International Journal of Management and Commerce Innovations ISSN 2348-7585 (Online)
Vol. 13, Issue 2, pp: (343-355), Month: October 2025 - March 2026, Available at: www.researchpublish.com

AI-DRIVEN STRATEGIES IN HIGHER EDUCATION EMPOWERING THE NEXT GENERATION OF STUDENT ENTREPRENEURS

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DOI: https://doi.org/10.5281/zenodo.18609735

Published Date: 11-February-2026

Abstract: **Students will select AI tools for their work based on their assessment of how easy these tools are to operate and what benefits they provide. Social cognitive theory shows that students who use AI-enhanced simulations with feedback systems will develop higher entrepreneurial self-efficacy which will lead them to pursue their goals. The diffusion of innovation theory demonstrates that organizations need to accept AI-based entrepreneurship strategies which must match their existing resources for successful implementation to create results-driven environments. The three theories work together to form a single model which shows how artificial intelligence (AI) functions as a strategic asset and active resource that enhances entrepreneurial orientation, develops self-efficacy, and boosts innovation spread across higher education systems. Recommendation The educational institutions should develop entrepreneurship courses which use Artificial Intelligence to create customized learning experiences which help students acquire new skills. The educational institutions need to track which AI tools provide the greatest value for their student population and educational goals. The research shows that AI technologies succeed better in teaching entrepreneurship compared to traditional educational methods. The educational institutions must establish workshops and bootcamps and elective courses to teach AI literacy and awareness to entrepreneurship students. The process of selecting AI tools should involve student participation because their needs should drive entrepreneurship tools development. The combination of interdisciplinary lab work and trained faculty mentors will enable students to develop innovative solutions while learning to implement effective AI systems. The system needs feedback throughout the process to achieve ongoing enhancements which will result in better satisfaction and improved results.**

Keywords: **Artificial Intelligence, Higher Education Institutions(HEI), Entrepreneurship Education, Strategic Entrepreneurship, Student satisfaction with AI.**

I. INTRODUCTION

Artificial Intelligence is transforming higher education through its ability to deliver personalized learning through data analysis and its development of innovative teaching methods which help students develop entrepreneurial skills. The implementation of AI-based educational methods at educational institutions has become the primary method for developing future student entrepreneurs. The educational system offers students various tools that include generative AI and adaptive learning systems which help students develop creativity and entrepreneurial decision-making abilities. Educational systems that use AI technology establish real-world learning environments which simulate actual business difficulties, enabling students to use their theoretical understanding in real-life situations. [1] The Generative Artificial Intelligence Supported

Enterprise Education Program GAISEE program allows students to acquire the entrepreneurial skill sets necessary to succeed in business through the interaction simulation program and immediate response program, thus offering an opportunity for improving innovation problem-solving skills. [2] [3] Universities currently undergo digital transformation, which demonstrates how AI technology works together with human creativity to develop future entrepreneurs who possess technological expertise and ethical understanding, according to [4]. AI is transforming many aspects of society and will have an even greater impact on our future through its influence on the economy, with the ability to create new businesses and value as well as create many unforeseen challenges. [5] AI will support improvements in student learning, lead to innovative research, and create an environment that encourages entrepreneurial activity within the global higher education community [6]. Universities are incubators for new entrepreneurs, utilizing AI-based tools and technologies to prepare them with the skills necessary for success in the future digital and tech-centric world [7].

There is an opportunity for new goods and services based on AI know-how and analytics, and new business opportunities for these goods and services are available as well [8]. Utilizing AI business intelligence in order to assist students in working through complex problems, as well as machine learning in order to build individualized learning paths, can assist students in developing new entrepreneurial skills. AI-produced Entrepreneurial Education, as well as student projects, can produce new jobs while generating economic growth and social benefits as well. [9]. By implementing AI with Entrepreneurship Programs, students are able to develop skills that grant them access to new markets while creating technologies that address social challenges in the real world [10]. AI strategies act as a business catalyst in order to assist business incubators and digital service providers in addressing student entrepreneurship programs within post-secondary educational facilities [11]. AI Entrepreneurship Education in Today's World Is the AI-driven tools and applications utilized by academic institutions in order to educate entrepreneurial skills. The research checks the impacts of such innovations on students. There is an examination of how Universities build and foster AI capabilities that enable success as an entrepreneur within the university environment [12].

