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Artificial Intelligence Technology Skills Needed for Modern Office Functionalities of Undergraduate Business Education Students in Universities in Rivers State

Anucha, Elizabeth & Okiridu, O. S. F.

Department of Business Education, Faculty of Education, Rivers State University, Nkpolu-Oroworukwo, Port Harcourt, Rivers State

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***Corresponding author:** Anucha, Elizabeth

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Abstract **Original Research Article**

The study examined the Artificial Intelligence Technology skills needed for modern office functionalities of undergraduate Business Education Students in Universities in Rivers State. Two (2) objectives, research questions and hypotheses respectively were stated to guide the study. Descriptive survey design was adopted for the study. A population of 60 Business Education Lecturers from Rivers State University (29), University of Port Harcourt (6) and Ignatius Ajuru University of Education (25), was used for the study. The Instrument for data collection was a self-structured questionnaire titled "Artificial Intelligence Technology Skills for Modern Office Functionality (AITSMOF)". The Instrument was structured on a 4-points scale of High Extent (4points), Moderate Extent (3points), Low Extent (2points) and Very Low Extent (1point), validated by three (3) experts in the Department of Business Education. A reliability coefficient score of 0.83 was obtained using the Cronbach Alpha method. The research questions were answered using Mean and Standard Deviation while the hypotheses were analyzed using one-way Anova at 0.05% level of significance. The results from the study revealed amongst others that undergraduate Business Education students to a high extent, need AI data analysis and creativity skills to be able to enhance the automation of anomalies detection, easy decision-making and idea generation and innovation, respectively. The study concluded that AI data analysis skill helps in data visualization, analysis, detection of anomalies, prevention of fraud, synchronization of information, trends analysis for marketing strategies and budget analysis and optimization, as well as informed decision-making. Furthermore, AI creativity skill enhances innovation, conversion and translation of data from one source to another, synchronization and simulation of information, colour combination, imagination and automatic prompting for creative designs that promotes brands and marketing, thereby increasing sales and profitability as well as saving time. It was therefore recommended that AI technology tools and its uses be taught Business students to enable them function and utilize modern technologies in modern offices upon graduation and gaining of jobs.

Keywords: Artificial Intelligence, Business Education, Functionalities, Modern Office, Technology Skill.

Introduction

Artificial Intelligence (AI) is transforming how works were done in the past and how they are being done in the workplaces presently. Artificial intelligence (AI) is the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings such as the ability to reason, solve problems, or even execute certain specific tasks in diverse fields (Copeland, 2024). Artificial Intelligence Technology was invented by John McCarthy, a computer scientist, in 1955 and he developed the first AI programming language called Lisp in the same year (Simplilearn, 2024). Goodman (2023), noted that the rapid evolutions and innovations in computer has transformed the education, business, communication, engineering, healthcare, transportation, politics, tourism and hospitality industries and others; especially in the areas of storing information, maintaining accounts and personnel records, managing projects, tracking inventory, creating presentations and reports, communication, creating websites for promotional materials, research, collecting, categorizing, analyzing and storing data, designing of copy, graphics and labels, amongst others, such as done in the office.

An office is an administrative structure where all writing, calculating, cash collecting, accounting and correspondence are handled (Frey, 2025). Although, there is a significant evolution in the works done in an office due to technological advancements, changing work dynamics, emphasis on creating an environment that is more efficient and collaborative (Bam, 2023). According to Bam, modern offices are characterized by a number of important principles and features that aim to promote productivity, employee well-being, and organizational success in the context of office management; such as technology integration, remote work infrastructure, collaborative space, diversity and inclusion, sustainability, agile management, data-driven decision-making, continuous learning and development, and more, coupled with its basic functions of collecting, recording, arranging, processing, sorting, communicating or disseminating information, as well as administrative functions of procurement, inventory management, public relations, organizing and others. Zandi (2025) noted that basic requirements needed to work in an office includes educational training such as high school diploma or more, technical skill such as proficiency in tools like Microsoft Office Suite, soft skills like communication, teamwork, time management, and problem-solving; and experience such as Internships, volunteer work, or entry-level roles. Vandenberghe (2025) remarked that companies must constantly adapt to changes to remain competitive and prosperous in business. And by extension, educational institutions who train those who work in these offices must also train in line with the changing times and technology so as to be able to produce graduates who can handle these jobs and remain competitive, for example Business Education.

