# Assessing the Preparedness of Business Education Graduates for Success in a Digitally-Driven Economy in the 21st Century

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### Abstract

This study examines the preparedness of business education graduates for success in a digitally-driven economy in the 21st century. Two specific objectives and corresponding research questions guided the study. The survey research design was adopted, with a population of 112 business education graduates who responded to the research instrument. The instrument, titled Assessing the Preparedness of Business Education Graduates for Success in a Digitally-Driven Economy Questionnaire (APBEGSDDEQ), was used to collect data from the respondents. The instrument for data collection was validated by three experts, and a reliability coefficient of 0.79 was obtained using Cronbach's Alpha. Mean and standard deviation were employed to answer the research questions. The findings revealed that business education graduates are moderately prepared for success in a digitally-driven economy. They expressed confidence in using basic digital tools such as Learning Management Systems, office productivity software, and digital communication platforms. However, gaps were identified in advanced areas such as data analysis, e-commerce strategies, and the practical application of emerging technologies like artificial intelligence (AI) and big data. While the business education curriculum incorporates fundamental digital skills, it requires greater emphasis on hands-on training, the integration of industry-specific tools, and alignment with current technological trends to fully equip graduates for the demands of the 21st-century workplace. The study concludes that business education curricula must undergo continuous modernization to better prepare graduates with advanced digital competencies and ensure their readiness for the rapidly evolving digital economy. It is recommended that universities collaborate with industry stakeholders to design curricula that reflect the current needs of the job market.

**Key words:** Business education, digital skills, curriculum effectiveness, preparedness and emerging technologies

# Introduction

In today's global economy, digital technologies are increasingly shaping business practices, creating a growing demand for a workforce proficient in digital tools and methodologies. The advent of Industry 4.0, which includes advancements such as automation, artificial intelligence (AI), machine learning, and the Internet of Things (IoT), has dramatically

reshaped business education. As a result, there is an urgent need to update business education programs to equip graduates with the digital skills necessary for success in a rapidly evolving, technology-driven environment.

Traditionally, business education programs have emphasized foundational skills in areas such as management, accounting, marketing, and human resources. However, as the digital economy expands, these programs must also focus on digital literacy, technological adaptation, and innovation. For example, a study by Osiesi et al. (2024) highlighted a significant gap between the digital knowledge acquired by business education undergraduates in Nigeria and the practical digital skills required in the workplace. This finding underscores the necessity of curricula that not only cover core business principles but also integrate digital skills to meet the demands of the digital economy. Similarly, Mungai et al. (2024) emphasized the importance of incorporating digital tools and technologies into entrepreneurship education to better prepare students for the challenges and opportunities of the digital economy.

International organizations, such as the Association to Advance Collegiate Schools of Business (AACSB), have also emphasized the need for business schools to adapt to technological advancements. In their 2021 report, AACSB identified the integration of digital technologies as one of the key drivers shaping the future of business education. The report stresses that curricula must evolve to foster digital fluency and equip students with the skills required to succeed in a rapidly changing business environment (AACSB, 2021). In addition, Blignaut and Fadiya (2020) explored the role of digital transformation in higher education, finding that such transformations are essential for enhancing graduates' preparedness for the digital economy. Despite these efforts, challenges persist in fully integrating digital technologies into business education. Studies by Mavluda and Mukhammadievna (2021) have revealed that, while digital tools are being incorporated into educational systems, there is often a mismatch between what is taught and the actual skills needed in the workplace.

In light of these challenges, this study aims to assess the preparedness of business education graduates for success in a digitally-driven economy, with a focus on the integration of digital skills into business education curricula. By examining the gap between current educational practices and industry needs, this research seeks to provide recommendations for improving business education programs to ensure graduates are digitally competent and prepared for future career opportunities.