II. REVIEW OF LITERATURE

[13] The aim of this study is to bridge this gap by performing an extensive bibliometric analysis of AI and entrepreneurship. The methodology employed a bibliographic coupling approach to examine 45 pieces of research using Scopus database results, yielding eight themes that describe the manner in which AI and entrepreneurship are being researched today. From the results of this study, it is clear that AI has become a significant aspect of entrepreneurship, particularly in that it encourages innovation, improves decision-making, and help.

[14] This study investigates the effect of Generative AI-based entrepreneurship education (GAISEE) on the entrepreneurial intention of Chinese university students through quantitative analytics of these institutions. A sample of 346 university students was measured through the use of structural equation modelling (SEM) to show how GAISEE has positively influenced entrepreneurial self-efficacy and intention. GAISEE has the greatest impact on both measures in a university setting. The findings support the notion that GAI technology is an effective learning tool for developing entrepreneurial capabilities, and that these capabilities are developed in part by the support provided by the university ecosystem.

[15] This research examines the academic applications of artificial intelligence together with its effects on system stakeholders who operate the technology and face its challenges while they seek optimal implementation methods. Focus group interviews together with qualitative survey data enabled faculty members and students to perceive the hidden nature of Artificial Intelligence technology. The participants wanted to understand three main things which included how the technology works with academic integrity and its capacity to deliver accurate results. Faculty members reported difficulty with AI application in teaching while students encountered challenges with understanding the technology's reliability and ethical usage. The authors propose that higher education institutions should work to improve integration of AI by providing continuous professional development opportunities; raise awareness of current technologies; and develop ethical guidelines for faculty, staff, and students so that AI enhances the teaching and learning processes in higher education institutions.

[16] This article evaluates current AI technology applications in entrepreneurship education because it identifies existing gaps in research about how educational institutions use specific AI technologies and teaching methods in this academic discipline. Research results will have significant implications as they will show that entrepreneurs and educators need to understand how AI can change the way people learn, and also that they can be involved in actively using AI technologies in their organizations. The article is a source of valuable information which will provide an opportunity for additional research and development work which can result in the creation of new AI tools to use in entrepreneurship education.

[17] The research explores three areas (ethics in learning, developing innovative technology, and updating continuing education). The Higher Education Institution offers Entrepreneurship Education using a combination of structured mentoring and incubation programs which, when used together, produce pathways for students to develop and gain real-world experience as entrepreneurs. The thorough approach used by the Higher Education Institution develops student skill sets which include ethical development and socially responsible training while also providing students with the skills needed to work with advanced AI technologies. The goal of the programme is to produce graduates who have the ability to work successfully within the AI business world by combining their entrepreneurial skills with knowledge from multiple areas and an emphasis on producing positive social effects.

[18] This article investigates how resources from outside the entrepreneurial ecosystem are used to grow the internal systems of entrepreneurial ecosystems. Using a single-case exploratory qualitative analysis of the Estonia entrepreneurial ecosystem, the author builds a digital boundary spanning theory through their research. The author develops a new framework that illustrates how digital pathways interact with entrepreneurial ecosystems and thus, provides a new way to explore evolutionary processes within these systems.

[19] This study was conducted investigating the impact of Artificial Intelligence (AI) on entrepreneurship education in Qatari Higher Education Institutions post COVID-19 pandemic. Researchers utilized an experimental research design to collect data from a sample of Qatari University Students who completed a questionnaire designed specifically for the purpose of this study. A convenience sample of students (n=402 respondents to the study from higher institution in Qatar (67%)). The Statistical analysis used Covariance Based Structural Equation Modelling (CB-SEM) to determine that AI Variables/Elements all had a positive impact on entrepreneurship education, with the highest impact provided by Machine Vision, and the lowest impact from Natural Language Processing.

[20] The purpose of the research was to analyze what role AI plays as an entrepreneurial catalyst by exhibiting its ability to integrate itself within critical Industry 4.0 Technologies. These technologies consisted of Smart Industry, Internet of Things (IoT), Augmented Reality (AR), and Blockchain. By presenting a unified framework for evaluating the effect of artificial intelligence on entrepreneurship, this research combined existing research studies, categorizing them into two primary categories: Entrepreneurial Activities and Managerial Activities.

