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ARTIFICIAL INTELLIGENCE AND EMPLOYABILITY OPPORTUNITIES FOR UNDERGRADUATE BUSINESS EDUCATION STUDENTS IN RIVERS STATE

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ABSTRACT

This study investigated the relationship between Artificial Intelligence and Employability Opportunities for Undergraduate Business Education Students in Rivers State. The study was guided by three research questions and three null hypotheses. The study adopted the correlational research design. The sample for this study was 384 undergraduate students, representing a sample size drawn from a population of 2,559 business education undergraduate students across all four years (Y1 to Y4) of their program, enrolled during the 2021/2022 academic sessions. The instruments for data collection were self-developed by the researcher titled; "Artificial Intelligence Questionnaire (AIQ)" and Employability Opportunities Questionnaire (EOQ)". The instruments were validated by my supervisor and other experts and their reliability was tested using the Cronbach alpha correlational analysis technique and the result yielded .977 and .888 respectively. Data gathered were analyzed using Pearson Product Moment Correlation to answer the research questions and test the hypotheses. The findings of the study revealed that the integration of AI-related dimensions such as computer vision, cybersecurity and digital marketing has been shown to significantly boost students' practical skills, technical expertise, and readiness for the evolving job market. The study concluded that the adoption of artificial intelligence classroom settings enhances employability opportunities for undergraduate business education students in Rivers State. Based on the findings, the study recommended among others that institutions should collaborate with technology firms to provide access to computer vision tools and software, and offer practical training through workshops and internships that focus on real-world applications.

Keywords: Artificial Intelligence, Employability Opportunities, Undergraduate Business Education Students.

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INTRODUCTION

Business education plays a critical role in higher education, preparing students for careers in business, management, and entrepreneurship. This multifaceted discipline encompasses diverse fields such as finance, marketing, human resources, accounting, management, international business, and entrepreneurship (Okoro, 2017). The fundamental objective of business education is to equip students with the comprehensive knowledge, skills, and competencies necessary to navigate and succeed in the dynamic and increasingly complex business environment (Akpakwu, 2020). The contemporary business landscape is undergoing a profound transformation, primarily driven by the rapid advancement and proliferation of artificial intelligence (AI) technologies. This technological revolution is fundamentally reshaping industries, business models, and workforce dynamics across global economic sectors. AI-powered technologies are increasingly being integrated into various domains, including finance, healthcare, manufacturing, transportation, and service industries, fundamentally altering traditional operational paradigms and employment structures.

The potential economic and employment implications of AI are substantial and potentially disruptive. A landmark report by the McKinsey Global Institute provides a stark projection, suggesting that up to 800 million jobs worldwide could be displaced by automation by 2030 (Manyika et al., 2017). This projection represents a significant potential restructuring of global labour markets, with far-reaching consequences for workforce composition and individual career trajectories. In the Nigerian context, the potential impact of AI is particularly significant. The country's economy has historically been characterized by a heavy reliance on manual labour and traditional economic sectors. The anticipated widespread adoption of AI-powered technologies presents both unprecedented challenges and opportunities for the Nigerian workforce. The potential for job displacement is considerable, particularly in sectors that have traditionally been labour-intensive.

This technological disruption necessitates a comprehensive reevaluation of business education's role and approach. Educational institutions must proactively adapt their curricula to prepare students for an AI-driven economic system (Yadav & Shrawankar, 2025). The adaptations involves not merely teaching technical skills but developing a holistic understanding of how AI technologies can be leveraged to create value, drive innovation, and maintain competitive advantage. The evolving nature of work demands that business education transcends traditional disciplinary boundaries. Students must be equipped with a multidisciplinary skill set that combines technical proficiency, critical thinking, creativity, and adaptability. This requires developing competencies that complement AI capabilities, such as complex problem-solving, emotional intelligence, strategic thinking, and interpersonal communication.

Moreover, the integration of AI into business education is not just about mitigating potential job losses but about empowering students to become architects of technological transformation. Through the understanding of AI's potential, students can develop innovative approaches to business challenges, create new value propositions, and drive organizational innovation. The Nigerian economy stands at a critical juncture. The country's aspiration to become one of the top 20 global economies by 2030 hinges significantly on its ability to develop a workforce that can effectively harness technological innovations (Jain & Roy, 2024). Business education must therefore catalyze this transformation, bridging the gap between traditional economic models and emerging technological paradigms.

