



## INTEGRATION OF EMERGING TECHNOLOGIES INTO THE BUSINESS EDUCATION CURRICULUM FOR EMPLOYABILITY AND ECONOMIC SURVIVAL IN PUBLIC UNIVERSITIES IN SOUTH-EAST, NIGERIA

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### ABSTRACT

*The study focused on integration of emerging technologies in Business Education curriculum for employability and economic survival of graduates in South-East, Nigeria. The study was guided by three research questions and three null hypotheses. The study adopted descriptive survey research design. The population for the study was 492, comprising 192 Business Educators and 299 final year students in public tertiary institutions. The sample size of the study was 148 comprising 58 Business Educators and 90 final year Business Education students selected using multi-stage sampling techniques. The instrument for data collection was structured questionnaire validated by three experts. The overall reliability coefficient of the instrument was 0.83 obtained using Cronbach Alpha statistics. The data collected were analysed using mean, standard deviation and t-test statistics. The mean was used to answer the research questions; standard deviation was used to ascertain the homogeneity of the respondents' responses while t-test was used to test the hypotheses at 0.05 level of significance. It was revealed that the emerging technologies required in Business Education curriculum for employability and economic survival of graduates include Artificial Intelligence, Cloud computing, Internet of Things and Blockchain technology among others. It was found that to high extent integration of emerging technologies into Business Education curriculum can enhance employability and economic survival of graduates while the obstacles that hinder integration of emerging technologies in Business Education curriculum: limited access to technology, inadequate training and professional development of educators, resistance to change by some educators and inadequate infrastructure in many institutions among others. Based on findings, it was recommended that: Government through the Ministry of Education, Curriculum planners and educational institutions should review the curriculum of Business Education to formulate flexible policies that would*



*encourage the integration of emerging technologies for employability and economic survival of graduates.*

**Keywords:** *Business Education, Emerging Technologies, Curriculum, Employability and Economic Survival*

## Introduction

The world today has become a global village, technologically driven and competitive. Therefore, the present age of technological advancement globally has brought changes into virtually all sectors of human endeavours which have permeated nearly all aspects of organizations, industries and institutions such as banking, business, transportation, agriculture and education among others. This technological development in the workplace and industries has necessitated the need to upgrade educational curriculum including that of Business Education to integrate emerging technologies to equip the students with relevant knowledge and practical skills needed for employability and economic survival in the era of technological advancement (Ogungbo, Oniyide, Abbas, & Abdulraheem 2024).

Integrating emerging technologies into business education curricula refers to the deliberate process of embedding advanced digital tools and innovations into teaching, learning, and assessment to align academic programs with the needs of the digital economy (Asuquo and Ukoima, 2016). This approach emphasizes experiential and technology-driven learning, equipping students with the competencies to innovate, adapt, and compete globally (OECD, 2023). Scholars argue that emerging technologies transform education by enabling simulations, data-driven insights, and interactive platforms that bridge the gap between theory and practice (El Koshiry, 2023). In the context of business education, this integration ensures that graduates acquire not only traditional business knowledge but also digital fluency for designing, managing, and scaling enterprises in technology-driven environments (Pan, 2022; UNESCO, 2024).

Business Education is described as deliberate and planned programme to equip students with the knowledge and skills necessary to enable them to become self-reliant, independent and productive citizens in society (Okoye & Ubaka, 2025). Business Education is a crucial part of vocational education that provides individuals with the opportunity to acquire skills and knowledge of various vocational opportunities (Enwedo, 2025). Meanwhile, Oguejiofor and Iyoha (2023) asserted that Business Education is designed to prepare its recipients for the world of work either as employee or as employer of labour. Umar et al. (2021) maintained that for Business Education to be relevant in technological era emphasizes must be on technological proficiency, sustainable practices, and adaptability to global economic shifts, preparing graduates to address complex challenges in various organizational settings. Okoye and Onwuna (2023) asserted that Business Education curriculum must combine general education with entrepreneurship courses with the integration of emerging technologies to make the graduates self-reliant and independent in the era of new technologies.

