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ARTIFICIAL INTELLIGENCE IN BUSINESS DECISION-MAKING: EDUCATING FUTURE LEADERS WITH A DUAL LENS OF ECONOMICS AND BUSINESS IN SECONDARY SCHOOLS IN AWKA NORTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE

Juliana Nkechi Odoh
nj.odoh@unizik.edu.ng jullyodoh@gmail.com.
Educational Management and Policy. Faculty of Education.
Nnamdi Azikiwe University Awka.

ABSTRACT

Artificial Intelligence (AI) is revolutionizing business decision-making, offering innovative solutions and efficiencies that are reshaping industries worldwide. As organizations seek to leverage AI for competitive advantage, the need for a workforce equipped with the necessary skills and knowledge becomes critically important. This study focuses on the integration of AI into business education in secondary schools within Awka North Local Government Area of Anambra State, Nigeria. By educating future leaders through a dual lens of economics and business, students can develop essential competencies to navigate a rapidly evolving economic landscape. This research examines the current curriculum and teaching practices related to business education, assessing their effectiveness in incorporating AI concepts. It identifies gaps in resources, teacher training, and student engagement while emphasizing the importance of ethical considerations in AI usage. Additionally, the study explores collaborative learning opportunities that can enhance practical understanding of AI in business contexts. By proposing a comprehensive curriculum framework that integrates AI alongside traditional business principles, the study aims to equip students with the skills necessary for responsible and informed leadership. Ultimately, this research seeks to contribute to the preparation of a new generation of leaders capable of driving innovation and ethical practices in a technology-driven business world.

Keywords: Artificial Intelligence, Business, Economics and Future Leaders

Introduction

The rise of Artificial Intelligence (AI) has dramatically transformed various sectors, including business, healthcare, agriculture, and education. In the business realm, AI technologies are reshaping decision-making processes, enabling companies to analyze vast amounts of data efficiently and derive insights that enhance operational efficiency and competitive advantage (Brynjolfsson & McAfee, 2014). For students in secondary schools, particularly in regions like Awka North Local Government Area of Anambra State, understanding the dual impacts of economics and business through the lens of AI is crucial for preparing them to be future leaders in an increasingly complex and automated world. This background paper explores the importance of integrating AI, economics, and business education in secondary schools to nurture well-rounded decision-makers.

The Role of AI in Business

Artificial Intelligence encompasses a range of technologies built to perform tasks typically requiring human intelligence, such as learning, reasoning, and problem-solving (Russell & Norvig, 2015). Businesses are leveraging AI to improve various functions, including marketing, operations, finance, and human resources. For instance, AI algorithms are utilized for predictive analytics, helping businesses forecast consumer trends and preferences, while machine learning models streamline supply chain management by predicting demand and optimizing logistics (Davenport, 2018).

As AI continues to evolve, its integration into business processes fosters new decision-making paradigms. Traditional business practices that relied heavily on historical data and intuition are now complemented—or even replaced—by data-driven strategies that enhance accuracy and efficiency (Chui et al., 2018). This paradigm shift necessitates a comprehensive understanding of how AI affects economic principles and business operations, highlighting the importance of educating future leaders on these topics.

As businesses navigate an increasingly complex and data-driven landscape, the integration of Artificial Intelligence (AI) into business education is becoming pivotal. AI's ability to analyze data, forecast trends, and automate processes offers significant advantages that are essential for preparing future business leaders. This paper discusses the role of AI in business education by examining its impact on curriculum development, skills training, pedagogical approaches, and the ethical considerations that arise from its application.

The incorporation of AI into business education necessitates a reevaluation of curriculum frameworks. Traditional business curricula often focus on foundational theories and practices; however, the rapid evolution of AI technologies requires an updated approach that balances theoretical knowledge with practical applications (Davenport, 2018). Schools must integrate AI concepts across subjects such as marketing, finance, operations, and entrepreneurship.

For instance, students can learn about AI-driven data analytics in marketing courses, understanding how businesses leverage AI tools to segment audiences and personalize recommendations (Choudhury et al., 2019). Furthermore, finance courses can emphasize AI's role in risk assessment and investment strategies, illustrating how algorithms can enhance decision-making processes (Kumar & Singh, 2018). By aligning course content with the demands of the modern business environment, educational institutions can equip students with the relevant skills needed to thrive in the workforce.