[21] This document responds to the growing attraction toward how generative AI can aid both in the area of supporting entrepreneurship development programs, and in creating educational opportunities for start-up entrepreneurs through broader networking, as well as through curriculum design related to those programs. Additionally, generative AI will aid educators in using technology more effectively, enabling students to develop critical thinking skills and to achieve their stated goals of evaluating their technical, as well as practical innovation, efforts. Furthermore, educators need to recognize how generative technologies may affect their ability to provide instructional materials to support their students' learning, and in assessing their students' performance as compared with other students within the classroom.

[22] The aim of this particular study is to examine the manner in which e-learning students in online tertiary educational services are able to exploit more emerging AI technologies to develop new solutions to cater to the requirements of businesses. In addition, the researchers highlight the manner in which the adoption of AI technologies can assist in developing creative thinking skills, solving problems, and developing entrepreneurship skills in students who make use of AI technologies in their particular educational program(s). The usage of AI technologies would not just promote the involvement of students in the particular academic learning process; rather, students would benefit academically through various project learning methods. The results obtained from this particular study revealed that through the use of AI technologies to provide students with a more personalized experience, AI will significantly play a role in developing improved entrepreneurial ecosystems within online higher educational institutions through innovation-oriented skills.

III. THEORETICAL FRAMEWORK

AI-Driven Strategies in Higher Education

The Theory of Technology-Enhanced Learning (TEL) and the Theory of Innovation Diffusion (IDT) establish the fundamental basis for AI-based strategies which higher education institutions use to develop their academic programs. The TEL theory states that educational technology usage enables students to better control their learning process while building their cognitive skills in academic settings [23]. Through its adaptive learning systems and predictive analytics and machine learning applications AI technology enables students to develop their problem-solving abilities and entrepreneurs to create innovative solutions in entrepreneurship education environments. Educational institutions can enhance their curricula

through analytics and AI-based educational tools which enable better decision-making processes and customized learning experiences for students and the development of skills required to build and manage modern digital businesses [24]. The strategies enable educators to become experiential learning facilitators while AI systems create interactive spaces for students to develop entrepreneurial ideas and test their concepts. The use of AI-based methods in entrepreneurship education enables practical application of theoretical knowledge which leads to faster innovation access for entrepreneurial knowledge development and distribution. The introduction of AI technologies including intelligent tutoring systems natural language processing and generative AI into a university entrepreneurship curriculum establishes an environment which supports student creativity and risk-taking and self-efficacy development (Mariangela V)

AI- Driven and Entrepreneurship

Artificial Intelligence (AI) applications will help students in higher education institutions to develop their entrepreneurial skills. The integration of multiple theoretical frameworks which include Resource-Based View and Dynamic Capabilities Theory enables this achievement. RBV considers AI a strategic institutional asset that has worth, is not normally available, and cannot be copied. The asset helps institutions to improve their innovation capabilities and learning processes. DCT offers insight into how these institutions can identify opportunities, capitalize on emerging trends, and adjust the content of their entrepreneurial curricula based on insights and analytics resulting from the implementation of AI (Vanessa Ratten, 2024). The EO framework confirms this point of view, as it contends that the use of AI will provide students with new ways to be innovative, proactive, and willing to take risks, which are all critical to their entrepreneurial development (Michael Gofman, 2023). Students will select AI tools for their work based on their assessment of how easy these tools are to operate and what benefits they provide. Social cognitive theory shows that students who use AI-enhanced simulations with feedback systems will develop higher entrepreneurial self-efficacy which will lead them to pursue their goals. The diffusion of innovation theory demonstrates that organizations need to accept AI-based entrepreneurship strategies which must match their existing resources for successful implementation to create results-driven environments. The three theories work together to form a single model which shows how artificial intelligence (AI) functions as a strategic asset and active resource that enhances entrepreneurial orientation, develops self-efficacy, and boosts innovation spread across higher education systems.

