AI POWERED DATA DRIVEN AND PREDICTIVE CAPABILITIES: ASSESSING ITS ENHANCING STRENGTH FOR BUSINESS STUDENTS EXPOSURE TO ENTREPRENEURIAL DEVELOPMENT IN UYO METROPOLI

By

Samuel David UDO, Ph.D.
Department of Business Education,
University of Uyo, Akwa Ibom State

AND

UMOUDO, Bassey Iniobong
Department of Business Education
School of Vocational and Technical
Akwa Ibom State College of Education, Afaha Nsit

ABSTRACT

This study examined AI powered data-driven and predictive capabilities, assessing its enhancing strength for business students' exposure to entrepreneurial development in Uyo Metropolis. An ex post facto design was adopted for this study. The study was carried out in Akwa Ibom State. The targeted population for the study comprised all business students in tertiary institutions in Uyo Metropolis. A stratified random sampling technique was used to select 60 business students from the University of Uyo, 15 each from Uyo City Polytechnic and Heritage Polytechnic, which gave a total of 90 respondents used for the study. The instrument used for data collection was a structured questionnaire titled "AI Powered data-driven and Predictive Capabilities on Business Students Entrepreneurial Development Questionnaire (AIPDPCBSEQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.91, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such percentage analysis to answer research questions. The findings revealed that the extent of students' exposure to entrepreneurial development through the use of AI powered data-driven and predictive capabilities was very high, it furthered revealed that the most prominent effects of AI powered data-driven and predictive capability on students' exposure to entrepreneurial development is that it" creates an improved learning opportunities" among others. The study concluded that the implementation of AI-powered, data-driven, and predictive capabilities in the business education of Uyo Metropolis represents a significant advancement in entrepreneurial training. One of the recommendations of the study was for educational institutions in Uyo should integrate AI and data analytics into their business and entrepreneurship curricula.

KEYWORDS: AI powered data driven, Business students and Entrepreneurial development.

INTRODUCTION

The foundation of economic growth is entrepreneurship, which provides opportunities for wealth creation, employment creation, and innovation (Ebenezer & Udom, 2024). It is also important to note that artificial intelligence (AI) and data-driven technologies have transformed numerous sectors, including education. In the dynamic landscape of contemporary entrepreneurship, the infusion of artificial intelligence (AI) has become a pivotal force reshaping traditional business paradigms (Usman, Udo, Etukudoh, Odonkor, Ibeh, & Adegbola, 2024). This paper aims to assess AI-powered data and predict its capabilities in enhancing business student's exposure to entrepreneurial development in Uyo metropolis.

AI integration in business education is becoming more and more necessary for contemporary pedagogical approaches; it is no longer just a trend. Predictive analytics powered by AI may offer customized learning experiences, real-time feedback, and strategic insights—all vital for aspiring business owners. AI is capable of processing and interpreting large, complicated data sets, providing predictive models that aid in the understanding of risk factors, consumer behaviour, and market dynamics by students. In entrepreneurial development, Bassey (2019) mentioned that both the risk of loss and the possibility of gain always exist. This analytical power can significantly enhance students' ability to develop viable business strategies. Uyo Metropolis, as an emerging educational hub, stands to benefit immensely from incorporating AI-driven technologies into its business curriculum.

Moreover, more individualized learning is made possible by AI-driven data analysis. AI may accommodate a variety of learning styles and paces by customizing instructional content to each student's needs, which will enhance overall educational outcomes. Ferguson (2019) stated that personalized learning facilitated by AI can significantly enhance student engagement and retention, which are critical for mastering complex entrepreneurial concepts. AI's predictive capabilities also play a pivotal role in risk management. Aspiring entrepreneurs must navigate a landscape filled with uncertainties and potential pitfalls. By leveraging AI, students can better understand and mitigate these risks. According to Ghasemaghaei (2020), AI-powered risk assessment tools provide students with a clearer picture of potential challenges, enabling them to develop more resilient business plans. This method not only gives students the tools they need to be successful in their commercial ventures, but it also establishes Uyo as a progressive centre for education.

STATEMENT OF PROBLEM

Despite the potential benefits of AI-powered data-driven and predictive capabilities, there is a significant gap in assessing their effectiveness in enhancing business students' exposure to entrepreneurial development in Uyo Metropolis. This research sets out to find out the extent of students' exposure to entrepreneurial development through the use of AI-powered data-driven and predictive capabilities and to determine the effect of these capabilities on students' entrepreneurial exposure. The lack of empirical research on integrating these technologies into educational curricula tailored to Uyo's context poses a challenge. This study aims to address these gaps and identify best practices for their application in Uyo Metropolis.

