INTEGRATION OF EMERGING TECHNOLOGIES IN BUSINESS EDUCATION CURRICULUM FOR EMPLOYABILITY AND ECONOMIC SURVIVAL OF GRADUATES 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 question 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 technique. 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 statistic. The data collected were analysed using mean, standard deviation and t-test statistic. 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: Emerging Technologies, Business Education, 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 et al., 2024).

Business Education is described as deliberate and planned programme to equip students with the knowledge and skills necessary to enable them become self-reliant, independent and productive citizens in the 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 in order 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 Ehiametalor 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 course of studies which students must complete in order 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).

In Nigeria, the Business Education curriculum was structured to tackle the myriad of problems posed by unemployment to produce graduates who will be self-reliant (Gatta et al., 2023). However, most Business Education graduates after the completion of their programs still lack saleable skills and employability skills because of default in the curriculum that fails to teach the courses needed to impact the appropriate skills necessary to become an effective entrepreneur in the era of new technologies. Therefore, in the 21st century a good curriculum should be geared towards helping the students to acquire knowledge, attitudes, and values that would enable them to function efficiently. To this end, subjects that would meet the objectives or set goals must be included in the curriculum. A balanced curriculum for Business Education that integrate emerging technologies is required to instill in the students the necessary functioning skills and knowledge that will enable graduates to become employable and survive in 21st century as employee, entrepreneurs and employers of labour.

Emerging technologies according to Ogungbo et al.. (2024) are new and innovative technologies that are currently developing or have recently been introduced, with the potential to significantly impact society and the economy. They are characterized by their novelty, rapid growth, coherence, prominent impact, and uncertainty. Examples include artificial intelligence (AI), Machine Learning (ML), Virtual and Augmented Reality (VR/AR), Cloud Computing Blockchain technology and Internet of Things (IoT) among others. In the view of Ogungbo et al. (2024) emerging technologies like Artificial Intelligence (AI), Machine Learning (ML), Virtual and Augmented Reality (VR/AR), Cloud Computing, Internet of Things (IoT), and Blockchain can be used in transforming Business Education. These technologies are reshaping how businesses

operate and how education is delivered, which is required in diverse curricula for graduates self-reliant and independent.

Artificial Intelligence (AI) and Machine Learning (ML) according to Ogungbo et al. (2024) can be integrated into business curricula to teach students how to leverage these technologies for decision-making, process optimization, and innovation such as AI-powered tools for marketing, finance, and operations, as well as machine learning algorithms for predictive analytics and risk management. Virtual and Augmented Reality (VR/AR) can also be used to provide hands-on training in areas like product design and manufacturing, and enhance data visualization. For examples: Virtual and Augmented Reality for sales and customer service, for product demonstrations and design visualization. Internet of Things (IoT) can also be integrated into Business Education to teach students how to analyze IoT data, develop IoT-based solutions, and understand the business implications of the connected world. Smart manufacturing, connected supply chains, smart buildings, and personalized healthcare solutions enabled by IoT. Blockchain can be introduced in Business Education to teach students about its potential applications, security implications, and potential for disruption. Examples: Cryptocurrencies like Bitcoin and Ethereum, blockchain-based supply chain management systems, and digital identity solutions including 3D printing for customized manufacturing. Business education can explore the potential of 3D printing for teaching students product development and innovation for employability of graduates for 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 et al. (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.

However, integration of these technologies in Business Education in tertiary institutions in Nigeria according to Nedum-Ogbede (2016) is impede by some 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. Limited funding is a pervasive challenge that affects various aspects of curriculum implementation. Bremer et al, (2023) highlighted how budget constraints restrict institutions ability to invest in new technologies, update facilities, and provide necessary training for students. In addition, existing literature reveals substantial gaps in implementation. For instance, a study by Oyedele (2016) highlighted inadequate infrastructure as a major hindrance, with many institutions lacking requisite facilities for practical instruction. Furthermore, Watty et al, (2016) cited inadequate training among educators as part of the integration of modern technologies into the schools curriculum. These gaps underscore the urgent need to examine integration of emerging technologies in Business Education curriculum for employability and economic survival of graduates in South-East, Nigeria.

Statement of the Problem

Integration of emerging technologies into diverse curriculum including Business Education remain imperative to equip the students with the necessary knowledge, attitude and skills needed for employability and economic survival in the 21st century where innovations in different discipline have come to stay. These emerging technologies such as artificial intelligence (AI), Virtual and Augmented Reality (VR/AR), Cloud Computing Blockchain technology and Internet of Things (IoT) among others can provide access to information, enhance innovation, increases an entrepreneurial mindset among graduates, facilitates students ability to leverage digital tools for business development, marketing and prepare students for the demands of the modern workforce.