Artificial Intelligence and Student Entrepreneurship

AI and Student entrepreneurship is anchored in entrepreneurial intention theories such as the Theory of Planned Behaviour [25] and the Theory of Reasoned Action [26], which explain entrepreneurial intention (EI) as a precursor to entrepreneurial behavior. Entrepreneurship Education (EE) helps students develop their entrepreneurial thinking and business skills according to their research study of [27]. AI serves as a bridge which connects entrepreneurship education to entrepreneurial intention because it provides students with customized learning experiences and business simulations and data-driven decision-making tools [28]. The process of mediation strengthens students' self-belief in their ability to start businesses and their capacity to identify ventures and their determination to create new enterprises [29]. The study results which used Structural Equation Modelling (SEM) demonstrate that entrepreneurship education leads to greater AI adoption which in turn boosts entrepreneurial intention while AI partially mediates this connection [30]. The conceptual framework establishes entrepreneurship education as the initial element which leads to AI adoption through its role as a mediator to produce entrepreneurial intention as the final result. The framework demonstrates how artificial intelligence (AI) transforms entrepreneurship education by helping students develop their entrepreneurial abilities.

IV. RESEARCH GAP

While there has been study and integration of artificial intelligence into educational programs there aren't many studies written about the outcomes of the use of curricula with AI, AI tools, and/or AI resources as it pertains to entrepreneurship. This study will focus on the use of AI as a means to facilitate the uncomplicated practice of creating and running a company and provide an exploration of how to navigate the different types of challenges an entrepreneur encounters while trying to build their business. Currently, there aren't established programs or models that include AI recognition and utilization of tools associated with entrepreneurial start-ups for Higher Education programs. There are also not enough studies on how to develop delivery systems and the curriculum needed to enable educators to effectively utilize AI tools in the teaching of their students how to achieve the necessary practical skills needed to succeed in entrepreneurship. New avenues for research are ripe for the targeted investigational studies whereby AI is being used to facilitate the creation of these entrepreneurial ecosystems i.e., start-up incubators, mentoring programs, and funding for student businesses. The evaluation of the many different ways and methods that AI tools help to create these ecosystems will provide ideas for educational institutions regarding how to best provide their students with access to the resources necessary for successful entrepreneurship.

V. OBJECTIVES

- To Examine Institutional Strategies for Integrating Artificial Intelligence in Entrepreneurship Education.
- To investigate Student Satisfaction with Artificial Intelligence Powered Learning Tools.

VI. METHODOLOGY

This study assimilates both primary and secondary data for its assessment. Present Postgraduate Students of Alagappa University provided the primary data. Although the sample size was 300 and the total population was 1,226, yet 293 data were gathered. The PG students were given questionnaires, and information was gathered via a Google form after the collection of data, it was analysed with the help of Correlation, Regression, and T-test.

Research Design

This research embraces a survey-based quantitative research design, employing a convenience sampling method. Primary data, collected through a questionnaire from postgraduate students at Alagappa University, form the core of the analysis. Secondary data are obtained from released publications such as books, journals, and credible websites.

Hypothesis

$H_0$1: Student satisfaction shows no connection to the usage of AI-powered learning tools.

$H_0$2: Institutional strategies do not establish any connection with how AI gets used in entrepreneurial training programs.

$H_0$3: The post-intervention period shows no substantial change in entrepreneurial attitudes according to the research results.