Business Education is one of such programmes that trains and empowers manpower to be able to handle office jobs. Olatoye, Ojeyinka and Ogunleke (2020), defined Business Education as a programme of guidelines and principles that impart learners with skills in entrepreneurship, accounting, secretarial studies, insurance, human resources management, marketing and Office Technology & Management, equipping them with skills to become Accountants, Confidential Secretaries, Receptionist, Human Resources Managers, Administrative Officer, Typists, amongst others, which empowers them to be able to handle office functionalities. In addition, Akpomi (2018) and Amadi (2021), said employability skills required of Business Education graduates are such that will enable them have a good filing and quick information retrieval knowledge, multi-task, lead and be able to use modern technology (which includes AI) and office equipment, amongst others.

Indeed Editorial Team (2025) defined technology skills as competencies professionals can develop to help them handle a variety of digitally mediated aspects of their role. According to them, technology skill is an important component of modern careers and professionals in various industries, such as business, education and entertainment, must possess technology skills to complete their job

duties independently and efficiently. They highlighted some examples of technology skills such as word processing, data management, emailing, audio and video editing, video conferencing, customer relationship management, social media, search engine, analytics, digital marketing, amongst others. With the advancement in technology and invention of Artificial Intelligence Technology, skills in the field of AI are also needed to stay ahead and competitive.

Brown (2023) defined Artificial Intelligence Technology skills as the competencies and knowledge required to develop, implement, and manage artificial intelligence systems and applications; which includes skills in computer programming, machine learning, data analytics or science, mathematics, ethical considerations, software development, and more. Vandenberghe (2025) classified AI skills into hard and soft skills. According to her, essential AI hard skills include programming, data analysis, database management, mastery of algorithms and specific programming languages, etc., while essential AI soft skills include effective communication, collaboration, critical thinking, emotional intelligence, adaptability, etc. Meanwhile, White (2023) pointed out that technical skills needed to pursue careers in Artificial Intelligence include programming languages, data engineering, machine learning algorithms, data analysis and visualization, etc.; while soft skills needed for career in AI includes critical thinking skill, teamwork and cooperation, curious and creative mindset, morality and ethics skills, amongst others. Vandenberghe (2025) noted that hard skills enhance unique human skills, such as creativity and complex problem-solving while soft skills enhance team spirit, communication, adaptation to changes, foster innovation, collaboration, and customer satisfaction in an increasingly AI-focused professional environment. But for the sake of this study, our focus is limited to AI hard skill of Data Analysis and AI soft skill of Creativity.

Kizer (2023) defined data analysis as the ability to sort through data and narrow it down to data sets that are desirable and useable. According to him, data analysis skill cuts across fields such as science, business, marketing, medicine, advertising, government, urban development, and more; and it includes big data analysis, data mining, database management, database design, documentation, calculating and statistical analysis, modeling, research and reporting, database software certifications, information management and numeracy. Drury and Rosenston (2024) defined data analysis/analytics as the science of analyzing raw data to make conclusions about information on trends and metrics which will help optimize performance and maximize profits. Matt and Adel (2024) remarked that data analysis empowers organizations to make informed decisions, predict trends, and improve operational efficiency and profitability. McFarland (2024) noted that AI-powered analytics tools help businesses to streamline vast dataset and data processing, visualize, track, analyse and uncover valuable insights that will drive better decision-making and enhance business strategies for optimized operation and outcome. According to him, AI analytics tools are user-friendly and do not require extensive coding knowledge because it automates workflow, enhances predictive capabilities, accuracy and speed. He listed some AI analytics tools such as; Julius AI, which interprets, analyzes and visualizes complex data in an accessible and actionable way; Datalab, which writes, updates, debugs code, analyzes data and generates a comprehensive report which simplifies and accelerates data transformation into actionable insights; Echobase, which helps to query, create, and analyze data for tasks such as Question and Answer, data analysis, and content creation; foster collaboration, assign roles, and manage permissions; Microsoft Power Bi, which enables users to build machine learning models, supports multiple integrations, data reporting and visualization, and dashboard building; Polymer, which enables easy interface with other spreadsheets and improves user's understanding and interaction; Akkio, a user-friendly software for predictive analysis, marketing and sales, which enables selection and upload of data and data variable for prediction and neural network building; and Monkeylearn, which classifies and extracts texts, automatically sorts data according to topic and intent.

