


# Perceived Barriers of Gen AI Integration in Entrepreneurship Education: Implications for Information Systems Scholars and Practitioners

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## ABSTRACT

Generative AI can enhance venture creation education, yet faculty adoption remains limited. This study explores why through a three-stage mixed-methods approach. Stage 1 reviewed 2020–25 literature to identify 23 barriers across pedagogical, technical, institutional, and ethical domains. Stage 2 involved interviews with experienced entrepreneurship educators, refining and reducing the list to 15 context-specific challenges. Stage 3 used a fuzzy-DEMATEL survey to capture expert causal judgments, while thematic coding of interviews added narrative depth. The resulting influence map highlights a clear hierarchy: lack of staff training, unclear governance, and weak technical support are key upstream barriers, while concerns like plagiarism and over-reliance are downstream effects. Cluster analysis groups drivers into pedagogical, organisational, and infrastructural clusters, suggesting a phased response: begin with training and transparent policy, then invest in tools and assessments.

## KEYWORDS

Generative Artificial Intelligence, Entrepreneurship Education, Faculty Perceived Barriers, Fuzzy DEMATEL, Thematic Analysis

## INTRODUCTION

Besides being the main driver of the revolution in businesses, artificial intelligence (AI) is widely used in the educational sector (Bollaert, 2025; Clegg & Sarkar, 2024; Hughes et al., 2025). The use of generative large language models as tools that can produce complex writings, as well as

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the use of multimodal engines that can turn the simplest of drawings into highly detailed visuals, is transforming the educational setting (Hódosi et al., 2023; Ramos, et al., 2024). The transition from using traditional methods to technology that supports learning is witnessed in entrepreneurship education in which the main goal is to develop the creative potential of learners and teach them how to solve problems through questioning and learning by doing (Ali et al., 2025). Although the promise of AI in entrepreneurship education is exciting, the current state of AI use in education is challenging and fragmented (Ali et al., 2025; Zambonino Torres et al., 2025). Educators are concerned about the danger of large language models providing inappropriate attributions for use during feasibility studies, design tools importing copyrighted materials, and image generators creating culturally insensitive images during branding exercises (Ding & Xue, 2025; Rasul et al., 2024).

This concern presents an intriguing paradox. Educators are hopeful that AI will expedite learning and democratize resources, but they are not yet convinced enough to be on the bandwagon (Deep et al., 2025). Excessive dependence on AI might suppress student creativity, threaten academic integrity, or put institutions at risk of legal repercussions (Henadirage & Gunarathnek, 2025; Ramos et al., 2024; Trindade et al., 2025). Adding to these woes is that entrepreneurship programs are complex. Innovation projects are inherently multidisciplinary in nature; students must be able to multitask, gather customer insights, perform financial modeling, and undertake legal analysis (Ali et al., 2025). A well-designed AI tool should be able to perform these multiple roles, thus minimizing cognitive load and inconsistencies in problem solving (Alsakhen et al., 2024; Preuss et al., 2024).

Entrepreneurial education requires solving practical problems and interdisciplinary application of knowledge; it also requires industry-oriented curricula to develop creativity and problem-solving skills of students (Bell & Bell, 2023; Lokce & Sulejmani, 2024; Mu & Zhao, 2024). An overreliance on AI poses a danger of becoming overdependent on AI for various tasks, resulting in the risk of stifling resourcefulness and critical thinking, both of which are essential skills required to navigate the entrepreneurship journey (Berke, 2023; Vecchiarini & Somia, 2023; Zhang, 2025). Assessments in an entrepreneurship course represent a high-stake dimension requiring presentation of opportunity identification and elaborate discussion of plans for transforming uncertainty into opportunity (Berde et al., 2024; Bolzani & Luppi, 2021; Tiberius et al., 2023). The expectations surrounding investor presentations or crowdfunding campaigns mean that any AI-related error could prove costly on a reputational level for both the student and the educational institution (Clegg & Sarkar, 2024; Zhao, 2024). At the same time, rapidly changing industrial expectations—for example, the shift toward circular economy models in sectors like the automotive industry—emphasize the need for graduates who can combine technological competence with critical judgment and sustainable thinking (Imre & Remsei, 2023; Rejeb, Rejeb, Keogh, & Süle, 2025; Remsei et al., 2023).

Although most researchers show increasing academic interest in the use of AI in education, the research in the domain of entrepreneurship education is limited and inconsistent (Fischer & Dobbins, 2023; Rejeb et al., 2024). Existing literature mostly discusses the acceptance of AI by students (Park & Kim, 2025; Qasem et al., 2023), the features of AI technology (Alsakhen et al., 2024; Mittal et al., 2024; Vinkóczy et al., 2024; Xu & Babaian, 2021), or more generic ethical and governance frameworks (Aure, 2025; Dalalah & Dalalah, 2023; Rasul et al., 2024). Use of AI in entrepreneurship courses is largely fragmented and tends to overlook the views and experiences of educators who serve as mediator of curricular innovation (Ala et al., 2022). Although general educational technology (EdTech) surveys have identified common barriers to adopting technologies, such as skills gap and data privacy issues (Gupta & Bhaskar, 2020; Hughes et al., 2025), these surveys present generalized reports. For example, simply stating that technical unreliability is an obstacle ignores the causal factors. Technical issues can manifest as server latency, low institutional investment in technology, or lack of knowledge of the faculty about AI systems (Deep et al., 2025; Ding & Xue, 2025; Ramos et al., 2024; Ratten & Jones, 2023).

In this study we address three research questions:

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