AI is transforming the skills required in the business world. As companies increasingly adopt AI technologies, there is a growing need for professionals who possess both technical proficiency and business acumen (World Economic Forum, 2016). Business education must therefore emphasize interdisciplinary learning that combines AI literacy with critical thinking, problem-solving, and ethical reasoning.

Students should be trained in data analysis and interpretation, enabling them to make informed decisions based on AI-generated

insights. Additionally, developing proficiency in AI-related tools, such as machine learning platforms and predictive analytics software, is essential (Brynjolfsson & McAfee, 2014). Educators can implement project-based learning, where students engage in real-world scenarios and case studies, allowing them to apply AI concepts in tangible business situations. This experiential learning approach not only fosters technical skills but also enhances students' ability to work collaboratively and communicate effectively in multidisciplinary teams.

The integration of AI in business education also calls for innovative pedagogical strategies. Traditional lecture-based teaching methods may not effectively engage students in understanding complex AI concepts. To address this, educators are increasingly adopting active learning techniques, such as flipped classrooms, simulations, and gamification. For example, simulations that replicate business environments allow students to experiment with AI tools and analyze outcomes in real-time (Ernst & Young, 2018). Gamification can also be employed to create engaging learning experiences, where students earn rewards for completing tasks related to AI applications in business scenarios. These pedagogical innovations not only enhance student engagement but also promote a deeper understanding of AI's role in shaping business strategies.

As AI technologies continue to advance, ethical considerations play a central role in business education. Educators must instill a strong ethical framework in students, emphasizing the importance of responsible AI usage in business practices. Topics such as bias in AI algorithms, data privacy, and the societal impact of automation should be integrated into the curriculum (Binns, 2018).

By addressing these ethical dilemmas, future business leaders can develop a conscientious approach to AI and its implications for society. Discussions about the ethical challenges posed by AI can foster critical thinking and encourage students to consider the broader consequences of their decisions in the business context.

The role of AI in business education is transformative, influencing curriculum development, skills training, pedagogical approaches, and ethical considerations. As the business landscape evolves, educational institutions must adapt their programs to prepare students for the challenges and opportunities that AI presents. By fostering a comprehensive understanding of AI's applications in business, schools can cultivate a new generation of leaders who are equipped to navigate the complexities of the digital economy responsibly and effectively.

The Intersection of Economics and Business Education

Economics, as a discipline, provides the foundational knowledge required to understand resource allocation, market dynamics, and the broader implications of decision-making (Mankiw, 2021). Business education, on the other hand, focuses on the practical skills necessary for effective management and entrepreneurship (Garrison et al., 2018). Integrating these two fields offers students a holistic view of the economic factors that influence business operations, particularly in the context of AI.

Within the secondary school curriculum, there is an opportunity to embed AI concepts within economics and business subjects. For instance, lessons on market structures can incorporate discussions on how AI-driven firms are changing competitive landscapes and consumer choices. Similarly, case studies on successful businesses utilizing AI can illustrate theoretical economic models in a practical context (Baldwin, 2019). This interdisciplinary approach not only enriches students' learning experiences but also prepares them to navigate the complexities of modern economic systems influenced by technological advancements.

Importance of Educating Future Leaders in AI, Economics, and Business

An educational framework that emphasizes AI within the context of economics and business is critical for several reasons:

Enhanced Decision-Making Skills: By understanding how AI can be employed to analyze data and inform decisions, students will be better equipped to make informed choices in their future careers. This understanding, fosters critical thinking, enabling students to evaluate the potential impacts of their decisions on the economy, society, and the environment.

Economic Competitiveness: For regions like Awka North, fostering a generation of students with strong AI, economics, and business acumen can enhance local and national competitiveness. As businesses increasingly seek employees who can navigate AI technologies, equipping students with these skills positions them for success in the labor market (World Economic Forum, 2020).