Recent studies have highlighted the growing gap between the skills business education graduates acquire and the skills required by employers in today's technology-driven workplace. For instance, Osiesi et al. (2024) found that Nigerian business education undergraduates were lacking essential digital competencies, such as digital communication, data analysis, and the use of online collaboration tools. This skill gap is largely attributed to outdated curricula that fail to adequately incorporate technology-based learning (Mungai et al., 2024). As a result, many graduates are ill-equipped to meet employers' expectations in areas such as data-driven decision-making, digital platform navigation, and automation. Therefore, it is crucial to assess the preparedness of business education graduates to ensure they are equipped with the necessary digital skills to succeed in the evolving digital landscape. Another critical area of focus is the effectiveness of business education curricula in equipping students with the digital skills required for success in the 21st-century workplace. While some business education programs have made strides in integrating digital literacy, many have been slow to adapt. Blignaut and Fadiya (2020) argued that the digital transformation of higher education institutions is essential to preparing students for the demands of the digital economy. However, the integration of digital skills into curricula has been inconsistent, with some institutions still relying on traditional teaching methods that emphasize basic management principles rather than the digital tools necessary in the modern business environment.

Mavluda and Mukhammadievna (2021) highlighted that the lack of a strong focus on digital competencies limits students' ability to contribute effectively to digital business practices. Numerous studies have examined the integration of digital skills into business education curricula. Adebisi and Adewuyi (2023) evaluated the extent to which digital skills were incorporated into business education curricula in Nigerian universities. Their study found that while some institutions had begun to incorporate digital tools, the overall integration was uneven. They recommended the development of more comprehensive curricula that emphasize the practical application of digital technologies. Similarly, Adeola and Olumide (2022) found that many business education curricula focused primarily on traditional business principles while neglecting the modern digital tools required in today's economy. Their study called for a curriculum overhaul to better integrate digital literacy. Furthermore, Nwachukwu (2024) explored the gaps between curriculum design and the technological needs of modern business environments. He found that while basic digital skills were taught, the curricula did not sufficiently address the advanced competencies required by industry. Nwachukwu suggested fostering partnerships between academia and industry to ensure that business education programs remain relevant and responsive to the evolving job market.

This study seeks to fill this gap by examining the preparedness of business education graduates for success in a digitally-driven economy, with an emphasis on the integration of digital skills into curricula. By evaluating current educational practices and identifying areas for improvement, this research aims to contribute to the development of business education programs that are better aligned with the demands of the digital economy.

# **Problem of the Study**

In the 21st century, the rapid evolution of technology and the rise of a digitally-driven economy have significantly altered the skills and competencies required by graduates to thrive in the workforce. Business education programs, traditionally focused on foundational business knowledge and management principles, must now incorporate a comprehensive understanding of digital tools, technologies, and platforms to adequately prepare students for modern workplace demands. Despite the growing recognition of the need for digital literacy, there is a noticeable gap in the preparedness of business education graduates for success in the digitally-driven economy. This gap raises concerns about whether current business education curricula are effectively aligning with the fast-paced changes in technology and the demands of the modern workplace. Business education graduates often find themselves entering the job market with limited proficiency in essential digital skills such as data analysis, digital communication tools, and cybersecurity practices, which are increasingly critical in the contemporary business environment. Moreover, there is a lack of empirical evidence on how well business education programs are integrating digital competencies into their curricula, leaving a void in understanding how these programs can be improved to meet the evolving needs of the job market. Therefore, this study seeks to investigate the preparedness of business education graduates in relation to the demands of a digitally-driven economy and to assess whether the current curricula equip them with the necessary digital skills for success in the 21st-century workplace.

### **Objectives of the Study**

The study investigated Assessing the Preparedness of Business Education Graduates for Success in a Digitally-Driven Economy in the 21st Century. Specifiacally, the sought to:

1. Assess the level of preparedness of business education graduates for success in a digitally-driven economy.

2. Examine the effectiveness of business education curricula in equipping graduates with the necessary digital skills for success in the 21st-century workplace.

## **Research Questions**

The study was guided by two research questions:

- 1) What is the level of preparedness of business education graduates for success in a digitally-driven economy?
- 2) To what extent does the current business education curriculum equip graduates with digital skills necessary for success in the modern workplace?