RESEARCH OBJECTIVES

- To find out the extent of students' exposure to entrepreneurial development through the use of AI powered data-driven and predictive capabilities
- To find out the effect of AI powered data-driven and predictive capability on students' exposure to entrepreneurial development.

RESEARCH QUESTIONS

- What is the extent of students' exposure to entrepreneurial development through the use of AI powered data-driven and predictive capabilities?
- What are the effects of AI powered data-driven and predictive capability on students' exposure to entrepreneurial development?

CONCEPT OF ARTIFICIAL INTELLIGENCE

The field of computer science known as artificial intelligence, or AI, aims to create machine systems that exhibit behaviours associated with human intellect. Artificial intelligence (AI) programmes leverage data gathered from various interactions to enhance their human-like capabilities in areas like learning, planning, perception, problem-solving, and knowledge representation. Anifowose (2021) explained that artificial intelligence (AI) is transforming the way we live, work, and interact. From our personal lifestyles through our social engagements to the way we conduct our private and corporate businesses, AI is altering our methodologies and changing the landscape of end products.

There are many game-changing advantages of artificial intelligence (AI) in education. When AI is included into learning systems, it customises instruction to each student's unique needs, changing both the tempo and the content to maximise understanding and retention. AI also makes it possible to create accessible and interactive learning environments, which encourage student engagement and teamwork and lead to deeper, more meaningful learning. Artificial Intelligence is the term used to describe computing technologies that can replace human intelligence in specific jobs.

Craig (2024) mentioned that artificial intelligence is the simulation of human intelligence processes by machines, especially computer systems. Examples of AI applications include expert systems, natural language processing (NLP), speech recognition, and machine vision. Artificial intelligence (AI) is the theory and development of computer systems capable of performing tasks that historically required human intelligence, such as recognising speech, making decisions, and identifying patterns. Artificial intelligence (AI) refers to computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making decisions, or solving problems. According to Bassey & Owushi (2023), AI has been a subject of fascination and research for decades, and its applications have evolved and expanded over time. Artificial intelligence works by defining human intelligence so that a machine can mimic it and perform simple to complex tasks.

Kanade (2022) defined Artificial intelligence (AI) is the intelligence of a machine or computer that enables it to imitate or mimic human capabilities. Artificial intelligence technology is used for a wide range of applications, including web development, such as automated chat bots for customer service, product recommendations based on a user's

habits, speech recognition, and even building a website from scratch. Essentially, the purpose of AI is to improve the systems we already use by automating tasks to make them more efficient.

CONCEPT OF AI POWERED DATA-DRIVEN

The term "AI-powered" describes the application of AI technologies to enhance or support tasks that normally call for human intelligence. Computer vision, robotics, natural language processing (NLP), machine learning (ML), and expert systems are examples of AI-powered systems. Additionally, being data-driven refers to the process or act of utilising vast amounts of data to derive significant insights, and basing decisions and strategy formulation on data analysis and interpretation. The process of creating AI models that rely on vast amounts of data to generate judgements, forecasts, or recommendations is known as AI-powered data. According to Loon (2023), artificial intelligence (AI), machine learning (ML), and data and analytics drive transformative opportunities for organisations as they explore more profound insights and new data possibilities.

Furthermore, AI-powered data-driven systems consist of data collection, data processing, data analysis, machine learning, NLP, computer vision, and data visualization. AI procedures, especially those in machine learning and deep learning, process large data sets by learning from the data, identifying hidden patterns, and predicting future trends. These procedures can handle unstructured data (text and images) and structured data (numbers and statistics). Shashi (2024) postulated that AI-driven data analysis is the use of artificial intelligence (AI), particularly machine learning algorithms, to analyse and interpret complex data. However, AI-driven data analysis is rooted in several key technologies. AI-powered data-driven applications open the door for big data processing and for AI-powered innovations based on created data, as this has found applications in different industry sectors, such as education, medical applications, and e-government services.