Curriculum can be described as a prescribed and well-defined course of studies, which students must complete to pass a certain level of education. It is the guided experiences and course of deeds through which learners become the adults they should be for success in adult society (Udedeh, 2022). According to Olibie and Ehiamezor in Nafisatu and Surajo (2021) curriculum comprises the courses and subjects and their contents to be studied by learners at all levels of education. Business Education curriculum therefore encompasses broad range of courses of studies which students must complete to pass a certain level of education. The curriculum covers distinct options



such as accounting, office technology and management, marketing, finance, and management, along with essential skills like communication, problem-solving, and ethical decision-making. The curriculum also aims to foster entrepreneurial skills and prepare students for various career paths within the business sector, including teaching business-related subjects (Ementa & Alonta, 2021).

Curriculum implementation is the process of action used by different stakeholders to transmit and transfer all the contents of the curriculum document to the learners in the classroom to achieve the stipulated learning objectives. It involves the process of putting the planned curriculum into action in classrooms. The process involves the adaptation of learning content to the learners' and industry's needs by delivering learning content to students using varied teaching strategies, skills and resources. It also involves assessing student learning after delivery to ascertain the level of outcome achieved. All these roles and processes in curriculum implementation can currently be effectively accomplished using new technologies. Thus, effective curriculum implementation presently requires stakeholders in education to integrate the new technologies into their processes, activities for employability and economic survival.

Employability as described by Olaoye (2024) is the possession by an individual of the qualities and competencies required to meet the changing needs of employers and customers and thereby help to realise his or her aspirations and potential in work. Employability of graduates relates to their being equipped for a job and capable of being employed, rather than job acquisition. It also combination of skills, knowledge, and personal attributes that make an individual employable and capable of securing, maintaining, and progressing in employment. It's not just about having a degree or specific qualifications, but also about having the necessary abilities and personal qualities to thrive in the workplace and adapt to changing job market demands. Essentially, employability is about being prepared to contribute effectively to the workforce and navigate one's career for economic survival. Meanwhile, Ogungbo et al (2024) described economic survival as the strategies and approaches individuals, businesses, and nations employ to navigate challenging economic conditions and maintain stability, or even thrive, amidst crises. This can involve reducing costs, increasing efficiency, diversifying income streams, and adapting to changing market conditions. It also refers to the ability of graduates with degrees to achieve financial independence and stability after completing their education. This involves securing employment, managing finances, and potentially pursuing entrepreneurship while navigating the challenges of the job market and economic conditions through diverse knowledge and skills through emerging technologies. Emerging technologies according to Adeleke, Afolabi & Araoye, (2020) if integrated into Business Education programme or curriculum could attract the following benefits to the students and even the graduates: provide access to information with the latest technologies to support professionalism in businesses, enhance innovation, increases an entrepreneurial mindset among graduates, facilitates students ability to leverage digital tools for market research, business development, and online marketing, prepare students for the demands of the modern workforce, promotes students long-term economic well-being and improve students development of critical digital literacy skills among others. To effectively implement a Business Education curriculum for employability and economic survival of graduates, tertiary institutions need to integrate emerging technologies. These technologies can enable students to develop relevant skills for the modern workplace, enhance their learning experiences, and prepare them for employability and economic survival of graduates.



### Statement of the Problem

The employability and economic survival of Business Education graduates have become growing concerns in an increasingly technology-driven economy. Ideally, graduates of Business Education programmes should possess relevant knowledge, practical competencies and digital skills that enable them to secure employment, create sustainable enterprises and adapt to changing workplace demands. However, many graduates appear to experience difficulties competing effectively in the labour market, applying emerging technologies to business activities and sustaining viable economic opportunities.

One possible factor contributing to this problem is the continued reliance on traditional curriculum structures and teaching approaches in some Business Education programmes. Although businesses increasingly depend on digital technologies for communication, marketing, financial transactions, data management and innovation, students may receive limited practical exposure to such technologies during their training. Adebayo and Yusuf (2023) observed that many higher education institutions in Nigeria still rely considerably on theoretical approaches with insufficient application of contemporary technologies. This situation may create a gap between the competencies acquired by Business Education students and those required in modern workplaces and entrepreneurial environments.

