ISLAMIC UNIVERSITY JOURNAL OF SOCIAL SCIENCES VOL 4, NO 6

ISSN: 2709-2429(Print), 2709-2437(Online)-Published 31st December 2025

AI-Driven Automation As Predator Of The Employability Of Business Education Graduates

By
OLUWASINA Boladale Ruth (PhD)
Tai Solarin Federal University of Education, Ijebu-Ode, Ogun State.
College of Vocational and Technology Education
Business Education Department
oluwasinabr@tasued.edu.ng
Phone number: +2348034811695

ADEREMI Akinbobola Peter
Tai Solarin Federal University of Education, Ijebu-Ode, Ogun State.
College of Vocational and Technology Education
Business Education Department
Email:aderemiakinbobolapeter@gmail.com
Phone:+2349032660896

SOYEBI Gabriel Adewale (Ph.D)
Tai Solarin Federal University of Education, Ijebu-Ode, Ogun State.
College of Vocational and Technology Education
Business Education Department
Email:soyebiga@tasued.edu.ng

Abstract
This paper investigates Artificial Intelligence as a predator of the employability of graduates of Business Education. One research question was raised, hypothesis formulated and tested using 20 employers of labour, it was discovered that dissemination of information was cost effective using AI-driven automation as the mean value 0.08 is less than SD of 0.9 which are also greater than the P.value 0.05, the result of the hypothesis tested showed that the study's p-value of (0.114) appears greater than the significance level (0.05), therefore, the study accepts the null hypothesis, this indicates that automation can enhance the employability of Business Education Graduates.

Keywords: AI, employability, automation.

Introduction

The advent of Artificial Intelligence (AI) has transformed business operations and the labour market as it can now perform virtually all human functions in the realm of businesses; the employability of business education graduates is one of the cardinal objectives of the institutions offering Business Education Courses aiming at reducing the population of unemployed graduatesin Nigeria.

Employability refers to having skills, knowledge, and personal attributes that make an individual more likely to secure and retain employment (Yorke, 2006). In today's competitive job market, employability is crucial for individuals to succeed and for organizations to thrive successfully.

Artificial Intelligence (AI) could be seen as an innovation leading to the development of computer systems and softwares that can perform functions and tasks that typically require human intelligence, these tasks include: L earning, problem-solving, reasoning, perception, and the understanding of languages (Russell & Norvig, 2010). AI systems use algorithms and data to make decisions, predictions, or take actions, often without human intervention. According to Kaplan (2016), AI is "a machine's ability to perform tasks that would typically require human intelligence." This includes capabilities such as machine learning, natural language processing, and computer vision.

AI has numerous applications across industries, including virtual assistants (e.g., Siri, Alexa), image recognition, predictive analytics, and robotics. As noted by Kurzweil (2005), AI has the potential to revolutionize various aspects of our lives, from healthcare and education to transportation and manufacturing. AI can has capacity to automate routine tasks, likeentering of data and bookkeeping, which are typically performed by business graduates (Frey & Osborne, 2017). This automation can reduce the demand for graduates with skills limited to routine tasks.

AI requires business graduates to possess new skills, including data analysis, critical thinking ability and problemsolving (Bughin et al., 2018). Graduates who fail to adapt to these changing skill requirements may struggle to remain employable. AI can increase competition for business graduates, as machines can perform tasks more efficiently and accurately (Autor, 2015). Graduates must demonstrate unique value-added skills to remain competitive.

However, business education graduates who are inadequate of the underlisted may be affected by the A.I driven world:

It is worth noting that Business graduates who lack data analysis skills may struggle to remain employable in an AI-driven job market Davenport & Patil, (2012).

Meanwhile graduates who fail to adapt to new technologies, such as AI and machine learning, may become less employable Bostrom(2014) as well as Business Education graduates who lack critical thinking and problem-solving skills may struggle to add value in an AI-driven workplace Wagner, (2014).

To promote problem solving skills of Business education graduate, there is need to enhance their employability by developing relevant in the modernworld.

Considering common mantra in a bit to solving one problem another problem may be created, this prompts the researcher to assess AI-Driven Automation as threat or what can perhaps reduce the demand of BEGs in the labour market serving as a potential predator of the employability of Business Education Graduates.

The Statement of the problem

The employability of graduates of Business Education is facing significant challenges in the era of artificial intelligence (AI) as we now have a system that can now think like humans, this machine increasingly automates office tasks reliably, analyze large data which may invariably lead to increased competition with BEGs. It is on this premise that the researcher intends to investigate AI as perceived predator of employability of BEGs.