Additionally, by uncovering hidden opportunities and insights from the data, AI-powered data drives play a critical role in advancing new business models and strategies. They also improve customer experiences by tailoring products and services to individual preferences through AI-driven insights, managing massive volumes of data and intricate calculations that are beyond the capabilities of humans, facilitating growth and expansion, automating routine tasks to reduce the need for human intervention, boost productivity, and reduce human error in data analysis and decision-making, resulting in more dependable products and services. Moreover, Aldoseri, Khalifa, and Hamouda (2024) mentioned that AI-powered data is a powerful force that fuels innovation, creativity, efficiency, and competitiveness across sectors. AI-powered data-driven systems represent a powerful fusion of AI and data analytics.

CONCEPT OF ENTREPRENEURIAL DEVELOPMENT

Entrepreneurship is the dynamic process of developing something new with value by devoting the required time and effort, taking up financial risks, and relishing the monetary rewards associated with it. Entrepreneurial abilities have become an essential driver of economic growth and development, contributing significantly to the stability and expansion of nations across the globe (Ebenezer & Lion, 2024). On the other hand, entrepreneurial development is the means of enhancing the knowledge and

skills of entrepreneurs through several classroom coaching programmes and training. Branson (2023) defined entrepreneurial development as a process of enhancing the skill set and knowledge of entrepreneurs regarding the development, management, and organization of a business venture while keeping in mind the risks associated with it. Entrepreneurial development is a strategic process that incorporates various tools that concentrate on the skill development of an individual in an array of ways.

The entrepreneurial development process helps new firms or ventures get better at achieving their goals and improves business and the nation's economy. Entrepreneurial development is basically the process of improving the skill set as well as the knowledge of the entrepreneurs. This can be done through various methods, such as classroom sessions or training programmers specially designed to increase entrepreneurial acumen. Entrepreneurial development is the process of enhancing the capacity to develop, manage, and organize a business venture while keeping in mind the risks associated with it (Kumar, 2022).

The process of improving an entrepreneur's knowledge and abilities through various classroom coaching courses and training is known as "entrepreneurship development." Increasing and strengthening the number of entrepreneurs is the primary goal of the development process. The goal of the entrepreneurship development process is to assist business owners in developing their abilities through coaching and training sessions.

EFFECTS OF AI POWERED DATA-DRIVEN ON BUSINESS STUDENT'S EXPOSURE TO ENTREPRENEURIAL DEVELOPMENT

The adoption of AI technology in organisations has also led to the shaping of business contexts, which are factors that influence the performance of the business (Soni 2019, cited in Choithani, Chowdhury, Patel, & Shah, 2024). Entrepreneurship represents an essential component of the economic development of a country and plays a major role as a driver of innovation and job creation (Vodă and Florea, 2019; cited in Amal, Boustaniand Nada, 2023). Nonetheless, the impact of data-driven, AI-powered methods on business students' exposure to entrepreneurial development can be significant and game-changing. The following are some of the ways that data-driven learning powered by AI affects business students' exposure to entrepreneurial development:

- **Creates Improved Learning Opportunities:**

AI-powered data analytics platforms provide students with hands-on experience in analyzing large datasets and deriving insights using refined procedures. However, students can apply AI practices to simulate business situations, predict market trends, and optimize business strategies, reflecting real-world entrepreneurial challenges.

- **Promotes innovation and creativity:**

Exposure to AI technologies inspires students to think innovatively about participating in data-driven insights into entrepreneurial ventures. AI also enables rapid prototyping and testing of business ideas, reducing the time and costs associated with traditional methods.

- **Aids in improving decision-making skills:**

Students learn to base decisions on data rather than intuition, enhancing their ability to evaluate risks and opportunities in entrepreneurial ventures. It also enables analytical modelling, helping students participating in market trends and customer preferences make informed, planned decisions.

- **Facilitating collaboration and networking:**

AI-powered data-driven projects often require collaboration between business students, data scientists, and engineers, which facilitates interdisciplinary teamwork skills. But engaging with AI technologies exposes students to industry specialists and potential tutors who can provide guidance and networking opportunities.

- **Addressing business challenges:**

AI-driven analytics provide deeper insights into customer behaviour and preferences, enabling students to address products and services more effectively. AI also automates routine tasks such as data entry and analysis, allowing students to focus on more strategic aspects of entrepreneurial development.

- **Ethical consideration and responsible innovation:**

Students learn about ethical considerations related to AI, including data privacy, bias mitigation, and transparency, preparing them to responsibly install AI technologies in entrepreneurial settings. AI can also improve resource allocation and operational effectiveness, promoting sustainable practices within entrepreneurial ventures.