The inadequate integration of emerging technologies into the Business Education curriculum may therefore limit graduates' capacity to innovate, respond to technological changes, secure relevant employment and achieve sustainable economic survival. Although approaches such as blended learning, digital laboratories and simulations have been identified as potential means of strengthening technology-based learning (Pan, 2022; World Bank, 2024), the extent to which emerging technologies are integrated into Business Education and their implications for employability and economic survival remain a concern. It is against this background that the study seeks to examine the integration of emerging technologies into the Business Education curriculum for employability and economic survival.

### Purpose of the Study

The study focuses on the integration of emerging technologies in the Business Education curriculum for employability and economic survival of graduates in South-East, Nigeria. Specifically, the study sought to:

- examine emerging technologies required in Business Education curriculum for employability and economic survival of graduates,
- determine the extent integrating emerging technologies into Business Education curriculum can enhance employability and economic survival of graduates and
- find out the possible obstacles that hinder integration of emerging technologies in Business Education curriculum.

### Research Questions

The following research questions guided the study:

1. What are the emerging technologies required in Business Education curriculum for employability and economic survival of graduates,
2. To what extent does integration of emerging technologies into Business Education curriculum enhance employability and economic survival of graduates?



3. What are the possible obstacles that hinder integration of emerging technologies in Business Education curriculum?

### Research Hypotheses

The following null hypotheses were stated and tested at 0.05 level of significance:

H01: There is no significant difference between the mean responses of Business Educators and students on the emerging technologies required in Business Education curriculum for employability and economic survival of graduates.

H02: There is no significant difference between the mean responses of Business Educators and students on the extent integrating emerging technologies into Business Education curriculum can enhance employability and economic survival of graduates and

H03: There is no significant difference between the mean responses of Business Educators and students on possible obstacles that hinder integration of emerging technologies in Business Education curriculum.

### Methodology

The study adopted descriptive survey research design. According to Nworgu (2018), survey research design is the type of research design in which groups or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire population to document, describe and explain what is in existence, or non-existence, or present status of a phenomena being investigated. The design was suitable to this work because it enables the researcher to study the sampled population which was used in generalizing to the entire population using both descriptive (mean and standard deviation) and inferential (t-test) statistic to analysed data collected. The population for the study was 491 comprising 192 Business Educators and 299 final year Business Education students in public Tertiary Institutions offering Business Education in North-East (Tertiary Institutions Academic Students and Staff Record, 2025). The research was conducted in four universities in South-East Nigeria, namely: Nnamdi Azikiwe University (UNIZIK) Awka, University of Nigeria, Nsuka (UNN) Enugu, Ebonyi State University, Abakaliki, and Enugu State University of Science and Technology, Enugu, . These institutions were selected because they are among the leading universities in the region that offer business and entrepreneurship education and have made deliberate efforts to incorporate digital technologies into their curricula. The sample size of the study was 148 comprising 58 Business Educators and 90 final year Business Education students selected using multi-stage sampling techniques. The instrument for data collection was a structured questionnaire developed by researchers and validated by three experts, two from Business Education in Vocational Education Department and one from Measurement and Evaluation, Ebonyi State University. The reliability coefficient of the instrument was 0.81, 0.86 and 0.82 for each cluster and overall reliability coefficient of 0.83 obtained using Cronbach Alpha statistic considered adequate for the study. The instrument was administered by the researcher with the help of three research assistants adequately briefed to facilitate high rate of returns. A total of 148 copies of questionnaires were distributed and 137 were retrieved completely filled comprising 53 Business Educators and 84 final year Business Education students representing 93% return rate. The data collected were analysed using mean, standard deviation and t-test statistic. The mean was used to answer the research questions. The standard deviation was used to ascertain the homogeneity of the respondents' responses to the items in the instrument while t-test was used to test the null hypotheses at 0.05 level of significance. For