Adaptability to Change: The rapid pace of technological advancement necessitates a workforce that can adapt to new tools and processes. Educating students about AI's role in business decision-making prepares them for a future where continual learning and adaptability will be essential (Susskind & Susskind, 2015).

Promoting Entrepreneurship: Understanding AI's capabilities opens opportunities for students interested in entrepreneurship. By grasping how AI can optimize business processes, students can develop innovative solutions and business models that address market needs (Friedman, 2018).

Ethical Considerations: Integrating discussions about the ethical implications of AI in business decisions fosters a sense of responsibility among future leaders. Students can explore the societal impacts of AI deployments, such as issues related to job displacement, privacy, and equity, encouraging them to think critically about their roles in shaping ethical business practices (Binns, 2018).

Challenges in Implementing AI Education

Despite the clear benefits of integrating AI, economics, and business education in secondary schools, several challenges may hinder successful implementation. These include:

Limited Resources: Many schools in Awka North may lack the necessary technological infrastructure and resources to effectively teach AI concepts. Ensuring access to computers and internet connectivity is essential for a practical AI curriculum.

Teacher Training: Effective instruction in AI requires educators who are adequately

trained in the subject. Professional development initiatives focused on AI and its applications in economics and business will be critical to equip teachers with the necessary tools (Gonzalez et al., 2018).

Curriculum Development: Designing a curriculum that seamlessly integrates AI with economics and business education poses another challenge. Stakeholders must collaboratively develop standards and resources that reflect current trends in AI and its applications in the business world.
The integration of Artificial Intelligence into business decision-making offers a transformative opportunity for secondary education in Awka North Local Government Area of Anambra State. By educating future leaders through a dual lens of economics and business, students can develop the essential skills, knowledge, and ethical frameworks required to thrive in a rapidly evolving economic landscape. Addressing the challenges associated with this integration will be critical to harnessing the potential of AI in shaping the next generation of business leaders.

Problem Statement

The integration of Artificial Intelligence (AI) into business decision-making presents a transformative opportunity for secondary education in Awka North Local Government Area of Anambra State. However, despite the increasing relevance of AI technologies in modern business practices, there is a notable gap in the current educational framework that limits students' exposure to AI concepts, particularly within the contexts of economics and business education.

Secondary schools in Awka North often lack the necessary resources, infrastructure, and trained educators to effectively incorporate AI into their curricula. This deficiency results in a missed opportunity for students to develop essential skills and knowledge that are crucial for navigating a rapidly evolving economic landscape. Furthermore, the absence of an integrated curriculum that blends AI with economic principles hinders students' ability to think critically about the ethical implications and societal impacts of AI in business.

Without a comprehensive educational approach that addresses these challenges, students may graduate without the competencies required to excel as future business leaders, thereby limiting their potential contributions to the local economy and society at large. Consequently, there is an urgent need to design and implement a robust educational framework that harnesses the potential of AI, equips students with essential skills, and fosters ethical decision-making in business contexts. This study underscores the urgency of developing a dual-focused educational model that prepares students in Awka North not only to understand AI technologies but also to apply them wisely within the realms of economics and business.

Purpose of the Study

The purpose of this study is to examine the integration of Artificial Intelligence (AI) into business decision-making within the context of secondary education in Awka North Local Government Area of Anambra State. Specifically, the study aims to achieve the following objectives:

1. To evaluate the existing curriculum and teaching practices related to

business education in secondary schools, identifying gaps in the integration of AI concepts and technologies.

2. To determine the specific skills, knowledge, and competencies that students require to effectively understand and apply AI in business contexts, as well as the economic principles that underpin these applications.

Significance of the Study

This study on the integration of Artificial Intelligence (AI) into business decision-making within the context of secondary education in Awka North Local Government Area of Anambra State has several key beneficiaries. These beneficiaries will derive significant benefits from the findings and recommendations outlined in the study:

Students: The primary beneficiaries of this study are the secondary school students in Awka North. By integrating AI concepts into their education, students will gain essential skills and knowledge that prepare them for future careers in a technology-driven economy. This enhanced educational framework will empower them to be more competitive in the job market and better equipped for leadership roles.

