artificial intelligence has supplanted the majority of company marketing methods in the industrial world.

2. Working with artificial intelligence requires more teamwork. Artificial intelligence is beneficial when utilised by teams since it makes it possible to take advantage of networking opportunities more effectively.

3. Students studying business education have more employment options because artificial intelligence is used in a variety of sectors.

4. Artificial Intelligence serves as an aid in disasters, ensuring that Business Education contributes to humanity and provides support for the world in both business and other human endeavours.

6. Pros and Cons of Artificial Intelligence

Artificial Intelligence has its pluses and minuses, much like any other concept or innovation. Here is a brief overview of the pros and cons.

6.2 Pros

Harari (2016) presented a nuanced view of artificial intelligence, highlighting both its potential benefits, among which are:

1. It reduces human error
2. It never sleeps, so it is available 24/7
3. It never gets bored, so it easily handles repetitive tasks
4. It is fast

6.1 Cons

Russel (2019) and Ng (2018) listed the following as parts of the problems associated with artificial intelligence and the problem of control:

1. Implementation is expensive;
2. Human ingenuity cannot be replicated;
3. Some jobs will be replaced, resulting in unemployment
4. Individuals may grow unduly dependent on it.

7. Conclusion

The conclusion states that since artificial intelligence (AI) is the key to a fantastic future powered by data and machines that comprehend our environment, business instructors must make better selections regarding their programs and the future. Company education is concerned about AI's potential to revolutionise all company endeavours; comprehending and adhering to the pathway can help open up the future of business education globally. AI has the ability to drastically change how businesses operate, even though it cannot resolve every issue.

8. Recommendations

The following recommendations are put forth in light of this paper's conclusion:

1. In order to prepare students for the future, business educators who participate in curriculum development need to help in incorporating AI into the Business Education program's curriculum.
2. To better prepare learners for the years to come, business educators should work to train themselves in the use of AI in teaching and learning.
3. Given the speed at which technology is developing and the growing requirement for qualified AI professionals, students pursuing business education should be ready to learn relevant AI skills.

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