Human Intelligence Powered by Artificial Intelligence: Emerging Role of AI In Commerce and Management Education

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Abstract: Artificial intelligence is gradually entering commerce and management education and many colleges are trying out different tools to see how they can improve teaching and learning. Mostly, it is used to give quick explanations, help students understand difficult topics and make classroom work a little easier for teachers. The studies reviewed in this paper show that it can support personalised learning, offer instant feedback and reduce some of the routine tasks that usually take a lot of efforts and time. But the same studies also show that there are many risks also like students misusing it for assignments, the problem of unequal access to technology and the chance that learners may start depending on it more than they should. Teachers also require proper training so that they can use these tools in the right way. Hence, the review suggests that AI can be helpful for management education, but it should be used with care, proper guidance and clear rules to make sure that human judgment and fair learning remain at the centre.

Keywords: Artificial intelligence, management, assignments, judgment.
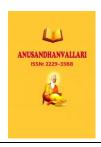
Introduction

Artificial intelligence has started becoming a part of teaching and learning in many commerce and management courses. Now colleges are slowly adding tools like chatbots, automated feedback systems and AI-based learning apps to help students to understand topics easily, clearly and in depth. Since the business world is also using a lot of data and technology, management students are now expected to know how AI supports decision-making and analysis.

There are also a few worries about how students might use AI in their studies and honestly some of these issues are not small. Things like academic honesty and integrity, students too much dependence on the tool for simple work and even the problem that not everyone has the same access to devices or internet still create trouble. The discussion shows that AI should not be used without planning or proper guidance from teachers. In this paper, I have tried to look at both the good and the difficult parts of using AI in commerce and management education. The thought process behind this is to know that how AI will be useful for the students to help them in their learning process while keeping the need of human thinking, teachers, and the basic ethics to remain at the centre stage of learning activity.

Review of Literature

It is believed that AI tools may change the way students think and the way AI is letting them to think about a scenario. Though (Yogi et al., 2024) opined that it is going to help them in understanding the points clearly with more personalised answers to their questions. As per Gao (2023) found that numerous students keep using AI-based mobile apps since they believe it is more easy for them to use and take the help from it rather than making more rigours work. Though it is making them dependent on this digital platform.

The study conducted by Priya et al. (2023) also explained that the role of colleges is also paramount in establishing that rationale use of the AI tools for the classroom teaching and learning activity. In the same line, Leelavathi and

Surendhranatha (2024) found that tools like ChatGPT and Gemini can improve students' understanding, but only when teachers clearly show students how to use them responsibly.

Overall, these studies show that AI can personalise learning in a useful way, but it will only work well and fairly if colleges have good infrastructure, clear rules, and steady support for teachers and students. Reviews by (Esakkiammal and Kasturi, 2024) showed that AI can be used to predict student performance and assist teachers, but many models face problem to work well across different classroom settings. Overall, the literature agrees that AI can be used to support management education, but success depends on proper planning, defined rules and teacher's training.

Research Methodology

Secondary information is used for this study. Instead of collecting new data, it go through existing research papers, case studies and reports related to the use of AI in commerce and management. Sources, such as Google Scholar and ERIC, along with reports published by well-known organisations like GMAC, UNESCO and the U.S. Department of Education. Only material published up to the end of 2023 is included to keep the review recent and consistent. Simple search terms such as AI in management education, AI in classrooms and AI-based learning tools were used to gather relevant sources.

After collecting, the information was read carefully and grouped into common themes, such as benefits of AI, challenges faced by institutions, ethical concerns and changes in teaching practices. Both numerical data from surveys and descriptive findings from interview-based studies were compared to understand general patterns. The final observations in this paper come from examining these different themes together to describe how AI is currently influencing commerce and management education.
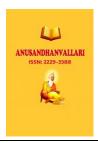
Results

1. Growing Use of AI in Education and Work

The review shows that AI is becoming common in both classrooms and workplaces. Surveys report that based on AI-related business courses has increased from around 29% in 2022 to nearly 46% in 2024. Many managers also use generative AI for everyday tasks such as writing emails, preparing notes and analysing basic data. But, only a limited number of organisations have proper rules for AI use, which means adoption is rising faster than policy development.