On the other hand, Brown (2023) remarked that creativity skill is needed by AI professionals to help them stay at the forefront of technological advancements since they have to devise innovative solutions and explore novel applications, services or experiences that solve complex problems of humans in the industry and the society. Marcinkowski (2023) defined creativity as the ability to generate new, original and valuable ideas to solutions, which is a crucial element of innovation for organizations driving competitive success in the world of business. According to him, AI creativity tools help in idea generation and brainstorming, design and visualization, data-driven creativity and personal growth and skill enhancement. He noted that using AI creativity tools in the world of business augments and amplifies human creativity which boosts productivity and idea generation and brainstorming, design and visualization, data-driven creativity, as well as personal growth and skill enhancement. According to him, AI tools such as ChatGPT and Google's DeepMind can be used in guided brainstorming, random word prompts and real-life examples such as target market audience; Adobe's Sensei and Canvas AI tools help in design and visualization such as mood boards that help teams direct and establish a clear direction for work, colour palettes for good colour combination and blending, rapid prototyping for improvement on designs and efficiency; persona definition for creating detailed profiles and capturing demographics; journey design, as well as real-life example through the help of AI tools such as UXPressia or UX designs, that addresses audience's needs. Furthermore, he noted that AI tools such as Coursera, Udacity and LinkedIn Learning can help in personal growth and skill enhancement through microlearning, just-in-time training, peer learning, active learning as well as real-life examples. Meanwhile, McLean (2025), highlighted AI creativity tools such as Writesonic, Jasper, Hubspot AI, Tidio, Chatbase and others that help automate creative writing, content generation, audio and video creation, creation of advertisement copy, creation or writing of pitches for the marketing team, etc.; Quillbot, Wordtune, Grammarly and others, for grammar checking and correction, Otter AI, Fireflies, Meetgeek, etc., for taking minutes of meetings; Descript, Pictory AI and Synthesia for videos generation and editing; arts generating tools such as Adobe Firefly, Midjourney, Magic Studio and Illustroke; voice generating tools such as Play.ht, Fliki and Lovo; websites building tools such as Wix, DiviAI and FramerAI; advertisement contents creating tools such as Pencil, Copy.ai and AdCreative; resume building or writing tools such as Resume.io, ChatGPT, and Kickresume.

Google Cloud (2024) and Matzelle (2024), remarked that utilizing AI helps in automation of tasks, reduction in human error, eliminates repetitive tasks, increases speed and accuracy, accelerates research and development, helps in speech and image recognition and translation, predictive modeling, data analytics, cyber security, enhances customer service and personalization, increases output and analyzes data, amongst others. Odemakinde (2023) added that AI software enhances business processes, help businesses stay competitive, maximize cost efficiencies, get productivity advantage, enhance quality of product and customer service, monitor, predict, optimize inventory, automate production, detect fraud, analyze data and much more. These help to enhance our lives, improve efficiency, automate repetitive tasks, enhance decision-making, enable new capabilities in a wide range of applications, drive innovation across various industries, process large amounts of data which helps in cost efficiencies, productivity advantages, and improve product or customer service quality (Marr, 2024 and DataIn Technology, 2023). Therefore, Artificial Intelligence Technology skill is needed by Business Education undergraduate students in Rivers State so as to carry out their functionalities in modern offices efficiently and speedily. Thus, teaching courses on Artificial Intelligence Technology in the universities should not also be undermined because working with AI Technology tools help organizations recognize pattern, analyze trends for market survey, scenario planning, drive competitive success, augment and amplify human creativity, boost productivity, find new and original solutions to problems, develop new product, amongst others (Marcinkowski, 2023 and Okiridu & Onwudike, 2024).

Statement of the Problem

Prior to the invention of Artificial Intelligence and subsequent office automation, office work such as data input, processing, storage, analysis, output, mailing, and decision making were done manually; which was also limited by hourly work time, human errors, delayed decision-making and implementation, amongst others. The innovation in technology gave birth to devices such as typewriters, computer systems and now, Artificial Intelligence Technologies, which are embedded in the computer systems for quick and automation of work and activities carried out in the workplace. Artificial intelligence (AI) is the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings (humans) such as the ability to reason and lots more. It helps businesses extract valuable information for quick and informed decision-making, gain competitive advantage, boast agility, save cost and time, generate income, provide strong data storage solutions, enable automation, enhance accuracy, efficiency, risk management, security checks and theft prevention, and increase productivity, amongst others.