Educators: Teachers and educators will benefit through access to improved teaching resources, training, and methodologies that incorporate AI and its applications in business. The study will highlight the importance of professional development and may lead to enhanced training programs that equip educators with the skills necessary to teach AI concepts effectively.

School Administrators: School leaders and administrators will gain insights into the importance of updating and aligning the curriculum to meet the evolving needs of students and the job market. The findings can inform strategic planning and decision-making regarding curriculum development, resource allocation, and the integration of technology in education.

Parents and Guardians: Parents of students will benefit indirectly from the study as it aims to enhance the quality of education their children receive. An education that includes AI and business ethics will better prepare students for higher education or the workforce, leading to improved career prospects and economic stability for families.

Policy Makers and Educational Authorities: Local government officials, educational policy makers, and authorities in Anambra State will benefit from the study's recommendations, enabling them to formulate policies and strategies that support the incorporation of AI into the educational curriculum. This can contribute to broader educational reform efforts aimed at enhancing the quality of secondary education.

Local Businesses and Industries: Businesses in Awka North and the greater Anambra State will benefit from a more skilled workforce that possesses a solid understanding of AI and its application in business decision-making. This could lead to improved innovation, productivity, and competitiveness in the local economy, as graduates bring their knowledge and skills to the workforce.

Community: The broader community will benefit from the study as it promotes economic development and responsible business practices. Educating future leaders with a strong ethical framework and a deep understanding of AI will contribute to a more informed citizenry capable of addressing the challenges and opportunities presented by technological advancements.

Researchers and Academics: Scholars and researchers in the fields of education, business, and technology will benefit from the study's findings, which contribute to the existing body of literature on AI in education. The insights derived from this research can serve as a foundation for further studies and exploration of related topics.

Scope of the Study

The study is geographically confined to secondary schools within Awka North Local Government Area of Anambra State, Nigeria. This delineation allows for an in-depth analysis of the local educational environment and its specific challenges and opportunities related to AI integration.

Research Questions

1. To what extent does the existing curriculum and teaching practices relate to business education in secondary schools in Awka North Local Government Area of Anambra State?
2. What are the specific skills, knowledge, and competencies that students require to effectively understand and apply AI in business contexts, as well as the economic principles that underpin these applications?

Research Method

Descriptive survey design was adopted for the study. This study was carried out in Secondary Schools in Awka North local government area of Anambra State. The entire population was all business education and economics teachers in Secondary schools in Awka North of Anambra State. The study randomly selected 50 Business Education and 50 Economics teachers in Awka North making it 100 sample for this study. The instrument for data collection was structured questionnaire. The instrument was validated by two experts from the Departments of Business Education and department of economics education, all from Enugu State University of Science The reliability of the instrument data collected from the respondents were analyzed using Cronbach Alpha co-efficient to determine the internal consistency of the instrument. The reliability coefficient of the instrument yielded the following reliability coefficients; cluster A had 0.87, cluster B had 0.85. Two research assistants were briefed on what to do by the researcher for data collection. Mean and standard deviation will be used to analyze data to answer the research questions and determine the closeness of the respondents' mean.

Research Question 1: To what extent does the existing curriculum and teaching practices relate to business education in secondary schools in Awka North Local Government Area of Anambra State?

Table 1: Mean ratings and standard deviation of male and female business educators on the extent does the existing curriculum and teaching practices related to business education in secondary schools in Awka North Local Government Area of Anambra State?

S/N	ways business firms can funding of Business Education programme includes;	Male N= 37		Female N=63		Overall		Decision
		$\overline{X}_1$	SD_1	$\overline{X}_2$	SD_2	$\overline{X}_G$	SD_G	
1	Development of educational infrastructure for the programme	3.07	0.27	3.16	0.37	3.13	0.34	Agree
2	Provision of educational equipment to the department	3.15	0.36	3.16	0.66	3.16	0.58	Agree
3	the current business education curriculum incorporates contemporary topics, such as Artificial Intelligence and its applications in business decision-making	3.11	0.32	3.33	0.47	3.26	0.44	Agree
4	the learning outcomes specified in the business education curriculum align with the skills and competencies demanded by today's job market	3.22	0.42	3.24	0.54	3.23	0.50	Agree
5	the learning outcomes specified in the business education curriculum align with the skills and competencies demanded by today's job market	3.56	0.51	3.65	0.48	3.62	0.49	Strongly Agree
6	The resources incorporate technology and AI components in teaching and learning	3.04	0.19	3.20	0.47	3.15	0.42	Agree
7	students perceive the relevance and applicability of the current business education curriculum in relation to their future career aspirations, especially concerning technology and AI	2.93	0.55	3.27	0.53	3.16	0.55	Agree
8	Encouraging industrial training programme	3.19	0.68	3.42	0.53	3.34	0.59	Agree
	Cluster Mean/SD	**3.16**	**0.41**	**3.30**	**0.51**	**3.26**	**0.49**	**Agree**