However, in many institutions implementation of Business Education curriculum seems to be done without traditionally with emphasis on theories with integration of emerging technologies. This seem to contributes to production of half-bake Business Education graduates who lack 21st century skills necessary for employability and economic survival leading to high rate of graduates unemployment and increase in crime rate among the youths in South-East. This incidence can also be attributed to poor Business Education curriculum structure, outdated infrastructure in tertiary institutions, inadequate training of educators and government policy summersault.

Therefore, graduates employment is crucial for both individuals and society as it can lead to economic growth, fosters innovation, and ensures a skilled workforce to meet future needs of the nation. As such, it became imperative to ascertain ways of ensuring employability of graduates which prompted the needs to examine the integration of emerging technologies in Business Education curriculum for employability and economic survival of graduates in South-East, Nigeria.

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 the extent does integration of emerging technologies into Business Education curriculum enhances 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:

$H0_1$: 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.

$H0_2$: There is no significant difference between the mean responses of Business Educators and students on the extent integrating emerging technologies into Business Education curriculum enhances employability and economic survival of graduates and

$H0_3$: 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.

Method

The study adopted descriptive survey research design. According to Nworgu (2018), survey research design is the type of research design in which group of people or items are studied by collecting and analysing 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 enable the researcher to studied 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 492 comprising 192 Business Educators and 299 final year Business Education students in public Tertiary Institutions offering Business Education in South-East (Tertiary Institutions Academic Students and Staff Record, 2025). The sample size of the study was 148 comprising 58 Business Educators and 90 final year Business Education students selected using multi-stage sampling technique. The instrument for data collection was a structured questionnaire developed by the researchers and validated by three experts, two from Business Education in Agricultural and Vocational Education Department and one from Measurement and Evaluation, all from College of Education, Michael Okpara University of Agriculture, Umudike. The questionnaire was designed using 4-point rating scale of Highly Required/Very High Extent/Strongly Agree (HR/VHE/SA) 4, Required/High Extent/Agree (R/HE/A) 3, Slightly Required/Low Extent/Disagree (SR/LE/D) 2 and Not Required/Very Low Extent/Strongly Disagree (NR/VLE/SD) 1 respectively. 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 questionnaire 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 required/agreed while the mean cut off below 2.50 was considered as not required/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.

Table 1: Mean and Standard Deviation of the Respondents Responses on the Emerging Technologies Required in Business Education Curriculum for Employability and Economic Survival of Graduates

S/N	ITEM STATEMENTS	$\bar{X}_1$	S_1	$\bar{X}_2$	S_2	$\bar{X}_g$	S_g	Rmrks
1.	Artificial Intelligence (AI)	3.15	0.88	3.13	0.97	3.14	0.92	Required
2.	Machine Learning (ML)	3.11	0.95	3.09	1.04	3.10	0.99	Required
3.	Cloud computing	2.96	0.96	2.88	0.97	2.92	0.96	Required
4.	Virtual and Augmented Reality	3.03	1.01	3.02	1.09	3.02	1.05	Required
5.	Internet of Things (IoT)	3.11	0.99	3.08	1.11	3.09	1.05	Required
6.	Blockchain technology	3.07	1.03	3.09	1.07	3.08	1.05	Required
7.	Digital Twins for simulation, optimization	3.18	1.00	3.01	1.13	3.09	1.06	Required
8.	3D printing for product development and innovation	3.05	1.19	2.90	1.07	2.97	1.13	Required
	Cluster Mean	**3.08**	**0.97**	**3.04**	**1.05**	**3.06**	**1,01**	Required

Keys: $\bar{X}_1$-mean of Business Educators, $\bar{X}_2$- mean of students, S_1-standard deviation of Business Educators, S_2- standard deviation of students, $\bar{X}_g$-grand mean, S_g-grand standard deviation, Rmrks = Remarks.

Data presented in 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.

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 2: t-test Analysis of the Mean Responses of Business Educators and Students on the Emerging Technologies Required in Business Education Curriculum for Employability and Economic Survival of Graduates

Variables	Mean	S.D	N	DF	t-cal.	t-crit.	Decision
Business Educators	3.08	0.97	53	135	0.23	1.97	**Not Significant**
Business Education Students	3.04	1.05	84				

The data in Table 2 shows that the calculated t-value is 0.23 while the t- critical value is 1.97 at 0.05 level of significant and at 135 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was accepted and alternative rejected. Therefore, 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 the extent does integration of emerging technologies into Business Education curriculum enhances employability and economic survival of graduates?