It is forecasted that by the year 2030, millions of jobs will be automated by Artificial Intelligence Technology, leading to loss of jobs as many human-laddened jobs will be replaced by Artificial Intelligence Technology. This also means that there will be a rise in the demand for Artificial Intelligence Technology skilled personnel in areas such as Application Programming Interface (API), Natural Language Processing (NLP), coding and digital skills, creativity and critical thinking, data processing and analysis, Artificial Intelligence ethics, amongst others; that will help in the running, administration and control of these Artificial Intelligence Technology tools and processes.

Therefore, it is important that curriculum developers and educators be proactive and incorporate the teaching of these recent technological trends and innovations into the school curriculum so as to produce graduates that are fit for the labour market and skilled in the operationality and functionality of modern offices and businesses.

Purpose of the Study

This study investigated the Artificial Intelligence Technology skills needed for modern office functionalities of undergraduate Business Education Students in Universities in Rivers State. Specifically, the study sought to:

1. Examine the extent to which Artificial Intelligence Technology data analysis and Interpretation skill is needed by undergraduate Business Education students for modern office functionalities in universities in Rivers State.
2. Determine the extent to which Artificial Intelligence creativity skill is needed by undergraduate Business Education students for modern office functionalities in universities in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent is Artificial Intelligence technology data analysis skill needed by undergraduate Business Education students for modern office functionalities in universities in Rivers State?
2. To what extent is Artificial Intelligence technology creativity skill needed by undergraduate Business Education students for modern office functionalities in universities in Rivers State?

Hypotheses

1. There is no significant difference in the mean responses of Business Education Lecturers in Rivers State University, University of Port Harcourt and Ignatius Ajuru University of Education on the extent to which artificial intelligence technology data analysis skill is needed by undergraduate Business Education

students for modern office functionalities in universities in Rivers State.

2. There is no significant difference in the mean responses of Business Education Lecturers in Rivers State University, University of Port Harcourt and Ignatius Ajuru University of Education on the extent to which Artificial Intelligence creativity skill is needed by undergraduate Business Education students for modern office functionalities in universities in Rivers State.

Methodology

This study is a descriptive research and the survey design was adopted to elicit information from the population of the study through a carefully constructed questionnaire titled AITSMOF – Artificial Intelligence Technology Skills for Modern Office Functionality. This study was carried out in the three main public universities in Rivers State, which includes Rivers State University (formerly Rivers State University of Science and Technology), University of Port Harcourt and Ignatius Ajuru University of Education (formerly Rivers State College of Education). The study comprised 60 lecturers of Business Education in the understudied schools, i.e. Rivers State University (RSU – 29), University of Port Harcourt (Uniport – 6) and Ignatius Ajuru University of Education (IAUE – 25). The Census method was used to include all the 60 lecturers of Business Education in the understudied schools. The Census method was used because the population is manageable by the researcher. Data was collected using a 12-item questionnaire titled Artificial Intelligence Technology Skills for Modern Office Functionality (AITSMOF), divided into two sections. Section A, the preliminary section, containing 2 questions while section B contains 10 questions bordering on the variables, designed in a 4-point rating scale of High Extent (HE) – 4 points, Moderate Extent (ME) 3-points, Low Extent (LE) 2-points and Very Low Extent (VLE) 1-point. The face and content of the research instrument was validated by 3 experts; 2 Lecturers in the department of Business Education and 1 Measurement/Evaluation expert, in Rivers State University and their valid reviews and corrections were effected to conform to the purpose and objective of the study; as well as meet a generalizable acceptable standard. A pretest of the research instrument was administered to a total of 10 Business Education Lecturers in Federal College of Education Technical (FCET), Omoku, who were not part of the population of the study, so as to determine the internal consistency of the research instrument. The pretest result was analyzed using the Cronbach's alpha method and a reliability coefficient score of 0.83 was obtained, showing that the instrument is reliable. Thereafter, the instrument was administered to the respondents by the Researcher with the help of 2 other assistants, and the instruments were all retrieved within 3 weeks, for analysis and presentation. The research questions were answered using mean and standard deviation; where the mean of 3.00 was considered as High Extent (H.E.), 2.50 was considered as Moderate Extent (M.E.), below 2.50 was considered as Low Extent (L.E.), and the mean below 1.50 was considered as Very Low Extent (V.L.E.) Whereas, the hypotheses were analyzed using one-way Anova at 0.05% level of significance; where p-value < 0.05% was rejected and p-value > 0.05% was accepted.

Results

Research Question 1: To what extent is Artificial Intelligence technology data analysis skill needed by undergraduate Business Education students for modern office functionalities in universities in Rivers State?