For undergraduate business education students, particularly in regions like Rivers State, this means developing a comprehensive understanding of AI's multifaceted applications. Students must be exposed to practical, hands-on experiences that demonstrate AI's potential across various business domains, from data analytics and digital marketing to cybersecurity and financial modelling (Chew & Gilani, 2024). The imperative is clear: business education must evolve from a knowledge transmission model to an adaptive, forward-looking ecosystem that prepares students not just to enter the workforce, but to lead technological innovation. This requires a strategic reimagining of educational approaches, curriculum design, and pedagogical methods in preparing a generation of professionals who are resilient, adaptable, and capable of thriving in an increasingly complex and technology-driven business environment.

Statement of the Problem

The integration of Artificial Intelligence (AI) in classroom settings presents a critical challenge for business education in Rivers State. Despite the transformative potential of AI technologies, there exists a significant research gap in understanding its impact on employability opportunities for undergraduate business education students. The consequences of neglecting AI adoption are profound and multifaceted. Graduates without AI skills face substantial barriers in a job market increasingly dominated by technological innovation. The potential displacement of traditional employment models by AI-driven solutions threatens to marginalize students who lack technological competence.

The economic implications extend beyond individual employment prospects. Rivers State's economy, traditionally reliant on sectors like oil and gas, requires a workforce capable of leveraging AI technologies to drive innovation and economic diversification. Without strategic intervention in business education, the region risks falling behind in technological competitiveness, potentially hindering economic growth and development. Moreover, the absence of comprehensive AI integration in business education could exacerbate existing socioeconomic inequalities. Students from disadvantaged backgrounds may have limited access to AI resources and training, creating a technological divide that further marginalizes vulnerable populations. This scenario threatens to perpetuate cycles of unemployment and restrict social mobility, particularly in a rapidly evolving technological landscape.

Aim and Objectives of the Study

This study aims to examine the impact of artificial intelligence on employability opportunities for undergraduate business education students in Rivers State. The specific objectives are to:

- Investigate how the computer vision classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State.
- Determine how cyber security classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State.
- Ascertain how the digital marketing classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State.

Research Questions

The following questions were raised to guide this study:

- How does a computer vision classroom setting tool enhance employability opportunities for undergraduate business education students in Rivers State?
- How does cyber security classroom setting tool enhance employability opportunities for undergraduate business education students in Rivers State?
- How does a digital marketing classroom setting tool enhance employability opportunities for undergraduate business education students in Rivers State?

Null Hypotheses

The following hypotheses were formulated and statistically tested at .05 level of significance:

- There is no significant relationship between computer vision classroom setting tools and employability opportunities for undergraduate business education students in Rivers State.
- There is no significant relationship between cyber security classroom setting tools and employability opportunities for undergraduate business education students in Rivers State.
- There is no significant relationship between digital marketing classroom setting tools and employability opportunities for undergraduate business education students in Rivers State.

THEORETICAL REVIEW

Experiential Learning Theory (ELT)

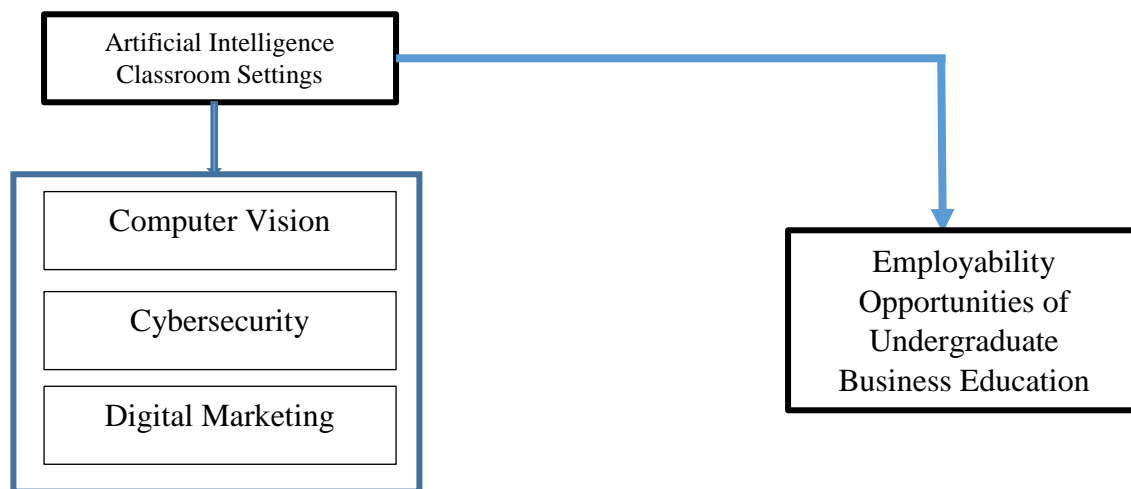
The Experiential Learning Theory (ELT) has its roots in the work of David Kolb, an American educational theorist, in the 1970s. Building on the foundations laid by John Dewey, Kurt Lewin, and Jean Piaget, Kolb developed a framework that emphasizes the importance of direct experience in the learning process. According to Kolb (1984), experiential learning involves a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. This cycle enables learners to construct their knowledge and develop practical skills. In the Nigerian context, researchers have applied ELT to various educational settings. For instance, Adeyemi and Adeyemi (2018) used ELT to investigate the effectiveness of experiential learning in enhancing accounting students' skills in Nigeria. Similarly, Olumorin and Ajayi (2020) applied ELT to examine the impact of experiential learning on the employability of business education graduates in Nigeria.