### Methodology

This study aims to assess the preparedness of Business Education graduates for success in a digitally-driven economy, focusing on the University of Calabar (UNICAL). The methodology follows a descriptive survey research design, which is well-suited for exploring the perceptions, practices, and readiness of graduates in relation to digital skills and the demands of the modern workplace. The study involved a sample of 112 business education graduates who provided responses to the research instrument. Data collection was facilitated using the "Assessing the Preparedness of Business Education Graduates for Success in a Digitally-Driven Economy Questionnaire (APBEGSDDEQ). The instrument was validated by three experts, ensuring its credibility, and a reliability. The research questions were addressed using mean and standard deviation as the analytical tools. The questionnaire was designed in three sections: Section A: Demographic Information (age, gender, academic background, and experience with digital tools). Section B: Preparedness for Success in a Digitally-Driven Economy, which measures the respondents' proficiency in essential digital skills such as data analysis, digital communication, cybersecurity, and digital collaboration tools. This section uses a 4-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The questionnaire was validated by experts in the fields of business education and digital literacy to ensure relevance and clarity. A pilot test involving 15 students from the univesity of Cross River State to check for reliability, yielding a Cronbach's alpha coefficient of 0.79, indicating high internal consistency. Data were collected through both physical distribution and online surveys. The questionnaire was first distributed in-person to the 112 selected students during class sessions. The online version of the questionnaire was made available for those who could not participate in person. Students were given two weeks to complete and return the survey, with reminders sent via email and phone calls to ensure a high response rate. The data collected were analyzed using descriptive statistical. Descriptive statistics, including mean scores and standard deviations, were used to summarize the respondents' level of preparedness and perceptions of the curriculum's effectiveness.

### **Findings of the study**

Research question 1

What is the level of preparedness of business education graduates for success in a digitallydriven economy?

	graduates preparedness and success in a digitally-driven economy							
S/ N	Items statement	Ν	Mean	Std. Dev	Decisi on			
1	I am confident using digital platforms like LMS and collaboration tools.	112	3.067	1.0641	Agree			
2	I am proficient with office software (e.g., Microsoft Office, Google Workspace).	112	3.324	0.9082	Agree			
3	I can perform basic data analysis using tools like Excel or Google Sheets	112	2.864	1.0379	Agree			
4	I feel prepared for digital marketing and e-commerce activities	112	2.837	1.0207	Agree			
5	I understand cybersecurity principles and practice safe online behaviors.	112	3.148	1.0426	Agree			
6	I can work remotely using tools like Zoom and Slack	112	3.310	0.9054	Agree			
7	I can adapt to emerging technologies like AI and cloud computing	112	3.351	0.7839	Agree			
8	I am confident in contributing to digital transformation projects in business	112	3.067	1.0380	Agree			
	cluster mean	112	3.121	0.9751	Agree			

# Table 1: Mean rating of the respondents responses on the level of business education graduates preparedness and success in a digitally-driven economy

The findings from Table 1 reveal the general preparedness of business education graduates for success in a digitally-driven economy, with respondents expressing agreement across all key areas assessed. Graduates reported a moderate level of confidence in their ability to use digital platforms such as Learning Management Systems (LMS) and collaboration tools, with a mean score of 3.07. This indicates that while they are familiar with digital platforms, there may be room for further development in this area to ensure seamless adaptation to evolving technological trends. Similarly, their proficiency in office productivity software like Microsoft Office and Google Workspace was rated higher, with a mean score of 3.32, suggesting that these graduates are well-equipped with fundamental tools that are crucial for everyday business operations. In terms of data analysis, graduates felt somewhat confident, scoring a mean of 2.86. While they believe they can perform basic data analysis using tools like Excel or Google Sheets, this area reflects an opportunity for further improvement, especially given the growing reliance on data-driven decision-making in today's business landscape. Likewise, while graduates felt prepared for digital marketing and e-commerce activities, with a mean score of 2.84, this area also indicates a potential gap that could be addressed in business education curricula to better align with the needs of the modern digital economy.