X= Mean; SD = Standard Deviation

The analysis of data presented in Table 1 above shows that overall mean rating of item 5 is 3.62 indicating strongly agree. The remaining seven items mean ratings ranging from 3.13 to 3.34 showing agree. This means that the respondents view the items as the the existing curriculum and teaching practices are related to business education in secondary schools in Awka North Local Government Area of Anambra State. The overall cluster mean of 3.26 further indicates that the items are the ways AI support the Business Education and Economics programme in secondary schools for skill acquisition in the digital age. The low standard deviation of 0.49 indicates that the respondents have similar opinion to the items.

Hypothesis 1: There is no significant difference between the mean responses of male and female Business Educators and economics education on how AI support their corporate social responsibility can for skill acquisition in the digital age.

Table 2: Summary of t-test analysis of mean responses of male and female Business Educators and Economics on the extent the existing curriculum and teaching practices related to business education in secondary schools in Awka North Local Government Area of Anambra State

Variables	N	T	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	37	1.340	80	.0100	-1.17710	.50311	NS
Female	63						

The result of t-test analysis in Table 2 shows that the t-value at 0.05 level of significant and 80 degree of freedom for the eight items is 1.340 with a significant value of 0.082. Since the significant value of 0.082 is more than the 0.05 level of significant the null hypothesis is not significant. This means that there is no significant difference regarding the items on the mean responses of male and female Business Educators and Economics teachers on the extent does the existing curriculum and teaching practices related to business education in secondary schools in Awka North Local Government Area of Anambra State

Research Question 2: What are the specific skills, knowledge, and competencies that students require to effectively understand and apply AI in business contexts, as well as the economic principles that underpin these applications.

Table 3: Mean ratings and standard deviation of male and female business educators and Economics on the specific skills, knowledge, and competencies that students require to effectively understand and apply AI in business contexts, as well as the economic principles that underpin these applications.

S/N	Specific skills, knowledge, and competencies that students require to effectively understand and apply AI in business contexts, as well as the economic principles that underpin these applications.	Male N= 37 $\overline{X_1}$	SD_1	Female N=63 $\overline{X_2}$	SD_2	Overall $\overline{X_G}$	SD_G	Decision
9	Teaching with smart phones	3.15	0.36	2.91	0.67	2.99	0.60	Agree
10	Using computers and laptops to teach	3.30	0.47	3.33	0.47	3.32	0.47	Agree
11	Provision of infrastructure facilities	3.33	0.48	3.25	0.44	3.28	0.45	Agree
12	Sponsoring innovative programme of the department	3.30	0.47	3.44	0.54	3.39	0.52	Agree
13	Online classes are encouraged	3.22	0.42	3.45	0.53	3.38	0.51	Agree
14	Provision of buildings, workshop machines and equipment	3.26	0.45	3.25	0.44	3.26	0.44	Agree
	Cluster Mean/SD	**3.26**	**0.44**	**3.27**	**0.52**	**3.27**	**0.50**	**Agree**

X= Mean; SD = Standard Deviation

The analysis of data presented in Table 1 above shows that overall mean ratings ranging from 2.99 to 3.39 showing agree. This means that the respondents view the items as the the specific skills, knowledge, and competencies that students require to effectively understand and apply AI in business contexts, as well as the economic principles that underpin these applications. The overall cluster mean of 3.27 further indicates that the items the specific skills, knowledge, and competencies that students require to effectively understand and apply AI in business contexts, as well as the

economic principles that underpin these applications. The low standard deviation of 0.50 shows that the respondent's opinions do not differ remarkably to the itemized.