VII. CONCEPTUAL FRAMEWORK

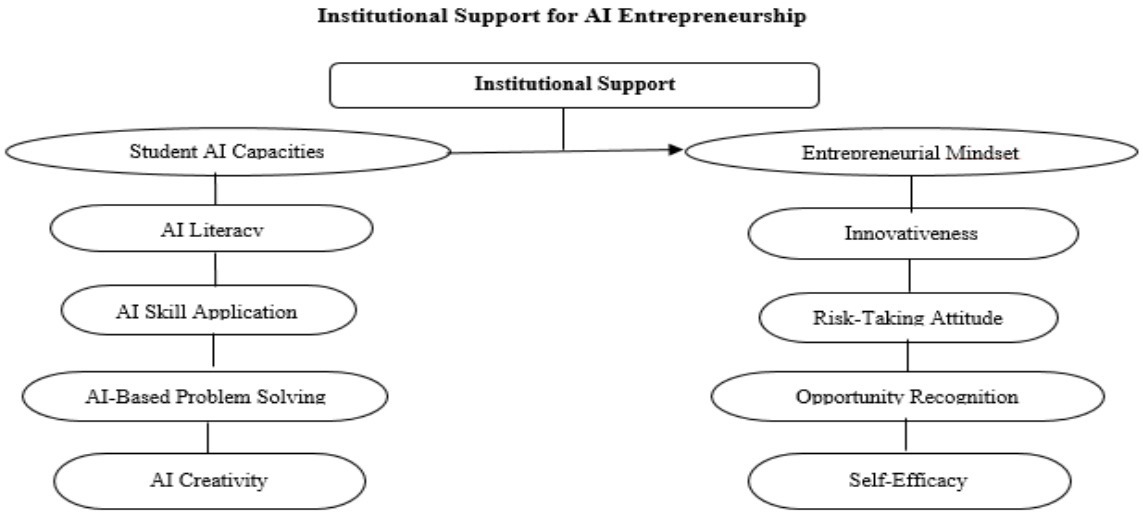

Fig - 1

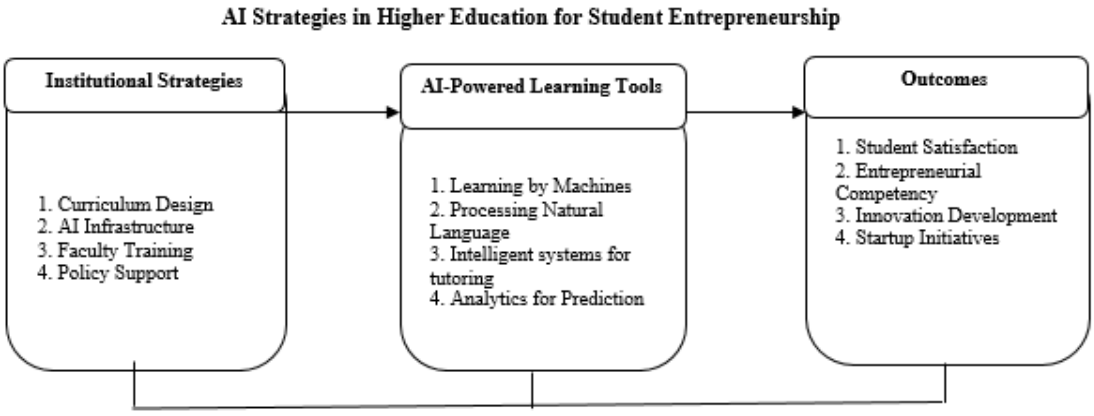

Fig - 2

VIII. ANALYSIS AND DISCUSSION

The analysis showed that AI-based institutional methods produced beneficial results for student entrepreneurship activities because accessible AI resources and mentoring programs existed.

Table I: Demographic Profile of respondents (N=293)

S.No.	Characteristic	Distribution	Frequency	%
1	Age	Below 24	161	55
		25-27	97	33
		28-30	26	9
		Above 31	09	3
2	Gender	Male	158	54
		Female	135	46
3	Educational Background	Arts	39	13
		Science	75	26
		Commerce	79	27
		Engineering	52	18
		Management	48	16
4	Current Postgraduate Programme	MA	35	12
		M. Sc	52	18
		M.Com	57	19
		MBA	106	36
		Other PG	43	15
5	Family Business Background	Yes	127	43
		No	166	57
6	Working experience	No experience	211	72
		Less than 1 year	68	23
		More than 1 year	14	5
7	Entrepreneurial Intention	Plan to Start a Business	141	48
		May Consider Later	85	29
		No Current Intention	67	23
8	Frequency of AI Tools Usage	Daily	112	38
		Weekly	95	32
		Occasionally	72	25
		Rarely	14	4
9	Participation in Entrepreneurship Events or AI Workshops	Yes	181	62
		No	112	38
10	AI Tools / Platforms Used	ChatGPT	99	34
		Gemini	98	33
		Canva	47	16
		Notion AI	33	11
		Others	16	5

Source: Compiled by the researcher using outputs from the SPSS Statistical program.