Khailid et al. (2020) also emphasized the core principles of the Experiential Learning Theory (ELT) and exploring new avenues for research and application. The study eloquently explained that ELT is a holistic learning process that seamlessly integrates experience, reflection, and conceptualization. They stressed that learning is an active process, where individuals construct their knowledge through concrete experiences and reflection. They went further in

highlighting its applications in education, leadership development, and organizational learning. They emphasized the importance of creating learning environments that foster experimentation, risk-taking, and reflection, allowing individuals to explore and learn from their experiences. Their contribution to ELT is profound. They clarified the learning process, highlighting the interplay between experience, reflection, and conceptualization.

The Experiential Learning Theory (ELT) is relevant to the study of the adoption of Artificial Intelligence (AI) in classroom settings and its impact on the employability opportunities of undergraduate business education students in Rivers State. Firstly, ELT emphasizes the importance of concrete experience in the learning process. In the context of AI adoption, students need hands-on experience with AI tools and technologies to develop practical skills and competencies to analyse data and also problem-solving which help to enhance their employability in the digital age.

CONCEPTUAL FRAMEWORK



The conceptual framework guiding this study explores the dynamic intersection of Artificial Intelligence (AI) classroom settings and employability opportunities for undergraduate business education students. At the heart of this framework lies the notion that AI-infused learning environments have the potential to enhance student learning and prepare them for success in the modern workforce. The framework is built around two key variables: Artificial Intelligence Classroom Settings (AICS) and Employability Opportunities of Undergraduate Business Education Students (EOUBES), showing the relationship connection between AICS and EOUBES.

Artificial Intelligence (AI)

Scientists over time past have been concerned with how the human mind works and have tried creating robotics and programmes that would outperform human reasoning in the execution of any given task (Nwachukwu & Affen, 2023). This act of overtaking human intelligence in some given tasks by robots and applications is what is termed Artificial Intelligence (AI). Artificial Intelligence (AI) has emerged as a disruptive force that has transformed the way industries operate, bringing about significant changes in sectors like healthcare, logistics, retail, and financial services. Its potential to revolutionize other areas, particularly marketing, has prompted

educators and professionals to re-evaluate existing curricula to ensure that students are equipped to meet the demands of a rapidly evolving marketing landscape (Chew & Gilani, 2024). AI encompasses a range of technologies including machine learning, deep learning, natural language processing, and neural networks. These technologies can process large volumes of data, identify patterns, and make autonomous decisions or recommendations, enabling marketers to target consumers with unprecedented precision and efficiency.

Ogolodom et al. (2023) defined AI as making a machine behave in ways that would be called intelligence if a human were so behaving. These machines replace human labour to work for men more effectively and quickly. Simply put, AI is intelligence designed by humans and demonstrated by machines. The term is used to describe these functions of human-made tools that emulate the cognitive abilities of the natural intelligence of the human mind. Artificial intelligence, as defined by Oracle (2022) is a software or hardware that can carry out tasks by simulating human intellect and then iteratively improves itself using the data it gathers. AI is an emerging trend that is receiving more attention as the world transitions to a more digitally based economy is the application of AI in marketing (Abayomi et al., 2023).