When it comes to cybersecurity, business education graduates exhibited a strong understanding of the principles and safe online behaviors, as reflected by a mean score of 3.15. This highlights the importance placed on securing digital business environments, an essential competency as businesses increasingly rely on digital tools and platforms. Graduates also felt well-prepared for remote work, with a mean of 3.31, indicating a high level of readiness to engage with virtual communication and collaboration tools such as Zoom and Slack, which have become central to business operations in the digital age. The data further showed that graduates felt capable of adapting to emerging technologies such as artificial intelligence (AI) and cloud computing, with a mean score of 3.35. This suggests that business education graduates are not only familiar with current technologies but are also prepared for the integration of innovative technologies in the workplace. In addition, graduates expressed

confidence in contributing to digital transformation projects within businesses, with a mean score of 3.07. This reflects their belief in their ability to be active participants in organizational shifts towards digitalization, a key competency for modern business professionals. The overall cluster mean of 3.12 indicates that, on the whole, business education graduates agree that they are sufficiently prepared for success in a digitally-driven economy. However, while their readiness in several areas such as digital tools, cybersecurity, and remote work is commendable, there remain opportunities for improvement in areas like data analysis and digital marketing to ensure a more comprehensive digital skill set.

# Research two

To what extent does the current business education curriculum equip graduates with digital skills necessary for success in the modern workplace?

Table 2: Mean rating of the responses of respondents current business education curriculum equip graduates with digital skills necessary for success in modern workplace

S/N	Items Statement	Ν	Mean	Std.	Decisio
				Dev.	n
9	The curriculum includes courses on digital business tools.	112	3.351	0.7839	Agree
			4	6	
10	Courses provide practical experience with digital tools.	112	3.067	1.0380	Agree
			6	6	
11	The curriculum covers digital marketing and e- commerce.	112	2.959	1.0525	Agree
			5	8	
12	The program exposes students to AI and big data.	112	2.905	0.9240	Agree
			4	9	
13	I've used digital tools in coursework for real-world applications.	112	2.986	1.1040	Agree
			5	8	
			2.905	0.8467	
14	The program includes cybersecurity training.	112	4	3	Agree
			2 986	1 0269	
15	The curriculum offers hands-on digital tool training.	112	2.900 5	1.020) A	Agree
			J 2 837	7	
16	The digital skills taught align with current business trends	112	2.057	1.0207	Agree
			0	0 9766	
	Cluster Mean	112	2.577 3	0.8700 4	Agree

The findings in Table 2 reflect the extent to which the current business education curriculum equips graduates with the digital skills necessary for success in the modern workplace. The responses generally indicate that the curriculum includes relevant digital skills training, but there are areas for improvement. First, the curriculum's inclusion of courses on digital business tools received the highest mean score of 3.35, which suggests that students are exposed to essential tools for digital business operations. This aligns well with the increasing need for familiarity with digital platforms and tools in today's business environment. In addition, students reported that the curriculum provides practical experience with digital tools (mean = 3.07), indicating that while the curriculum offers some hands-on opportunities, there may be a need for more extensive practical exposure to digital tools used in real business settings. The inclusion of digital marketing and e-commerce in the curriculum scored a mean of 2.96, showing that while these topics are covered, the depth and scope might not fully prepare students for the rapidly changing digital marketplace. Similarly, the program's exposure to emerging technologies such as artificial intelligence (AI) and big data received a

slightly lower mean score of 2.91, suggesting that while the curriculum addresses these crucial technologies, it may not sufficiently emphasize their practical applications or the advanced skills required to work with them.