The researchers collected primary data about AI-based educational methods through Convenience sampling which was used to study postgraduate students at Alagappa University. The study found that 55% of respondents belong to the age group under 24 years which shows that the study population consists of young learners who demonstrate active learning behavior and the study group includes 54% males and 46% females. The study group consists of participants who obtained their undergraduate degrees in Commerce (27%) and Science (26%) while 36% head to MBA programs and 19% user M.Com programs which shows that business and commerce fields dominate the study group. About 43% of the participants have business backgrounds while 57% come from families without business history which creates a diverse group of people who have different levels of entrepreneurial experience. The majority of people (72%) in the study have no previous work experience which indicates that they are starting their first professional work path. 48% of students planning to start a business displays a considerable amount of entrepreneurial intent. 38% report using AI tools on a daily basis, while 32%

use them weekly; indicating that AI has become well established within both academic and entrepreneurial environments and activities. Additionally, 62% of post-secondary students have participated in entrepreneurship or AI workshops, which further demonstrates that institutions support student innovation. Furthermore, students use generative AI tools (ChatGPT 34% and Gemini 33%) most often, followed by creative AI tools (Canva 16% and Notion AI 11%): indicating that both types of AI tools are common amongst postgraduate students enhancing both their learning experience and entrepreneurial development.

Table II: Reliability Statistics

Case Processing Summary			Reliability Statistics		
Cases		N	%	Cronbach's Alpha	No. of Items
	Valid	293	100.0	0.815	19
	Excluded	0	0		
	Total	293	100.0		
a. List wise deletion based on all variables in the procedure					

Source: Compiled by the researcher using outputs from the SPSS Statistical program

A study revealed that the reliability of the questionnaire used to obtain data was assessed by means of a reliability analysis of the 19 item AI-driven, student satisfaction and entrepreneurial attitude research instrument. The research instrument's internal consistency (Cronbach's Alpha) was computed at 0.815, above the minimum acceptable level of 0.70, thus indicating that the questionnaire has been demonstrated to be a reliable data collection instrument with an internal consistency of the items measuring the constructs among Alagappa University post-graduate students.

Table III: Correlation

		Satisfaction with AI tools in Entrepreneurship courses	Usage of AI tools in Entrepreneurship activities
Satisfaction with AI tools in Entrepreneurship courses	Pearson Correlation	1	0.313**
	Sig (two-tailed)		.000
	N	293	293
Usage of AI tools in Entrepreneurship activities	Pearson Correlation	0.313**	1
	Sig (two-tailed)	.000	
	N	293	293
The Correlation is statistically significant at the 0.01 level (two-tailed)			

Source: Compiled by the researcher using outputs from the SPSS statistical program.

In Table 3, we see that the analysis looks at whether or not there is a relationship between the AI tools used in entrepreneurial activity and satisfaction with the AI tools included in the entrepreneurship course. Because a Pearson correlation coefficient of -0.313 indicates that the two variables have a positive correlation, there is evidence that AI tools have a statistical effect on entrepreneurship activity at the 0.05 significance level since the p-value of 0.000 is less than 0.05. As a result, further research is needed in order to identify additional variables that could help us better understand how AI tools affect entrepreneurship activity within this sample.

Table IV: Regression

	B	Std. Error	Beta	T	Sig.
1. Students are encouraged by the institution to participate in entrepreneurial initiatives utilizing AI.	-0.243	0.061	-0.231	-3.98	.000
2. Attending part in educational programs on AI entrepreneurship	-0.217	0.057	-0.208	-3.80	.000
3. Innovation Idea	0.312	0.069	0.303	4.52	.000
4. The mindset of AI-powered entrepreneurship	-0.176	0.060	-0.168	-2.93	.000
5. Family business experience	0.159	0.055	0.152	2.89	.000
6. Social standards Constant	0.141	0.051	0.134	2.76	.000
	0.685	0.112	-	6.12	.000

Source: Compiled by the researcher using outputs from the SPSS statistical program.

The analysis of regression showed the relationship between factors and student's satisfaction with AI driven entrepreneurship education. Results indicated that innovation idea generation (β = 0.303, p = 0.000) and family business experience (β = 0.152, p = 0.004) positively influenced student's satisfaction, meaning that having innovative ideas and having experience in a family business improves how an individual views AI initiatives. However, institutional encouragement (β = -0.231, p = 0.000) and utilizing AI entrepreneurship programs (β = -0.208, p = 0.000) both affected student's satisfaction negatively, implying that there is a decrease in expectations of the program from the way the program is delivered. Additionally, social standard (β = 0.134, p = 0.000) had a positive impact on satisfaction, while having a strong AI entrepreneurial mindset (β = -0.168, p = 0.000) negatively impacted satisfaction, although only slightly. The constant (0.685, p = 0.000) is the point at which the outcomes would be on satisfaction if all independent variables were equal to zero. The results suggest that AI entrepreneurship education contributes to enhancing student satisfaction when the education is aligned with hands-on learning, innovative ideas, and previous experience.