More so, Abid et al. (2024) defined AI as a computer science technology that can teach computers to understand and emulate human communication and behaviours. While Narkhede in Nwachukwu and Affen (2023) defined it as systems and machines that imitate human behaviours to perform a certain given task. It includes machines' simulation of human intelligence which is programmed to think and mimic human actions. Furthermore, Nwachukwu and Affen (2023) saw Artificial intelligence as a widely used emerging technology that aids organizations in tracking real-time data to analyze and respond swiftly to customer requirements. In the domain of education, the integration of Artificial Intelligence (AI) has ushered in a paradigm shift towards a more technologically driven landscape, demonstrating its efficacy as an emergency strategy. The pervasive influence of computer technology has catalyzed a surge in online learning within the country, yielding positive educational outcomes

Employability Opportunities

According to McQuaid and Lindsay (2013), employability refers to the ability of individuals to secure and maintain employment, as well as to adapt to changing job requirements and careers. It encompasses a range of skills, abilities, and personal attributes that enable individuals to be attractive to employers and to succeed in the workplace. Employability is the key to unlocking success in the ever-changing landscape of the modern workforce. It encompasses a dynamic array of skills, abilities, and personal attributes that enable individuals to thrive in their chosen careers.

McQuaid et al. (2005) also defined employability as the ability of individuals to gain and maintain employment, to progress in their chosen career, and to adapt to changes in the labour market. The study emphasizes that employability is not solely about getting a job, but also about sustaining employment, advancing in one's career, and being able to adapt to the constantly evolving labour market. They argue that employability is a dynamic concept that goes beyond mere job readiness, encompassing a range of skills, abilities, and personal attributes that enable individuals to thrive in their chosen profession.

Computer Vision as an Artificial Intelligence Classroom Setting Tool and Employability Opportunities

Computer vision, a subset of artificial intelligence, has transformed numerous industries by enabling computers to interpret and understand visual data. This technology has far-reaching implications for undergraduate business education students as it helps to enhance their employability opportunities. Students can also use computer vision to analyse and improve business decision-making (Brown, 2024). For instance, in the retail industry, computer vision can analyze customer behaviour, track inventory levels, and detect fraud. Business students with knowledge of computer vision can develop skills to interpret and act upon these insights, making them more attractive to potential employers.

Computer vision can also enhance marketing strategies by analyzing visual data from social media platforms, websites, and surveillance cameras to identify trends, track brand mentions, and measure the effectiveness of marketing campaigns (Oke & Fernandes, 2020). Additionally, computer vision can optimize business operations by automating tasks such as data entry, bookkeeping, and supply chain management, making businesses more efficient and reducing errors. Furthermore, computer vision can improve financial management by detecting fraud, analyzing financial statements, and predicting market trends. Business students familiar with computer vision can develop skills to analyze financial data, identify potential risks, and make informed investment decisions.

In addition, computer vision provides business students with the tools to develop innovative solutions to real-world problems, enabling them to drive business growth, innovate entrepreneurship, and gain a competitive edge in the job market. As industries continue to adopt AI technologies, the demand for professionals with computer vision expertise will only increase, making this a valuable skill set for business students to acquire. Computer vision refers to the ability of computers to interpret and understand visual information from images and videos (Jamil et al., 2024).

Cybersecurity as an Artificial Intelligence Classroom Setting Tool and Employability Opportunities

Cybersecurity, an artificial intelligence classroom setting tool, enhances employability opportunities for undergraduate business education students by providing them with the skills and knowledge required to protect computer systems and networks from cyber threats. This field has become a critical component of business operations, as companies increasingly rely on technology to conduct their daily activities (Cybersecurity Ventures, 2020). AI-powered tools, such as simulations and virtual labs, allow students to practice their skills in a safe and controlled environment, preparing them for the challenges they will face in the workforce (Hwang et al., 2020). Moreover, cybersecurity is an interdisciplinary field that combines aspects of computer science, information technology, and business (Brennan et al., 2018).