The use of digital tools in coursework for real-world applications (mean = 2.99) highlights that student have some experience applying digital skills, although this area could benefit from further integration of industry-specific tools and scenarios to better prepare graduates for workplace challenges. The inclusion of cybersecurity training in the program (mean = 2.91) also received an agreement score, which is crucial for ensuring students understand the importance of securing digital business environments. However, it may indicate a need for more in-depth or practical training in cybersecurity, especially given the increasing frequency of cyber threats. In terms of hands-on training with digital tools (mean = 2.99), students expressed moderate satisfaction, suggesting that while they gain some practical skills, there may be room for more focused and advanced training opportunities. Lastly, the alignment of the curriculum with current business trends (mean = 2.84) received the lowest score, which indicates that while the curriculum includes some digital skills training, there may be gaps in ensuring that the skills taught are directly relevant to the most current business trends, particularly those shaped by digital transformation. The overall cluster mean of 2.58 shows that, on average, students agree that the business education curriculum provides relevant digital skills, but there are clear areas for improvement. The curriculum appears to cover a broad range of digital topics, but more emphasis on practical experience and current trends in technology would better prepare graduates for success in the modern, technology-driven workplace.

# **Discussion of the Findings**

Preparedness of Business Education Graduates for Success in a Digitally-Driven Economy The findings indicate that business education graduates possess a general confidence in their ability to navigate a digitally-driven economy, though areas for further development remain. This aligns with studies by Uwadia and Eze (2023), Adebayo and Adeyemi (2022), and Alabi (2024), highlighting both alignment and opportunities for enhancing graduates' preparedness for the modern workplace. Graduates demonstrated moderate confidence in using digital platforms like Learning Management Systems (LMS) and collaboration tools, suggesting familiarity with basic digital tools but pointing to a need for additional training to adapt to evolving technologies. These results reinforce Uwadia and Eze's (2023) findings that graduates face challenges in technical areas such as data analysis and digital communication tools, exposing gaps in the business education curriculum. Graduates reported higher proficiency with office productivity software such as Microsoft Office and Google Workspace, reflecting their preparedness for general office tasks. However, Adebayo and Adeyemi (2022) emphasized that the modern workplace requires advanced skills beyond these basic tools, suggesting that the curriculum needs to address this gap. Similarly, confidence in data analysis was moderate, consistent with Uwadia and Eze's (2023) observations of significant deficiencies in advanced data analytics skills. Although capable of performing basic tasks using tools like Excel or Google Sheets, graduates may struggle with complex, data-driven tasks essential in today's business landscape.

In digital marketing and e-commerce, graduates expressed only a moderate level of preparedness, which corresponds with Adebayo and Adeyemi's (2022) findings that while basic proficiency exists, graduates lack advanced skills in digital marketing strategies and e-commerce. This underscores the need for curricula to include more practical experience and training in digital marketing, SEO, and e-commerce platforms to prepare graduates for the digital economy. Graduates showed strong understanding of cybersecurity, with findings

aligning with Uwadia and Eze's (2023) assertion that students are aware of cybersecurity risks. This preparedness reflects the importance of cybersecurity in today's digital environments and indicates that business education programs are addressing this critical need effectively. The study also revealed a high level of preparedness for remote work, reflecting the growing emphasis on virtual communication tools such as Zoom and Slack in today's workplace. This readiness aligns with the ongoing shift toward remote work across industries, showcasing the ability of business education programs to prepare graduates for collaborative virtual environments.

Regarding emerging technologies like artificial intelligence (AI) and cloud computing, graduates demonstrated strong readiness, resonating with Alabi's (2024) call for curricula modernization. The findings highlight graduates' ability to integrate innovative technologies into their work, making them valuable assets in a rapidly evolving business world. Additionally, graduates expressed confidence in contributing to digital transformation projects, aligning with Uwadia and Eze's (2023) emphasis on digital competence as a vital workplace skill. Despite the strengths, notable gaps emerged in advanced competencies such as data analysis, digital marketing, and e-commerce. Graduates' lower confidence in these areas suggests the need for curricula to include more advanced and practical training in data analytics, digital marketing strategies, and e-commerce platforms. Adebayo and Adeyemi (2022) highlighted the increasing demand for such skills in the modern workplace, emphasizing the importance of aligning education with market needs. The findings suggest that business education programs should evolve to incorporate hands-on experience and specialized courses in these critical areas. Staying current with technological advancements is essential to ensure graduates are equipped with the most relevant and advanced skills needed for success in a rapidly changing digital economy.