research question 1 and 3 the mean cut-off mark of 2.50 and above was considered as agreed while the mean cut off below 2.50 was considered as disagreed. Research question 2 was analysed using real limit value of numbers as follows: 1.00 – 1.49, Very Low Extent (VHE), 1.50 – 2.49 Low Extent (LE), 2.50 – 3.49 High Extent/ (HE) and 3.50 – 4.00 Very High Extent (VHE). The decision rule in testing the hypotheses; the p-values were compared with the alpha level. The null hypothesis was accepted if the p-value is greater than 0.05 alpha level of significance and rejected when it is otherwise.

### Results:

**Research Question 1:** What are the emerging technologies required in Business Education curriculum for employability and economic survival of graduates.

**Hypothesis 1:** There is no significant difference between the mean responses of Business Educators and students on the emerging technologies required in Business Education curriculum for employability and economic survival of graduates.

**Table 1:**

Mean Ratings, Standard Deviation and t-test Result of the Respondents Responses on the Emerging Technologies Required in Business Education Curriculum for Employability and Economic Survival of Graduates

Hypothesis 1: There is no significant difference between the mean responses of Business Educators and students on the emerging technologies required in Business Education curriculum for employability and economic survival of graduates.

**Table 1: Mean Ratings, Standard Deviation and t-test Result of the Respondents Responses on the Emerging Technologies Required in Business Education Curriculum for Employability and Economic Survival of Graduates**

| S/N | ITEM STATEMENTS                                    | X1   | S1   | X2   | S2   | Xg   | Sg   | p-val. | Rmrks |
|-----|----------------------------------------------------|------|------|------|------|------|------|--------|-------|
| 1.  | Cloud computing                                    | 2.96 | 0.96 | 2.88 | 0.97 | 2.92 | 0.96 | 0.95   | NS    |
| 2.  | Artificial Intelligence (AI)                       | 3.15 | 0.88 | 3.13 | 0.97 | 3.14 | 0.92 | 0.26   | NS    |
| 3.  | Internet of Things (IoT)                           | 3.11 | 0.99 | 3.08 | 1.11 | 3.09 | 1.05 | 0.10   | NS    |
| 4.  | Machine Learning (ML)                              | 3.11 | 0.95 | 3.09 | 1.04 | 3.10 | 0.99 | 0.24   | NS    |
| 5.  | Blockchain technology                              | 3.07 | 1.03 | 3.09 | 1.07 | 3.08 | 1.05 | 0.83   | NS    |
| 6.  | Virtual and Augmented Reality                      | 3.03 | 1.01 | 3.02 | 1.09 | 3.02 | 1.05 | 0.54   | NS    |
| 7.  |                                                    | 3.05 | 1.19 | 2.90 | 1.07 | 2.97 | 1.13 | 0.21   |       |
| 8.  | 3D printing for product development and innovation | 3.18 | 1.00 | 3.01 | 1.13 | 3.09 | 1.06 | 0.27   | NS    |
|     | Digital Twins for simulation, optimization         |      |      |      |      |      |      |        |       |

**Keys:** X1-mean of Business Educators, X2 - mean of students, S1-standard deviation of Business Educators, S2- standard deviation of students, Xg - grand mean, Sg -grand standard deviation, NS- not significant, df-degree of freedom=135., Rmrks = Remarks.



Table 1 above revealed that all the 8 items had their mean above the cut off mean of 2.50. This implies that the 8 items are the emerging technologies required in Business Education curriculum for employability and economic survival of graduates. Also, the standard deviation of all the items ranges from 0.88-1.19 which shows that the responses of the respondents are close to one another in their responses and that they were not far from the mean. Similarly, the data also shows that the 8 items had their p- value ranging from 0.10 to 0.95 which is higher than 0.05 alpha level at 135 degree of freedom. Thus, the null hypothesis was accepted and alternative rejected. This implies that there is no significant difference between the mean responses of Business.