Table 3: Mean Ratings, Standard Deviation and t-test Result of the Respondents Responses on the Extent does Integration of Emerging Technologies into Business Education Curriculum Enhances Employability and Economic Survival of Graduates

S/N	ITEM STATEMENTS	$\bar{X}_1$	S_1	$\bar{X}_2$	S_2	$\bar{X}_g$	S_g	Rmrk.
1.	ensure that their students are equipped with the latest knowledge and skills,	2.84	1.13	2.79	1.07	2.81	1.10	HE
2.	Equip students with practical skills in areas like digital communication, data analysis, and e-commerce	3.07	1.08	3.04	1.16	3.05	1.12	HE
3.	empower students to become more competitive and adaptable in various business environments	3.03	1.01	3.01	1.18	3.02	1.09	HE
4.	foster an entrepreneurial mindset among graduates	3.15	1.00	3.14	1.09	3.14	1.04	HE
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	HE
6.	prepare students for the demands of the modern workforce	3.20	0.96	3.17	1.03	3.18	0.99	HE
7.	promotes students long-term economic well-being	3.01	1.00	2.91	1.11	2.96	1.05	HE
8.	facilitates students development of critical digital literacy skills	3.13	1.09	3.13	1.08	3.13	1.08	HE
9.	makes the students more employable and relevant to the evolving needs of the business world	2.90	1.00	2.85	1.13	2.87	1.06	HE
10.	leads to successful ventures and economic independence of graduates	2.98	1.02	2.95	1.06	2.96	1.04	HE
	Cluster Mean	**3.05**	**1.02**	**3.01**	**1.09**	**3.03**	**1.05**	HE

Keys: $\bar{X}_1$-mean of Business Educators, $\bar{X}_2$- mean of students, S_1-standard deviation of Business Educators, S_2- standard deviation of students, $\bar{X}_g$-grand mean, S_g-grand standard deviation., HE= High Extent, Rmrks = Remarks.

Data presented in Table 3 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.

Hypothesis 2: 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 enhances employability and economic survival of graduates.

Table 4: t-test Analysis of the Mean Responses of Business Educators and Students on the Extent Integration of Emerging Technologies into Business Education Curriculum Enhances Employability and Economic Survival of Graduates

Variables	Mean	S.D	N	DF	t-cal.	t-crit.	Decision
Business Educators	3.05	1.02	53	135	0.22	1.97	**Not Significant**
Business Education Students	3.01	1.09	84				

The data in Table 4 shows that the calculated t-value is 0.22 while the t- critical value is 1.97 at 0.05 level of significant and at 135 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was accepted and alternative rejected. Therefore, 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 enhances 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?

Table 5: Mean and Standard Deviation of the Respondents Responses on the Possible Obstacles that can hinder Integration of Emerging Technologies in Business Education Curriculum

Keys: $\bar{X}_1$-mean of Business Educators, $\bar{X}_2$- mean of students, S_1-standard deviation of Business Educators, S_2- standard deviation of students, $\bar{X}_g$-grand mean, S_g-grand standard deviation, Rmrks = Remarks.

S/N	ITEM STATEMENTS	$\bar{X}_1$	S_1	$\bar{X}_2$	S_2	$\bar{X}_g$	S_g	Rmrk.
1.	Limited access to technology such smart computers, reliable internet and software	2.98	1.04	2.97	1.05	2.97	1.04	Agreed
2.	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	Agreed
3.	Resistance to change by some educators due to concerns about technology effectiveness including time required for learning	3.22	0.97	3.19	1.11	3.20	1.04	Agreed
4.	Financial burden can limit access to necessary technologies	3.09	0.96	3.08	0.85	3.08	0.90	Agreed
5.	Inadequate infrastructure in many institutions	3.18	0.92	3.17	0.94	3.17	0.93	Agreed
6.	Balancing technology with traditional methods	2.98	0.90	2.94	0.94	2.96	0.92	Agreed
7.	Insufficient digital literacy skills among educators	2.90	1.16	2.90	1.12	2.90	1.14	Agreed
8.	Inconsistent government policies	3.13	1.09	3.11	1.10	3.12	1.09	Agreed
		3.06	1.00	3.04	1.01	3.05	1.00	

Data presented in Table 5 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.

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 6: t-test Analysis of the Mean Responses of Business Educators and Students on the Possible Obstacles that can Hinder Integration of Emerging Technologies in Business Education Curriculum

Variables	Mean	S.D	N	DF	t-cal.	t-crit.	Decision
Business Educators	3.06	1.00	53	135	0.11	1.97	**Not Significant**
Business Education Students	3.04	1.01	84				

The data in Table 6 shows that the calculated t-value is 0.11 while the t- critical value is 1.97 at 0.05 level of significant and at 135 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was accepted and alternative rejected. Therefore, 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 Ogungbo 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 relate with the earlier study of Karkouti (2023) who posited that modern technology empower students, increase 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 et al. (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 philanthropist, international organization and educational institutions should collaborate to ensure provision of relevant infrastructures to facilitate the implementation of integration of emerging technologies in Business Education curriculum for employability and economic survival of graduates.

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