Research Question:

i. Does AI-drivenautomation have positive effect on the employability of Business Education Graduates?

Hypothesis:

i. AI-driven automation has no significant positive effect on employability of Business Education Graduates.

Method:

This research used a description survey research design with population of 40 employers of labour and 20 sample size, random sampling technique was employed. A structured questionnaire titled, "AI-driven automation as predator of employability of business education graduates Questionnaire" was adopted for data collection. The afforestationed instrument was validated by five experts. Cronbach's alpha method was used to test the internal consistency of the instrument, this result in the reliability coefficient of 0.79. The data collected was analyzed using mean ratings together with standard deviation for the research question and t-test for the hypothesis. The collected data was analyzed using SPSS Version 23. The decision rule directed the researcher to accept the Research hypothesis where the p-value appears greater than or equal to the alpha level of 0.05. The null hypothesis will then be rejected where the p-value is less than the alpha level; otherwise, it would be accepted.

Research Question:

Table 1: AI-driven automation and Business Education Graduates Employability

SN	Items	Mean	Standard Deviation	Remarks
1	Dissemination of information is cost effective using AI job automation	4.2	0.8	Agreed
2	Correspondence follow is easier with the use of AI job automation	4.1	0.9	Agreed
3	Automated response is timely and accurate using Artificial Intelligence	4.3	0.7	Agreed
4	AI driven job enhance BEGs' employability	4.4	0.6	Agreed

Source: Field 2025

From table 1 above, it was discovered that dissemination of information is cost effective using A-driven job automation as the mean value 4.2 is less than SD of 0.8 are greater than the P.Value 0.05.

Hypothesis:
AI-driven job automation enhances Employability of Business Education Graduates (BEGs)

Table 2:

SN	Statement	Mean	Standard Deviation
1	AI driven job enhance employability of Business Education graduates	4.4	0.6

Null Hypothesis (H0): AI-driven job automation has no significant positive effect on employability of BEGs
Chi-Square Test Results
$\chi^2 = 2.5$, df = 1, p-value = 0.1

Discussion of findings:

In as much as the p-value (0.114) appears greater than the significance level (0.05), the null hypothesis formulated is therefore accepted. This suggests that, based on the survey, there is no significant positive effect of AI-driven job automation on the employability of Business Education Graduates. This result corroborates with the study of Bostrom and He (2018): Highlighted AI's potential to enhance organizational efficiency and Davenport and Dyché (2013). Emphasized AI's role in improving business processes. Lastly, this study aligns with existing research, demonstrating AI-driven office automation's positive impact on: Information dissemination Kim et al. (2017).

Conclusion

Going by the findings of this study, AI poses opportunities for business education graduates by developing AI-related skills, focusing on cost effectiveness and easy correspondence follow up, and automated response to information. Building on the findings of this study, it is safe to recommend that:Business Education Graduates may need to develop skills that complement AI-driven automation in order to remain relevant in AI-driven job automation world. Further study is encouraged with larger population using the same variable or more.

References

Autor, D. H. (2015). Why are there still so many jobs? The history and future of workplace automation. Journal of Economic Perspectives, 29(3), 3-30.

Bostrom, N. (2014). Superintelligence: Paths, dangers, strategies. Oxford University Press.

Bughin, J., Hazan, E., Ramaswamy, S., Chui, M., Allas, T., Dahlström, P., ... & Trench, M. (2018). Skill shift: Automation and the future of the workforce. McKinsey Global Institute.

Davenport, T. H., & Patil, D. J. (2012). Data scientist: The sexiest job of the 21st century. Harvard Business Review, 90(10), 70-76.

Frey, C. B., & Osborne, M. A. (2017). The future of employment: How susceptible are jobs to computerisation? Technological Forecasting and Social Change, 114, 254-280.

Kaplan, A. (2016). If you understand how AI works, you can guide its future. Harvard Business Review.

Kurzweil, R. (2005). The singularity is near: When humans transcend biology. Penguin Books.

London, M., & Smither, J. W. (1999). Career-related continuous learning: Defining the construct and mapping the process. Research in Personnel and Human Resources Management, 17, 81-122.

Manyika, J., Chui, M., Bisson, P., Woetzel, J., & Stolyar, K. (2017). A future that works: Automation, employment, and productivity. McKinsey Global Institute.

PwC. (2018). Workforce of the future: The competing forces shaping 2030. PwC.

Russell, S. J., & Norvig, P. (2010). Artificial intelligence: A modern approach. Prentice Hall.

Wagner, T. (2014). The global achievement gap: Why even our best schools don't teach the new survival skills our children need—and what we can do about it. Basic Books.