Furthermore, cybersecurity is a critical component of data analysis and privacy essential skills in today's data-driven business landscape where students who possess knowledge are better equipped to analyze data, identify potential security breaches, and develop strategies to mitigate these risks (Manyika et al., 2017). In addition, cybersecurity is a programme that requires continuous learning and adaptation, as new threats and technologies emerge students develop

essential skills in problem-solving, critical thinking, and creativity that enable them to stay up-to-date with the latest developments in their field (Ford, 2019). In today's digital age, cybersecurity is an essential component of business operations. As technology advances, cyber threats are becoming more sophisticated, making it crucial for businesses to protect their computer systems and networks from these threats. This has created a high demand for cybersecurity professionals, making it an attractive career path for undergraduate business education students.

Digital Marketing as an Artificial Intelligence Classroom Setting Tool and Employability Opportunities

The integration of digital marketing and artificial intelligence in the classroom setting is a game-changer for undergraduate students in Nigeria. Combining these two fields will make students develop a unique set of skills that are highly sought after by employers, making them more attractive candidates in the job market. As noted by Oladipo (2020), digital marketing is a vital tool for businesses in Nigeria, and having hands-on experience with industry-standard tools and software makes students more employable. Moreover, AI tools teach students to work with data, analyze it, and make informed decisions, a valuable skill in various industries (Adeoye, 2022). Digital marketing encourages students to think creatively and develop innovative campaigns, a valuable asset in any profession.

Furthermore, the use of AI tools in the classroom helps students develop critical thinking and problem-solving skills, essential for success in any field. Frequently working on digital marketing and AI projects, students learn to work effectively in teams, communicate their ideas clearly, and manage projects from start to finish. This practical experience and exposure to the latest trends and technologies in the industry make them more competitive in the job market. In Nigeria, universities are already leveraging AI to improve science education (Oladipo, 2020). Moreover, institutions like Nexford University offer specialized degrees in AI, equipping learners with the skills needed for the future (Nexford University, n.d.).

METHODS

The study employed a descriptive and correlation survey design to systematically collect and analyze data with a study population consisting of 2,559 business education undergraduate students across four academic years (100-400 levels) in the 2021/2022 academic session. The study selected a sample of 384 students using stratified random sampling, which ensured representation from all four years of study and across different departments including Accounting, Management, Marketing, and Secretarial studies. Data was collected through two self-developed questionnaires: the "Adoption of Artificial Intelligence Classroom Settings Questionnaire" (AAICRSQ) and the "Employability Opportunities Questionnaire" (EOQ). The questionnaires were structured in three parts, covering demographic information, AI adoption assessment, and employability opportunities. They used a four-point Likert scale for responses, ranging from Strongly Agree (4 points) to Strongly Disagree (1 point). The instrument's validity was established through expert review by the researcher's supervisor and two senior lecturers from the Educational Psychology department. Reliability was tested using the test-retest method with a separate group of 30 respondents, yielding high Cronbach alpha reliability coefficients of .977 and .888. Data analysis was conducted using SPSS version 28, employing both descriptive statistics (mean and standard deviation) and inferential statistics (Pearson's Product Moment

Correlation Coefficient). A criterion mean of 2.50 was used to interpret agreement or disagreement with statements.

Data Presentation

A total of 384 questionnaires were administered, 365 representing (95.1%) were retrieved, with 357 (92.9%) deemed viable after removing incomplete forms.

Answer of Research Questions and Test of Hypotheses

The Pearson Product Moment correlation was utilized in assessing the between the study variables. The study adopts a criterion and significance value of 0.05, based on its level of confidence (95%). **Decision rule:** The decision rule which applies to all bivariate test outcomes is stated as follows: where $P < 0.05$, reject the hypothesis on the basis or evidence of a significant relationship; and where $P > 0.05$, accept the hypothesis based on an insignificant relationship between the variables. The extent of influence is on this basis assessed using the 'r' interpretations provided by Bryman and Bell (2003) as shown in Table 1:

Table 1: Description of the Range of correlation (rho) values and the corresponding level of association

| Range of r with positive and negative sign values | Strength of Association |
|---|-------------------------|
| $\pm 0.80 - 0.99$ | very strong |
| $\pm 0.60 - 0.79$ | Strong |
| $\pm 0.40 - 0.59$ | Moderate |
| $\pm 0.20 - 0.39$ | Weak |
| $\pm 0.00 - 0.19$ | Very weak |

Source: Adopted from Bryman (2016).

The positive (+) sign in the values of (r) indicates a positive relationship, while the negative (-) sign in the value of (r) indicates an indirect/negative or inverse relationship. Thus, the sign of the r explains the direction of association between the two variables.