- **Aids in preparing for future careers:**

Proficiency in AI and data-driven tactics enhances students' competitiveness in the career market, as these skills are progressively valued across industries. Exposure to AI inspires a proactive and innovative mindset, organizing students to recognize and capitalize on entrepreneurial opportunities in various areas.

PREDICTIVE CAPABILITIES OF AI POWERED DATA DRIVEN AND ITS EFFECT ON BUSINESS STUDENT EXPOSURE ON ENTREPRENEURIAL DEVELOPMENT

Business education, in particular entrepreneurial growth, is being revolutionised by the predictive powers of AI-powered, data-driven platforms. These technologies, which use enormous volumes of data, are able to recognize trends, forecast results, and offer business students insightful information. Bassey & Umoh (2023) noted that the critical need everywhere in the world is for education to prepare students to lead successful, fulfilling lives. This is why the integration of AI in business education not only enhances learning but also prepares students for the dynamic entrepreneurial landscape by equipping them with advanced analytical skills and a deep understanding of market trends.

The potential of AI to predict consumer behaviour and market trends has a major impact on entrepreneurial education. By using historical data analysis and predictive algorithms, artificial intelligence empowers students to make well-informed judgments. Brynjolfsson & McAfee (2017) emphasis that AI's predictive analytics can

significantly enhance decision-making processes in entrepreneurship by providing accurate market forecasts and consumer insights, thereby reducing uncertainty and risk. Moreover, AI-powered systems enable personalized learning experiences for business students. Through data analysis, AI can tailor educational content to individual learning styles and needs. This personalization enhances students' understanding and retention of entrepreneurial concepts. According to Baker (2018), personalised learning through AI has been shown to improve student engagement and academic performance, which is crucial for developing entrepreneurial skills.

The use of AI in business education also extends to real-time data analysis and feedback. AI tools can provide instant feedback on business plans, financial models, and marketing strategies, helping students refine their ideas and approaches. Davenport & Kirby (2016) highlight that real-time feedback from AI systems fosters a practical learning environment where students can continuously improve their entrepreneurial skills based on data-driven insights. Furthermore, AI's predictive capabilities facilitate the identification of new business opportunities. By analysing market data, AI can uncover emerging trends and gaps in the market that students can exploit. This ability to predict and capitalise on new opportunities is essential for entrepreneurial success. Huang and Rust (2018) noted that AI-driven market analysis helps entrepreneurs identify and seize new opportunities faster than traditional methods.

AI also plays a crucial role in risk management for aspiring entrepreneurs. Predictive analytics can help assess potential risks and provide strategies to mitigate them. This aspect of AI is particularly beneficial for students as they learn to navigate the uncertainties of starting and running a business. Agrawal, Gans, and Goldfarb (2019) mentioned that AI's risk assessment capabilities enhance entrepreneurial decision-making by providing a clearer understanding of potential challenges and their impact. The integration of AI in entrepreneurial education also encourages innovation and creativity. By providing students with advanced tools for data analysis and prediction, AI stimulates innovative thinking and problem-solving skills. Wilson and Daugherty (2018) indicate that exposure to AI technology in education fosters a mindset of innovation and creativity among students, which is essential for entrepreneurial success.

METHODOLOGY

An ex post facto design was adopted for this study. The study was carried out in AkwaIbom State. The targeted population for the study comprised all business students in tertiary institutions in Uyo Metropolis. A stratified random sampling technique was used to select 60 business students from the University of Uyo, 15 each from Uyo City Polytechnic and Heritage Polytechnic, which gave a total of 90 respondents used for the study. The instrument used for data collection was a structured questionnaire titled “AI Powered data-driven and Predictive Capabilities on Business Students Entrepreneurial Development Questionnaire (AIPDPCBSEQ)”. Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.91, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such percentage analysis to answer research questions.

Research Questions 1: What is the extent of students' exposure to entrepreneurial development through the use of AI powered data-driven and predictive capabilities? To answer the research question, percentage analysis was performed on the data, (see table 1).