Educators and students on the emerging technologies required in Business Education curriculum for employability and economic survival of graduates.

**Research Question 2:** To what extent does integration of emerging technologies into Business Education curriculum enhance employability and economic survival of graduates?

**Hypothesis 2:** There is no significant difference between the mean responses of Business Educators and students on the extent that integrating emerging technologies into Business Education curriculum can enhance employability and economic survival of graduates.

**Table 2: Mean Ratings, Standard Deviation and t-test Result of the Respondents Responses on the Extent does Integration of Emerging Technologies into Business Education Curriculum can Enhance Employability and Economic Survival of Graduates**

| S/N | ITEM STATEMENTS                                                                                                     | X1   | S1   | X2   | S2   | Xg   | Sg   | p-val. | Rmrks |
|-----|---------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|--------|-------|
| 1.  | empower students to become more competitive and adaptable in various business environments                          | 3.03 | 1.01 | 3.01 | 1.18 | 3.02 | 1.09 | 0.11   | NS    |
| 2.  | ensure that their students are equipped with the latest knowledge and skills.                                       | 2.84 | 1.13 | 2.79 | 1.07 | 2.81 | 1.10 | 0.28   | NS    |
| 3.  | facilitates students' development of critical digital literacy skills.                                              | 3.13 | 1.09 | 3.13 | 1.08 | 3.13 | 1.08 | 0.64   | NS    |
| 4.  | prepare students for the demands of the modern workforce.                                                           | 3.20 | 0.96 | 3.17 | 1.03 | 3.18 | 0.99 | 0.43   | NS    |
| 5.  | enhances students ability to leverage digital tools for market research, business development, and online marketing | 3.22 | 0.93 | 3.19 | 1.03 | 3.20 | 0.98 | 0.26   | NS    |
| 6.  | foster an entrepreneurial                                                                                           | 3.15 | 1.00 | 3.14 | 1.09 | 3.14 | 1.04 | 0.40   | NS    |
| 7.  |                                                                                                                     | 3.07 | 1.08 | 3.04 | 1.16 | 3.05 | 1.12 | 0.25   | NS    |
| 8.  |                                                                                                                     | 3.01 | 1.00 | 2.91 | 1.11 | 2.96 | 1.05 | 0.30   | NS    |
| 9.  |                                                                                                                     | 2.98 | 1.02 | 2.95 | 1.06 | 2.96 | 1.04 | 0.98   | NS    |
| 10. |                                                                                                                     | 2.90 | 1.00 | 2.85 | 1.13 | 2.87 | 1.06 | 0.11   | NS    |



| S/N | ITEM STATEMENTS                                                                                                                                                                                                                                                                                                                                              | X1 | S1 | X2 | S2 | Xg | Sg | p-val. | Rmrks |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|--------|-------|
|     | mindset among graduates<br>Equip students with practical skills in areas like digital communication, data analysis, and e-commerce.<br>promotes students long-term economic well-being<br>leads to successful ventures and economic independence of graduates<br>makes the students more employable and relevant to the evolving needs of the business world |    |    |    |    |    |    |        |       |

**Data presented in Table 2** above revealed that all the 10 items had their mean above the cut off mean of 2.50. This implies that to high extent integration of emerging technologies into Business Education curriculum can enhance employability and economic survival of graduates. Also, the standard deviation of all the items ranges from 0.93-1.18 which shows that the responses of the respondents are close to one another in their responses and that they were not far from the mean. In addition, the data also shows that the 10 items had their p- value ranging from 0.11 to 0.98 which is higher than the 0.05 alpha at 135 degree of freedom. Thus, the null hypothesis was accepted and alternative rejected. This implies that there is no significant difference between the mean responses of Business Educators and students on the extent integration of emerging technologies into Business Education curriculum can enhance employability and economic survival of graduates.

**Research Question 3:** What are the possible obstacles that can hinder integration of emerging technologies in Business Education curriculum?

**Hypothesis 3:** There is no significant difference between the mean responses of Business Educators and students on possible obstacles that can hinder integration of emerging technologies in Business Education curriculum.