Research Question 1: How does computer vision as an artificial intelligence classroom setting tool enhance employability opportunities for undergraduate business education students in Rivers State?

Table 2: Correlations between Computer vision as an artificial intelligence classroom setting tool and employability opportunities for undergraduate business education students

| | | Computer Vision | Employability Opportunities |
|-----------------------------|---------------------|-----------------|-----------------------------|
| Computer Vision | Pearson Correlation | 1 | .847** |
| | Sig. (2-tailed) | | .000 |
| | N | 357 | 357 |
| Employability Opportunities | Pearson Correlation | .847** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 357 | 357 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 test the relationship between computer visions as an artificial intelligence classroom setting tool and enhances employability opportunities for undergraduate business education students in Rivers State using Pearson Product Moment correlation coefficient (r) techniques. From the analysis, the result showed the correlation coefficient of $r = .847$ which shows the direction and strength of this relationship. This value implies that a strong relationship exists between the variables. The direction of the relationship indicates that the relationship is positive, implying that an increase in computer vision as an artificial intelligence will enhance employability opportunities for undergraduate business education students in Rivers State. Therefore, computer vision as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State.

Ho₁: There is no significant relationship between computer vision as an artificial intelligence classroom setting tool and employability opportunities for undergraduate business education students in Rivers State.

Similarly displayed in Table 1 is the statistical test of significance (p-value), which makes possible the generalization of our findings to the study population. From the result obtained, the tests of significance show that the relationship between computer vision as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State is significant (p-value = $.000 < .05$). Therefore, based on observed findings the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a significant relationship between computer vision as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State.

Research Question 2: How does Cybersecurity as an artificial intelligence classroom setting tool enhance employability opportunities for undergraduate business education students in Rivers State?

Table 3: Correlations for Cybersecurity as an Artificial Intelligence Classroom setting tool and employability opportunities for undergraduate business education students

| | | Cybersecurity | Employability Opportunities |
|------------------------------------|---------------------|---------------|-----------------------------|
| Cybersecurity | Pearson Correlation | 1 | .876** |
| | Sig. (2-tailed) | | .000 |
| | N | 357 | 357 |
| Employability Opportunities | Pearson Correlation | .876** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 357 | 357 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the relationship between cybersecurity as an artificial intelligence classroom setting tool and enhanced employability opportunities for undergraduate business education students in Rivers State using Pearson Product Moment correlation coefficient (r) techniques. From the analysis, the result showed the correlation coefficient of $r = .876$ which shows the direction and strength of this relationship. This value implies that a strong relationship exists

between the variables. The direction of the relationship indicates that the relationship is positive, implying that an increase in cybersecurity as an artificial intelligence will employability opportunities for undergraduate business education students in Rivers State. Therefore, cybersecurity as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State.

H₀₂: There is no significant relationship between cybersecurity as an artificial intelligence classroom setting tool and employability opportunities for undergraduate business education students in Rivers State.

Similarly displayed in Table 2 is the statistical test of significance (p-value), which makes possible the generalization of our findings to the study population. From the result obtained, the tests of significance show that the relationship between cybersecurity as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State is significant ($p\text{-value} = .000 < .05$). Therefore, based on observed findings the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a significant relationship between cybersecurity as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State.

Research Question 3: How does digital marketing as an artificial intelligence classroom setting tool enhance employability opportunities for undergraduate business education students in Rivers State?

Table 3: Correlations for digital marketing as an Artificial Intelligence classroom setting tool and employability opportunities for Undergraduate Business Education students

| | | Digital Marketing | Employability Opportunities |
|-----------------------------|---------------------|-------------------|-----------------------------|
| Digital Marketing | Pearson Correlation | 1 | .795** |
| | Sig. (2-tailed) | | .000 |
| | N | 357 | 357 |
| Employability Opportunities | Pearson Correlation | .795** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 357 | 357 |

**, Correlation is significant at the 0.01 level (2-tailed).

Table 3 tests the relationship between digital marketing as an artificial intelligence classroom setting tool to enhance employability opportunities for undergraduate business education students in Rivers State using Pearson Product Moment correlation coefficient (r) techniques. From the analysis, the result showed the correlation coefficient of $r = 0.795$ which shows the direction and strength of this relationship. This value implies that a strong relationship exists between the variables. The direction of the relationship indicates that the relationship is positive, implying that an increase in digital marketing as an artificial intelligence will employability opportunities for undergraduate business education students in Rivers State. Therefore, digital marketing as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State.