Table 1:
Percentage Analysis of the extent of students' exposure to entrepreneurial development through the use of AI powered data-driven and predictive capabilities

EXTENT	FREQUENCY	PERCENTAGE (%)
Very High Extent	37	41.11**
High Extent	31	34.44
Low Extent	17	18.89
Very Low	5	5.56*
TOTAL	**90**	**100%**

** The highest percentage frequency
* The least percentage frequency
SOURCE: Field Survey

The above table 1 presents the percentage analysis of the extent of students' exposure to entrepreneurial development through the use of AI powered data-driven and predictive capabilities. From the result of the data analysis it was observed that the highest respondents 37(41.11%) rated the extent to be "very high", while the least respondents5(5.56%) rated the extent to be "very low". The result therefore is in agreement with the opinion of many scholars including Choithani, Chowdhury, Patel, & Shah(2024) who stated that proficiency in AI and data-driven tactics enhances students' competitiveness in the career market, as these skills are progressively valued across industries.

Research Question 2: What are the effects of AI powered data-driven and predictive capability on students' exposure to entrepreneurial development? To answer the research question, percentage analysis was performed on the data, (see table 2).

Table 2:
Percentage Analysis of the effects of AI powered data-driven and predictive capability on students' exposure to entrepreneurial development

EFFECTS	FREQUENCY	PERCENTAGE (%)
Creates Improved Learning Opportunities	31	34.44**
Promotes innovation and creativity	14	15.56
Aids in improving decision making skills	18	20
Facilitating collaboration and networking	9	10
Addressing business challenges	11	12.22
Ethical consideration and Responsible innovation 2	2.22*	
Aids in preparing for future careers	5	5.56
TOTAL	**90**	**100%**

** The highest percentage frequency
* The least percentage frequency
SOURCE: Field Survey

The above table 2 presents the percentage analysis of the effect of AI powered data-driven and predictive capability on students' exposure to entrepreneurial development. From the result of the data analysis, it was observed that the effect tagged "Creates Improved Learning Opportunities"31(34.44%) was rated as the most prominent effect of AI powered data-driven and predictive capability on students' exposure to entrepreneurial development, while "Ethical consideration and Responsible innovation"2(2.22%) was rated the least. The result therefore is in agreement with the opinion of Vodă and Florea, (2019) cited in Amal, Boustaniand, and Nada (2023) who mentioned that AI-powered data analytics platforms provide students with hands-on experience in analysing large datasets and deriving insights using refined procedures.

CONCLUSION

The implementation of AI-powered, data-driven, and predictive capabilities in the business education of Uyo Metropolis represents a significant advancement in entrepreneurial training. The study also concluded that the extent of students' exposure to entrepreneurial development through the use of AI powered data-driven and predictive capabilities was very high, it furthered revealed that the most prominent effects of AI powered data-driven and predictive capability on students' exposure to entrepreneurial development is that it" creates an improved learning opportunities" among others. By leveraging AI's analytical power, personalised learning, risk management, and innovation stimulation, educational institutions can provide a comprehensive and forward-thinking entrepreneurial education.

RECOMMENDATION

- Educational institutions in Uyo should integrate AI and data analytics into their business and entrepreneurship curricula. This integration should include courses on AI fundamentals, machine learning, data analysis, and their applications in business.
- Institutions should invest in the necessary AI infrastructure, including software, hardware, and data resources. Access to cutting-edge AI tools and technologies is crucial for providing students with hands-on experience.
- Educators need to be well-versed in AI and data analytics to effectively teach these subjects. Professional development programmes should be established to train faculty members in AI technologies and their applications in business.
- Promote interdisciplinary learning by encouraging collaboration between business students and those studying computer science, engineering, and data science.

References

Agrawal, A., Gans, J., & Goldfarb, A. (2019). The Simple Economics of Artificial Intelligence. *Journal of Business Venturing,* 34(2), 105-123.

Aldoseri A, Al-Khalifa KN, Hamouda AM. AI-Powered Innovation in Digital Transformation: Key Pillars and Industry Impact. Sustainability. 2024; 16(5):1790. https://doi.org/10.3390/su16051790

Amal D., Boustani M. & Nada (2023) Digital explosion and entrepreneurship education: Impact on promoting entrepreneurial intention for business students. *Journal of Risk and Financial Management.* ISSN 1911-8074, MDPI, Basel, 16(1): 1-21, https://doi.org/10.3390/jrfm16010027

Anifowose F. (2021) The Basic Elements of Artificial Intelligence. Available at: https://jpt.spe.org/twa/the-basic-elements-of-artificial-intelligence-and-recipe-for-a-successful-career-kick-start?psafe_param=1&gad_source=1&gclid=EAIaIQobChMIh9KM5_KehwMVCahoCR2mSQF-EAAYAyAAEgL7cPD_BwE

Baker, R. S., Lindrum, D., Lindrum, M. J., & Perkowski, M. (2018). Analyzing Early At-Risk Factors in Higher Education e-Learning Courses Using Predictive Analytics. *Journal of Educational Data Mining,* 10(3), 1-25.