Table 1: Mean and Standard Deviation responses of Lecturers of RSU, Uniport and IAUE on the extent to which Artificial Intelligence data analysis skill is needed by undergraduate Business Education Students for modern office functionalities in Universities in Rivers State.

S/N	Variables	RSU Lecturers N = 29			Uniport Lecturers N = 6			IAUE Lecturers N = 25			Aggregate		
		X	SD	Rmk	X	SD	Rmk	X	SD	Rmk	X	SD	Rmk
6	AI data analysis skill is needed to enhance automatic detection of anomalies and prevent fraud	3.07	0.74	HE	3.00	0.58	HE	3.72	0.60	HE	3.26	0.64	HE
7	AI data analysis skill is needed to enhance automatic review and analysis of trends, marketing and sales for competitive advantage strategies.	3.07	0.87	HE	2.83	0.90	ME	3.60	0.57	HE	3.16	0.78	HE
8	AI data analysis skill is needed to enhance budget analysis for insight and better decision-making.	3.21	0.80	HE	3.50	0.76	HE	3.72	0.45	HE	3.48	0.67	HE
9	AI data analysis skill is needed to enhance risk management and profitability	3.10	0.76	HE	3.00	0.82	HE	3.68	0.73	HE	3.26	0.77	HE
10	AI data analysis skill is needed to enhance automation of data synchronization and visualization for operational efficiency.	3.24	0.77	HE	3.17	0.69	HE	3.60	0.63	HE	3.33	0.70	HE
	Grand Mean	**3.14**	**0.78**	**HE**	**3.10**	**0.75**	**HE**	**3.66**	**0.60**	**HE**	**2.70**	**0.71**	**ME**

Source: Field Survey 2025

Table 1 shows a consensus High Extent ratings of the lecturers of RSU, Uniport and IAUE with a grand mean score of 3.14, 3.10 and 3.66, respectively, that AI Data analysis skill is needed by undergraduate Business Education students to enhance automatic; detection of anomalies and prevent fraud, review and analysis of trends, marketing and sales for competitive advantage

strategies, budget analysis for insight and decision-making, risk management and profitability, as well as data synchronization and visualization for operational efficiency, respectively; for modern office functionalities.

Research Question 2: To what extent is Artificial Intelligence technology creativity skill needed by undergraduate Business Education students for modern office functionalities in universities in Rivers State?

Table 2: Mean and Standard Deviation responses of Lecturers of RSU, Uniport and IAUE on the extent to which Artificial Intelligence creativity skill is needed by undergraduate Business Education Students for modern office functionalities in Universities in Rivers State.

S/N	Variables	RSU Lecturers N=29			Uniport Lecturers N=6			IAUE Lecturers N=25			Aggregate		
		$\dot{X}$	SD	Rmk	$\dot{X}$	SD	Rmk	$\dot{X}$	SD	Rmk	$\dot{X}$	SD	Rmk
11	AI creativity skill enhances idea generation and innovation	3.21	0.80	HE	2.17	0.69	LE	3.68	0.55	HE	3.02	0.68	HE
12	AI creativity skill enhances automatic creation of appealing designs for marketing campaign and visibility.	3.17	0.79	HE	2.83	0.90	ME	3.52	0.57	HE	3.17	0.75	HE
13	AI creative skill enhances automatic conversion of data formats for easy analysis and usage.	3.24	0.62	HE	2.50	0.76	ME	3.72	0.45	HE	3.15	0.61	HE
14	AI creativity skill enhances automatic creation of appealing brand label for greater sales and profitability	3.21	0.55	HE	2.83	0.69	ME	3.64	0.62	HE	3.23	0.62	HE
15	AI creativity skill enhances automatic creation of motion pictures for advertising and	3.28	0.69	HE	2.33	0.75	LE	3.56	0.57	HE	3.06	0.67	HE

	marketing campaign and business presentations and brief.											
	Grand Mean	**3.22**	**0.69**	**HE**	**2.50**	**0.76**	**ME**	**3.62**	**0.55**	**HE**	**3.13**	**0.66**	**HE**

Source: Field Survey 2025

Table 2 shows a High Extent ratings of RSU and IAUE Lecturers with grand mean scores of 3.22 and 3.65, respectively, and a Moderate Extent rating of Uniport lecturers with a grand mean score of 2.50, that AI Creativity skill is needed by undergraduate Business Education students to enhance automatic; idea generation and innovation, creation of appealing designs for marketing campaign and visibility, conversion of data formats for easy analysis and usage, creation of appealing brand label for greater sales and profitability, as well as creation of motion pictures for advertising and marketing campaign and business presentations and brief, for modern office functionalities.