Table V: T-test Student satisfaction with AI-powered learning tools when comparing pre-and post-intervention results

Satisfaction	Pre-Test Mean	Post-Test Mean	t (292)	p-value
Accessibility	3.2	4.1	4.56	0.001
Effectiveness	3.5	4.4	5.23	0.000
Personalization	3.1	4.3	6.12	0.000
Relevance	3.3	4.2	4.89	0.000
Overall Satisfaction	3.4	4.5	5.67	0.000

Source: Compiled by the researcher using outputs from the SPSS statistical program.

Results of the test indicates a statistically significant correlation between students satisfactions towards AI (Artificial Intelligence) based learning tools when looking at all dimensions. Accessibility showed improvements in mean score of 3.2 to 4.1, based on the t statistic of 4.56 and the p value of .001, suggesting improvements in ease of use. Conclusiveness also confirmed significant enhancement with the mean score increasing from 3.5 to 4.4 (t statistic 5.23, p value .000) indicating a better functioning tool. Personalization confirmed significant improvement with scores increasing from 3.1 to 4.3 (t statistic 6.12, p value .000), statistically significant an enhanced individualized experience within studying. Relevancy growth as well, the mean score improving from 3.3 to 4.2 (t statistic 4.89, p value .000), suggesting better layout with student needs. Mostly satisfaction growth significantly as well with mean scores improving from 3.4 to 4.5 (t statistic 5.67, p value .000), verifying the positive influence of using Artificial Intelligence Powered tools mostly in increasing student satisfaction across all fields.

IX. FINDINGS

Based on my research, the use of AI tools and Student satisfaction show a statistically significant correlation (H01 = rejected null). Pearson's Correlation Coefficient is -0.313, which indicates a positive association between the variables examined. Furthermore, with a p-value of 0.000 (less than the specified level of significance of .005), we conclude that the association is statistically meaningful. Institutional AI Strategies Impact Entrepreneurship Education (H02 = rejected null hypothesis). Variables such as Innovation Idea, Family Business Experience, and Social Standards have the highest associated Beta coefficients (0.303, 0.152, and 0.134) demonstrating a strong positive effect of these entities. AI Learning Tools Enhance Student Satisfaction after Intervention (H03 = rejected null hypothesis). The T test results showed that all four dimensions of the study (Accessibility Effectiveness Personalization Relevance) had statistically significant satisfaction score growth. The average satisfaction rating rose from 3.4 in the pre-test to 4.5 in the post-test with a p value below 0.000 which demonstrated that AI based resources created a measurable improvement in satisfaction.

X. SUGGESTIONS

Consequently, business entrepreneurship students achieve the basic knowledge of AI through workshops, boot camps, and electives that enhance their understanding of AI. It is also expected of the students to make a choice and evaluate the quality of these AI tools during the course of their business operations. The process helps them develop successful solutions which fulfil their needs as entrepreneurs. The program accommodates the testing of different AI technology solutions. They learn to identify the most appropriate AI tools for their needs. Advanced AI techniques can be made accessible through interdisciplinary incubators and labs. The environments allow teams to work together on real business projects. Students

from different fields work in groups to develop innovative ideas. Faculty members are given proper training to assist students in utilizing AI properly. The method improves students' proficiency in the application of AI for developing a successful business model.

XI. CONCLUSION

The study aimed to investigate how higher education institutions can use strategic integration of artificial intelligence to develop their student entrepreneurship program. The study established both reliable and valid test results which met the research criteria for study inclusion. The research study assessed how colleges use AI tools in their entrepreneurship programs while students used AI resources for their educational process. The results demonstrate that higher education institutions which implement strategic AI approaches will create essential development opportunities for their student entrepreneur programs. The study results demonstrate that SI techniques and tools will become essential components for improving entrepreneurship education across higher education institutions. Institutional support, quality instructional initiatives, and availability of AI tools have all positively impacted student entrepreneurial creativity, attitudes, and satisfaction with learning experiences. Research indicates that while utilizing AI tools will result in improved learning outcomes, they should be used with care to ensure that they provide the best possible experience for students by creating student-cantered, responsive ecosystems to prepare the next generation of tech-savvy entrepreneurs.