DISCUSSION OF FINDINGS

This study examined the adoption of Artificial Intelligence Classroom Settings and Employability Opportunities for Undergraduate Business Education Students in Rivers State. The findings revealed a strong and positive relationship between the adoption of Artificial Intelligence Classroom Settings and Employability Opportunities for Undergraduate Business Education Students in Rivers State. Furthermore, the test of significance shows that the relationship between the variables in the study is significant.

Computer vision, an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State

The outcome of the analysis on how computer vision as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State revealed that computer vision as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State. The Findings show that the integration of computer vision in AI classroom settings showed a strong and positive relationship with employability opportunities. Computer vision applications, such as image recognition and object detection, are becoming increasingly valuable in sectors like healthcare, retail, and manufacturing.

The findings are in line with Bernasco et al. (2023), who explore the application of computer vision in empirical research on social distancing. Computer vision, a field of study focused on enabling computers to interpret and understand visual information, has been increasingly used in various domains, including social distancing research. The study aims to provide a comprehensive overview of the potential and challenges of using computer vision in empirical research on social distancing. To achieve this, the study employs computer vision techniques, including object detection, tracking, and classification, to analyze video data and measure social distancing behaviour.

Cybersecurity as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State

The outcome of the analysis on how cybersecurity as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State revealed that cybersecurity as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State. The Findings show that as cyber threats become more sophisticated, organizations increasingly require AI-powered cybersecurity solutions to protect sensitive information and infrastructure.

The study supports the findings of Bowyer (2000) conducted a comprehensive review of empirical evaluations of computer vision algorithms, highlighting the importance of careful methodology in assessing algorithm performance. He analyzed various evaluation approaches, including experimental design, data collection, and statistical analysis, and presented case studies demonstrating the impact of empirical evaluation on understanding algorithm performance in real-world scenarios. Bowyer's review revealed that empirical evaluation is crucial for reliable assessment of algorithm performance and that common pitfalls in evaluation methodologies can

lead to misleading conclusions. He emphasized the need for careful experimental design, data quality, and statistical significance testing to ensure reliable evaluation.

Digital Marketing as an artificial intelligence classroom setting tool enhance employability opportunities for undergraduate business education students in Rivers State

The outcome of the analysis on how Digital Marketing as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State revealed that Digital Marketing as an artificial intelligence classroom setting tool enhances employability opportunities for undergraduate business education students in Rivers State. The Findings show that AI-driven tools in marketing, such as machine learning algorithms for customer segmentation, personalized content, and automated ad placements, are reshaping the marketing landscape.

The findings agree with the study by Ali et al. (2024) investigated the effects of artificial intelligence (AI) applications in educational settings, including challenges and strategies. The study conducted a systematic review of existing literature on AI in education, following the PRISMA guidelines. They searched major databases, including Scopus, Web of Science, and ERIC, using keywords related to AI and education. The search yielded 30 studies published between 2018 and 2022, which were selected based on their relevance and quality. The studies included experimental designs, surveys, and case studies, providing a comprehensive overview of AI applications in education.

CONCLUSION

This study demonstrates a strong and positive relationship between the adoption of artificial intelligence (AI) in classroom settings and the enhancement of employability opportunities for undergraduate business education students in Rivers State. The integration of AI-related dimensions such as computer vision, cybersecurity, digital marketing, data analytics, and AI in finance has been shown to significantly boost students' practical skills, technical expertise, and readiness for the evolving job market. The findings revealed that exposing students to AI tools and technologies within these dimensions equips them with competencies that are in high demand across industries. Specifically, computer vision enhances their understanding of machine learning and automation processes, while cybersecurity training ensures they are prepared to tackle security challenges in the digital landscape. Furthermore, digital marketing and data analytics provide them with essential skills for the modern business environment, where data-driven decision-making is crucial.

Recommendations

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

- Institutions should collaborate with technology firms to provide access to computer vision tools and software, and offer practical training through workshops and internships that focus on real-world applications.

- Institutions should establish partnerships with cybersecurity companies for expert-led seminars, hackathons, and hands-on training with cybersecurity tools.
- Institutions should create practical modules where students learn AI-powered tools such as automated content creation, social media analytics, and ad optimization.

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