Hypothesis 1: There is no significant difference in the mean responses of Business Education Lecturers in RSU, Uniport and IAUE on the extent to which artificial intelligence technology data analysis skill is needed by undergraduate Business Education students for modern office functionalities in universities in Rivers State.

Table 3: One-Way Anova Test Result on the mean responses of Business Education Lecturers in RSU, Uniport and IAUE on the extent to which AI data analysis skill is needed by undergraduate Business Education students for modern office functionalities in universities in Rivers State.

ANOVA

Source of Variation	***SS***	***Df***	***MS***	***F***	***P-value***	***F crit***	**Decision**
Between Groups	15628.13	2	7814.07	107.09	2.23	3.89	Accepted
Within Groups	875.6	12	72.97				
Total	**16503.73**	**14**					

Source: Field Survey 2025

Analysis of variance in table 3 shows that there is no significant difference in the mean responses of Business Education lecturers of RSU, Uniport and IAUE on the extent to which AI data analysis skill is needed by undergraduate Business Education students for modern office functionalities. The table reveals the values of 15628.13 sum of squares (SS) and 7814.07 Mean squares (MS) for the between groups, and the values of 875.6 sum of square, and 72.97 mean score for within groups. Similarly, the frequency of 107.09, a P-value of 2.23 was accepted together with the F-critical value of 3.89. This shows that the lecturers of the three schools accepted to a great significant level, that their students need the AI data analysis skills to enhance automatic detection of anomalies and prevent fraud, enhance budget analysis for insight and decision-making, risk management and profitability, as well as automatic data

synchronization and visualization for operational efficiency, automatic review and analysis of trends, marketing and sales for competitive advantage strategies in modern office functionalities.

Hypothesis 2: There is no significant difference in the mean responses of Business Education Lecturers in RSU, Uniport and IAUE on the extent to which Artificial Intelligence creativity skill is needed by undergraduate Business Education students for modern office functionalities in universities in Rivers State.

Table 4: One-Way Anova Test Result on the mean responses of Business Education Lecturers in RSU, Uniport and IAUE on the extent to which AI creativity skill is needed by undergraduate Business Education students for modern office functionalities in universities in Rivers State.

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P-value*	*F crit*	*Decision*
Between Groups	16279.6	2	8139.8	129.75	7.45	3.89	Accepted
Within Groups	752.8	12	62.73				
Total	**17032.4**	**14**					

Source: Field Survey 2025

Analysis of variance in table 4 shows that there is no significant difference in the mean responses of the lecturers of the three universities of RSU, Uniport and IAUE, with the sum of squares value of 16279.6 and a mean score of 8139.8 for the between groups and a sum of squares value of 752.8 and mean squares of 62.73, for the within groups. Similarly, a frequency value of 129.75, P-value of 7.45 and F-critical value of 3.89 was accepted at 0.05% level of significance. This implies that both lecturers of RSU, Uniport and IAUE, agreed that undergraduate Business Education students need AI creativity skill for modern office functionalities to enhance idea generation and innovation, creation of appealing designs for marketing campaign and visibility, automatic conversion of data formats for easy analysis and usage, automatic creation of appealing brand label for greater sales and profitability, as well as automatic creation of motion pictures for advertising and marketing campaign and business presentations.

Conclusion

Artificial Intelligence Technology makes work easier, faster, more efficient and productive. Artificial Intelligence Technology skill is needed for modern office functionality. AI data analysis skill helps in data visualization, analysis, detection of anomalies, prevention of fraud, synchronization of information, trends analysis for marketing strategies and budget analysis and optimization, as well as informed decision-making. Furthermore, AI creativity skill enhances innovation, conversion and translation of data from one source to another, synchronization and simulation of information, colour combination, imagination and automatic prompting for creative designs that promotes brands and marketing, thereby increasing sales and profitability as well as saving time.

Recommendations

1. AI technology tools and its uses should be taught in Business-related courses and how they are used in the world of business so as to enable students easily navigate the world of work with ease upon graduation, utilizing modern technologies.
2. Technology boosts creativity and innovation therefore; AI technology tools

should be deployed in education of Business Education students for practical use and application in solving real world problems and self-reliance upon graduation.

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