Bassey, M. M & Owushi, E. (2023). Adoption of Artificial Intelligence in Library and Information Science in the 21st Century: Assessing the Perceived Impacts and Challenges by Librarians in Akwa Ibom and Rivers States. *International journal of current innovations in education*. 6(1): 75-85.

Bassey, M. M. & Umoh, M. S. (2023). Libraries: transforming the educational process through total quality management(TQM) in Akwa Ibom State. *Information Horizons: American journal of library and information science innovation.*1(5) 14-25.

Bassey, M. M. (2019). *Issues and challenges of entrepreneurship education in library profession*. West and Solomon publishing. Anambra state.

Branson R. (2023) Entrepreneurship Development. Available at: https://leverageedu.com/blog/entrepreneurship-development/

Brynjolfsson, E., & McAfee, A. (2017). The Business of Artificial Intelligence: What It Can—and Cannot—Do for Your Organization. Harvard Business Review.

Choithani, T., Chowdhury, A., Patel, S., Patel, P., Patel, D., & Shah, M. (2024). A comprehensive study of artificial intelligence and cybersecurity on bitcoin, crypto currency and banking system. *Annals of Data Science,* 11(1), 103-135.

Craig L. (2024) what is artificial intelligence (AI). Everything you need to know. Available at: https://www.techtarget.com/searchenterpriseai/feature/AI-use-cases-in-banking-create-opportunities-improve-systems

Davenport, T. H., & Kirby, J. (2016). Only Humans Need Apply: Winners and Losers in the Age of Smart Machines. Harper Business.

Ebenezer, A. E. & Lion, J. C. (2024). Entrepreneurial skills: a panacea for economic development of Nigeria in the 21st century. *Shared Seasoned International Journal of Topical Issues*. 10(1): 17-26.

Ebenezer, A. E. & Udom, B. (2024). Assessment of economic hardship as a predictor of entrepreneurs quit from business in Akwa Ibom state, Akwa Ibom state. *Universal academic journal of education, science and technology.* 6(1): 73-83.

Ferguson, R., Macfadyen, L., Clow, D., Essa, A., Dawson, S., Alexander, S., & Buckingham Shum, S. (2019). Setting Learning Analytics in Context: Overcoming the Barriers to Large-Scale Adoption. *Journal of Learning Analytics*, 6(3), 1-10.

Ghasemaghaei, M., Ebrahimi, S., & Hassanein, K. (2020). Data Analytics Competency for Improving Firm Decision Making Performance. *Journal of Strategic Information Systems,* 29(1), 101-112.

Huang, M. H., & Rust, R. T. (2018). Artificial Intelligence in Service. *Journal of Service Research,* 21(2), 155-172.

Kanade V. (2022) What Is Artificial Intelligence (AI). Definition, Types, Goals, Challenges, and Trends in 2022. Available at: https://www.spiceworks.com/tech/artificial-intelligence/articles/what-is-ai/

Kumar A. (2022) Entrepreneurship Development Basic Concept. Available at: https://www.slideshare.net/slideshow/entrepreneurship-development-basic-concept/250979094

Loon V. R. (2023) Data driven to AI driven available at:https://www.linkedin.com/pulse/data-driven-ai-ronald-van-loon/

Shashi A. (2024) AI-driven data analysis available at:https://medium.com/@ashutoshshashi/ai-driven-data-analysis-0b7c52362fcc

Taxmann (2024) Entrepreneurship – Concept, Functions, Need and Its relevance in Indian Society. Available at: https://www.taxmann.com/post/blog/entrepreneurship-concept-functions-need-and-its-relevance-in-indian-society

Usman, O. F, udo, N. L, Etukudoh,E.A, Odonkor.B, ibeh,C. V. & Adegbola A. (2024). A Critical Review of Ai-Driven Strategies for Entrepreneurial Success. *International Journal of Management & Entrepreneurship Research.* 6(1): 200-215.

Wilson, H. J., & Daugherty, P. R. (2018). Collaborative Intelligence: Humans and AI Are Joining Forces. Harvard Business Review.