**Table 3: Mean Ratings, Standard Deviation and t-test Result of the Respondents Responses on the Possible Obstacles that can hinder Integration of Emerging Technologies in Business Education Curriculum**

| S/N | ITEM STATEMENTS                                                                                                                                                                                                 | X1   | S1   | X2   | S2   | Xg   | Sg   | p-val. | Rmrks |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|------|--------|-------|
| 1.  | resistance to change by some educators due to concerns about technology effectiveness including time required for learning<br>Limited access to technology such smart computers, reliable internet and software | 3.22 | 0.97 | 3.19 | 1.11 | 3.20 | 1.04 | 0.19   | NS    |
| 2.  | Financial burden can limit access to necessary technologies                                                                                                                                                     | 2.98 | 1.04 | 2.97 | 1.05 | 2.97 | 1.04 | 0.66   | NS    |
| 3.  | Inadequate infrastructure in many institutions                                                                                                                                                                  | 3.09 | 0.96 | 3.08 | 0.85 | 3.08 | 0.90 | 0.12   | NS    |
| 4.  | Balancing technology with traditional methods                                                                                                                                                                   | 2.98 | 0.90 | 2.94 | 0.94 | 2.96 | 0.92 | 0.31   | NS    |
| 5.  | Inadequate infrastructure in many institutions                                                                                                                                                                  | 3.18 | 0.92 | 3.17 | 0.94 | 3.17 | 0.93 | 0.81   | NS    |
| 6.  | Inconsistent government policies                                                                                                                                                                                | 3.13 | 1.09 | 3.11 | 1.10 | 3.12 | 1.09 | 0.56   | NS    |
| 7.  | Inadequate training and professional development of educators to effectively integrate technology into their teaching practices                                                                                 | 3.00 | 1.01 | 3.00 | 0.99 | 3.00 | 1.00 | 0.95   | NS    |
| 8.  | Insufficient digital literacy skills among educators                                                                                                                                                            | 2.90 | 1.16 | 2.90 | 1.12 | 2.90 | 1.14 | 0.83   | NS    |

**Data presented in Table 3** above revealed that all the items had their mean above the cut-off mean of 2.50. This means that the 8 items are the possible obstacles that can hinder integration of emerging technologies in Business Education curriculum. Also, the standard deviation of all the



items ranges from 0.85-1.16 which shows that the responses of the respondents are close to one another in their responses and that they were not far from the mean.

Similarly, the data also shows that the 8 items had their p- value ranging from 0.12 to 0.95 which is higher than the 0.05 level of significance at 135 degree of freedom. Thus, the null hypothesis was accepted and alternative rejected. This implies that there is no significant difference between the mean responses of Business Educators and students on the possible obstacles that can hinder integration of emerging technologies in Business Education curriculum.

### Discussion of the Findings

The findings were discussed in accordance with the research questions and hypotheses that guided the study as follows: It was found that the emerging technologies required in Business Education curriculum for employability and economic survival of graduates. Include: Artificial Intelligence (AI), Machine Learning (ML), Cloud computing, Virtual and Augmented Reality , Internet of Things (IoT), Blockchain technology, Digital Twins for simulation, optimization, 3D printing for product development and innovation. Also, the corresponding hypothesis tested revealed that there is no significant difference between the mean responses of Business Educators and students on the emerging technologies required in Business Education curriculum for employability and economic survival of graduates. This implies that employability and economic survival of graduates through Business Education curriculum required integration of emerging technologies. This findings relate to the earlier study conducted by Ogunbo et al. (2024) modern technologies required in Business Education curriculum for sefl-reliant of students include: include artificial intelligence (AI), Machine Learning (ML), Virtual and Augmented Reality (VR/AR) and Internet of Things (IoT) among others.