The research demonstrates the significance of developing and enhancing entrepreneurial education and artificial intelligence (AI) methods to minimize the rate of unemployment among youth after they graduate and create more young people who want to start their own businesses. However, because the sample used for collecting data was limited to students studying at Alagappa University, it may not be representative of other areas of the world and therefore could limit how broadly one can take the results of the study. Furthermore, because of the lack of research on the application of AI in entrepreneurship education, there is additional room for further studies in these areas. Future studies should continue building upon this study's information through the examination of AI's effect across multiple educational and cultural differences in order to provide a thorough understanding of how AI impacts young people's desire to be an entrepreneur.

ACKNOWLEDGEMENT

“B. Bharathi, Ph.D. Full-Time Research Scholar in Commerce, gratefully acknowledges the financial support received from the AURF Research Fellowship, Alagappa University, Karaikudi, Tamil Nadu, India.”

APPENDIX

AI- Driven - Questionnaire

1. Age

- ☐ Below 24 years
- ☐ 25–27 years
- ☐ 28–30 years
- ☐ Above 31 years

2. Gender

- ☐ Male
- ☐ Female

3. Educational Background

- ☐ Arts
- ☐ Science
- ☐ Commerce
- ☐ Engineering
- ☐ Management

4. Current Postgraduate Programme
    - ☐ MA
    - ☐ M.Sc
    - ☐ M.Com
    - ☐ MBA
    - ☐ Other PG_____
5. Family Business Background
    - ☐ Yes
    - ☐ No
6. Working Experience
    - ☐ No experience
    - ☐ Less than 1 year
    - ☐ More than 1 years
7. Entrepreneurial Intention
    - ☐ Yes, I plan to start a business
    - ☐ Not sure
    - ☐ No
8. Frequency of AI Tools Usage
    - ☐ Daily
    - ☐ Weekly
    - ☐ Occasionally
    - ☐ Rarely
9. Participation in Entrepreneurship Events or AI Workshops
    - ☐ Yes
    - ☐ No
10. AI Tools/Platforms Used
    - ☐ ChatGPT
    - ☐ Gemini
    - ☐ Canva
    - ☐ Notion AI
    - ☐ Other (Specify): _____
11. How satisfied are you with AI tools used in entrepreneurship courses?
    - ☐ Very Satisfied
    - ☐ Satisfied
    - ☐ Neutral
    - ☐ Dissatisfied
    - ☐ Very Dissatisfied

12. How frequently do you use AI tools in entrepreneurship activities?

☐ Very Frequently

☐ Frequently

☐ Occasionally

☐ Rarely

☐ Never

13. Students are encouraged by the institution to participate in entrepreneurial initiatives utilizing AI.

☐ Very Satisfied

☐ Satisfied

☐ Neutral

☐ Dissatisfied

☐ Very Dissatisfied

14. I actively take part in educational programs on AI entrepreneurship.

☐ Very Satisfied

☐ Satisfied

☐ Neutral

☐ Dissatisfied

☐ Very Dissatisfied

15. AI tools help me generate innovative business ideas.

☐ Very Satisfied

☐ Satisfied

☐ Neutral

☐ Dissatisfied

☐ Very Dissatisfied

16. AI-based learning has strengthened my entrepreneurial mindset.

☐ Very Satisfied

☐ Satisfied

☐ Neutral

☐ Dissatisfied

☐ Very Dissatisfied

17. My family business experience supports my interest in entrepreneurship.

☐ Very Satisfied

☐ Satisfied

☐ Neutral

☐ Dissatisfied

☐ Very Dissatisfied

18. Social standards encourage the use of AI in entrepreneurship.

☐ Very Satisfied

☐ Satisfied

☐ Neutral

☐ Dissatisfied

☐ Very Dissatisfied

19. Student satisfaction with AI-powered learning tools when comparing pre-and post-intervention results. Five point scale (5=Strongly Agree, 4=Agree, 3=Neutral, 2-Disagree, 1=Strongly Disagree)

Variables	**SA**	**A**	**N**	**DA**	**SDA**
Accessibility					
Effectiveness					
Personalization					
Relevance					
Overall Satisfaction					

REFERENCES

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