Summary

This study, titled "Artificial Intelligence in Business Decision-Making: Educating Future Leaders with a Dual Lens of Economics and Business in Secondary Schools in Awka North Local Government Area of Anambra State," investigates the critical role of integrating Artificial Intelligence (AI) into business education for secondary school students. As AI continues to transform the business landscape, it is essential to prepare future leaders with the skills and knowledge necessary to harness these technologies responsibly and effectively.

The research focuses on the existing business education and Economics curriculum within Awka North secondary schools, assessing its ability to incorporate AI concepts alongside traditional business and economic principles. It identifies key areas of improvement, including curriculum content, teaching methods, resource availability, and teacher training, all vital for fostering a comprehensive understanding of AI's impact on business decision-making.

By utilizing a mixed-methods approach, the study gathers insights from students, educators, and educational stakeholders to evaluate the effectiveness of current practices and identify gaps in the education system. The findings highlight the urgent need for curriculum reform that addresses the integration of AI and emphasizes ethical considerations in its application.

The study proposes a comprehensive curriculum framework aimed at equipping students with essential competencies in business and economics, enhancing their preparedness for future careers in a technology-driven economy. Additionally, it encourages collaborative learning opportunities with local businesses to provide students with practical experiences in applying AI in real-world contexts. Ultimately, this research seeks to contribute to the development of informed, ethical leaders capable of navigating the complexities of modern business environments. By prioritizing AI education within secondary schools, Awka North can cultivate a new generation of innovators ready to drive sustainable growth and ethical practices in the evolving global economy.

Recommendations

Curriculum Reform: Incorporate AI Concepts by Revising the existing business education curriculum to include dedicated modules on AI, emphasizing its applications in business decision-making. Integrate AI topics with traditional business principles to provide a holistic understanding the Dual Focus on Economics and Business: Design curriculum content that bridges economics and business education, enabling students to analyze economic implications alongside business strategies involving AI.

Teacher Training and Professional Development- Targeted Training Programs: Implement professional development programs for teachers focusing on AI technologies and their relevance to business education. These programs should include workshops, seminars, and online courses led

by AI experts and educators and Collaborative Learning Communities: Encourage the formation of professional learning communities among business educators to share best practices and resources related to AI integration.

Resource Development- Develop Educational Materials: Create or curate educational resources, such as textbooks, online modules, and case studies, that specifically address AI in business contexts. These materials should be accessible to both teachers and students. Leverage Technology by Investing in technological infrastructure, including software and tools that facilitate learning about AI applications in business. This could include simulations, data analytics tools, and business intelligence software.

Practical Experience and Collaborative Learning-Partnerships with Local Businesses: Establish collaborations with local businesses and organizations that utilize AI in their operations. This can provide students with hands-on experience through internships, workshops, and mentorship programs and Project-Based Learning: Incorporate project-based learning experiences where students work on real-world business problems involving AI. This approach can enhance critical thinking and practical application of concepts learned in class.

Integrate Ethics into the Curriculum: Ensure that the curriculum addresses the ethical implications of AI in business. Students should be educated on responsible AI use, data privacy, and the societal impacts of technology in business decision-making.

Diversified Assessment Methods by Implementing varied assessment techniques that evaluate both theoretical knowledge and practical skills concerning AI. This could include project presentations, case studies, and practical examinations in addition to traditional exams.
Feedback Mechanisms through Establishing regular feedback mechanisms from students and educators to continually refine and improve the curriculum and teaching practices based on emerging trends and student needs.

Awareness and Community Engagement-Create Awareness Campaigns within the community to highlight the importance of AI in contemporary business practices and the value of education in these areas. Engage Parents and Guardians: Involve parents and guardians in the learning process by organizing workshops and information sessions about AI's relevance in education and career options.

By implementing these recommendations, secondary schools in Awka North can enhance their business education programs, equipping students with the essential skills needed to thrive in a technology-driven economy while fostering responsible and informed leadership.

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