It was found also that to high extent integration of emerging technologies into Business Education curriculum can enhance employability and economic survival of graduates. This implies that to high extent integration of emerging technologies into Business Education curriculum can ensure that students are equipped with the latest knowledge and skills, equip students with practical skills in areas like digital communication, data analysis, and e-commerce, empower students to become more competitive and adaptable in various business environments, foster an entrepreneurial mindset among graduates, enhances students ability to leverage digital tools for market research, business development, and online marketing, prepare students for the demands of the modern workforce, promotes students long-term economic well-being, facilitates students development of critical digital literacy skills, makes the students more employable and relevant to the evolving needs of the business world, leads to successful ventures and economic independence of graduates. Also, the corresponding hypothesis tested revealed that there is no significant difference between the mean responses of Business Educators and students on the extent integrating emerging technologies into Business Education curriculum can enhance employability and economic survival of graduates. This finding relates to the earlier study of Karkouti (2023) who posited that modern technology empowers students, increases learning gains by learners, create opportunities for the development of their creativity, enhance students' problem-solving abilities, and communication skills for self-reliance. Also, the findings correspond with the study of Adeleke et al. (2020) if emerging technologies are integrated into Business Education programme or curriculum could attract to graduates benefits such as: providing access to information with the latest technologies to support professionalism in businesses, enhance innovation, increases an entrepreneurial mindset among graduates, facilitates students ability to



leverage digital tools for market research, business development, and online marketing, prepare students for the demands of the modern workforce, promotes students long-term economic well-being and improve students development of critical digital literacy skills.

Lastly, it was revealed that the possible obstacles that hinder integration of emerging technologies in Business Education curriculum: Limited access to technology such smart computers, reliable internet and software, Inadequate training and professional development of educators to effectively integrate technology into their teaching practices, resistance to change by some educators due to concerns about technology effectiveness including time required for learning, financial burden can limit access to necessary technologies, Inadequate infrastructure in many institutions, balancing technology with traditional methods, insufficient digital literacy skills among educators and inconsistent government policies. Also, the hypothesis tested revealed that there is no significant difference between the mean responses of Business Educators and students on possible obstacles that can hinder integration of emerging technologies in Business Education curriculum. This result is in corroboration with Agelli, Grönlund and Viberg (2019), who opined that the constraints to effective utilization of technology tools in teaching and learning are, high cost of modern facilities acquisition, poor bandwidth frequency and lack of specialized ICT learning centers. Also, Nedum-Ogbede (2016) maintained that integration of technologies into Business Education in tertiary institutions in Nigeria is impede by obstacles such as outdated infrastructure and limited human capital. Ogunode and Musa (2020) noted that many institutions in Nigeria struggle with inadequate facilities and outdated technologies. This limits the effectiveness of digital learning tools and online resources, hindering students' access to modern educational materials.

## Conclusion

It was concluded that the emerging technologies required in Business Education curriculum for employability and economic survival of graduates. Include: Artificial Intelligence (AI), Machine Learning (ML), Cloud computing, Virtual and Augmented Reality, Internet of Things (IoT), Blockchain technology, Digital Twins for simulation, optimization, 3D printing for product development and innovation. Also, it was found that to high extent integration of emerging technologies into Business Education curriculum can enhance employability and economic survival of graduates. Meanwhile, the obstacles that hinder integration of emerging technologies in Business Education curriculum: limited access to technology such smart computers, reliable internet and software, inadequate training and professional development of educators, resistance to change by some educators, financial burden can limit access to necessary technologies, and inadequate infrastructure in many institutions among others.

## Recommendations

Based on the outcome of the study, the researcher recommends that:

1. Government, through the Ministry of Education, Curriculum planners and educational institutions, should review the curriculum of Business Education to formulate flexible policies that would encourage the integration of emerging technologies for employability and economic survival of graduates.
2. There is need for educational institutions to ensure that there is periodic training and retraining of Educators to update their knowledge and skills to facilitates integration of emerging



technologies in Business Education curriculum to expose the students to 21st century skills for employability prospect of graduates for economic survival.

3. The philanthropists, international organizations and educational institutions should collaborate to ensure provision of relevant infrastructures to facilitate the implementation of emerging technologies in Business Education curriculum for employability and economic survival of graduates.

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