2. How Colleges Are Using AI Tools

Different institutions have started experimenting with AI in their teaching processes. Examples include:

- **Nanyang Business School (Singapore):** Introduced AI-based tasks in assessments and

  redesigned classroom activities to teach responsible use.

- **Gies College of Business (USA):** Add a AI teaching assistant to help students with quick guidance and explanations.

- **MIT Sloan (USA):** Launched training and discussion forums for faculty to test and share AI-based teaching ideas.

- **ESMT Berlin (Germany):** Developed an internal AI tool to support students with assignments and help teachers prepare course content.

- **IE University (Spain):** Created an AI tutor that gives personalised feedback and identifies learning difficulties.

- **IMD (Switzerland):** Designed a tool trained on institutional material that participants can use to access program-related information.
- **USC Marshall School of Business (USA):** Integrated AI-focused assignments across subjects to strengthen AI literacy.

3. Changing Study Patterns Among Students and Teachers

The findings show that AI is now becoming part of daily classroom routine.

- Students use AI to revise topics, practise questions and clear doubts.
- Teachers use AI to create examples, design activities and provide quick feedback.
- Early reports from adaptive learning systems show improved engagement and better continuation rates in courses.
- Many teachers say AI reduces repetitive tasks and gives them more time for explanation and discussion.

4. Key Challenges Identified

- **Academic integrity:** Students can misuse AI for assignments.
- **Digital inequality:** Not all students have equal access of internet and devices.
- **Training:** Many teachers feel unsure.
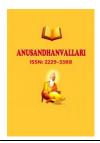- **Accuracy problem:** Generate fake data.

Discussion

The review shows that AI is helping students understand business topics in an easier way by giving quick feedback, small explanations and some support in analysing information. It reduces routine work for teachers which gives them more time for proper class discussions and clearing doubts. Some colleges are trying out new AI tools in their teaching, and students use them for revision and practice. However, it is observed that sometimes the answers given by AI tool is not correct. Hence, checking the answers produced by AI tools is necessary.

Furthermore, there are lot of issues that are there with AI tools. For example, the students are getting their assignments done form AI tools which is a cause of worry amongst teachers and the teachers believe that it going to take away the learning process of the students from them. In addition to this, there are so many students who are not having the good laptop or internet connection. So, the students that are not having it may feel inferior as compared to others. At the end, since teachers did not get the training related to using AI tools and all, therefore, it is making teachers not so confident in using the same in classrooms.

So considering the above arguments, we may say that AI tools can be used as a supportive tools in the process of teaching learning but it cannot replace the teachers. It is teachers that are still required for explaining the concepts and topics way better than AI tools to the students. If the educational institutions create any policy of using the AI tool then this aspect can be managed well apart from teaching and learning traditional technique.

Policy Implications and Recommendations

- Clear Rules for AI Use
- Training for Teachers
- AI Awareness for Students
- Equal Access

- Academic Honesty

- Privacy and Data Safety

- Teacher Supervision

- Regular Policy Updates

Conclusion

As per the review of literature available on the subject matter, it is observed that AI is getting into the commerce and management fields. But using the AI properly is still a far way to reach. Though, there are some benefits to the students like getting help on tiny matters related to their study and getting their doubts clear too. It is also relaxing for the teachers as their some part of workload is also handled by these tools.

But of course there are so many issues associated with it. For example, the students are getting addicted to this AI tool even for doing the basic assignment which is required in order to increase the skill set and enhancing the capability of problem solving skills.

So, considering the above facts, it can be said that the AI tools are important assistance tools in order to help the teachers and students in basic aspect associated with small queries pertaining to questions. But more guidance is necessary in order to use this AI tool as the students are getting lot of dependent on this and the teachers are not able to ensure that fact that whether students are able to learn the actual aspect of learning or their assignment is just the result of using AI tools. But at the same time we can say that irrespective of the capabilities of AI tools, it cannot replace the human learning and traditional way of teaching and learning aspect.

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