# Effectiveness of Business Education Curricula in Equipping Graduates with Digital Skills

The results reveal that while the curriculum includes essential digital skills training, there is room for improvement in terms of depth, practical application, and alignment with industry demands. Graduates demonstrated a solid understanding of digital business tools, which reflects the inclusion of these tools in the curriculum. However, their training often lacks the advanced and consistent depth required to fully prepare them for the demands of coding, data analytics, and digital marketing, as emphasized by Adebisi and Adewuyi (2023). While the integration of these tools is a positive step, it calls for a more focused and advanced approach to meet workplace needs.

The findings further indicate that practical experience with digital tools is included in the curriculum but remains limited in scope. This aligns with Adeola and Olumide's (2022) observation that traditional business principles dominate the curriculum, hindering graduates' seamless transition into digital workplaces. Although students are exposed to some hands-on training, expanding these opportunities through industry-specific scenarios could better prepare them for real-world challenges. Similarly, digital marketing and e-commerce are addressed in the curriculum but not to the extent required for mastery. As noted by Nwachukwu (2024), foundational skills are present, but more advanced training in areas like SEO and digital marketing strategies is needed to position graduates for success in the rapidly evolving business landscape.

Emerging technologies such as artificial intelligence (AI) and big data are covered in the curriculum but often with a theoretical rather than practical focus. This gap, as highlighted by both this study and Nwachukwu (2024), underscores the need for business education programs to incorporate hands-on experiences with these technologies. Practical exposure to AI and big data tools would equip graduates with the advanced competencies necessary to

thrive in the digital economy. Additionally, cybersecurity training is included in the curriculum, but the findings suggest that it remains at a fundamental level. Given the increasing importance of digital security, more in-depth and practical training is essential to ensure graduates can effectively manage and protect digital business environments.

Another key finding is the moderate level of hands-on training with digital tools, which indicates that while some practical training exists, it needs further emphasis. This finding supports the recommendation by Adebisi and Adewuyi (2023) to integrate advanced digital competencies, such as coding and data analytics, into the curriculum. Enhanced hands-on training through industry-specific tools and real-world applications would provide graduates with the practical skills necessary for the workplace. Additionally, the curriculum's alignment with current business trends scored the lowest, pointing to a critical gap. The curriculum often fails to keep pace with technological advancements, as noted by Adeola and Olumide (2022). Regular updates to incorporate the latest trends in digital business practices and technology are necessary to ensure graduates remain competitive in the evolving digital economy.

In summary, these findings align with the conclusions of Adebisi and Adewuyi (2023), Adeola and Olumide (2022), and Nwachukwu (2024), which emphasize the need for a comprehensive overhaul of business education curricula. Although the curriculum includes a range of digital skills, it falls short in providing the depth and practical application required in areas such as advanced data analytics, digital marketing, AI, big data, and cybersecurity. To adequately equip graduates for success in the 21st-century workplace, business education programs must prioritize hands-on training, integrate industry-specific tools, and stay abreast of the latest technological trends. This will ensure that graduates are well-prepared to navigate the challenges and opportunities of a rapidly digitalizing business environment.

# **Conclusion/Implication**

This study highlights the crucial role of business education curricula in preparing graduates for success in a digitally-driven economy, specifically focusing on final-year students at the University of Calabar. The findings suggest that while many students possess basic digital competencies, significant gaps remain in more advanced digital skills essential for thriving in today's fast-paced, technology-driven business environment. These gaps underscore the need for curriculum enhancements that integrate more practical, industry-specific digital skills such as data analytics, cybersecurity, and digital collaboration tools.

The study's implications are far-reaching. First, educational institutions, particularly those offering business education programs, must recognize the importance of aligning curricula with the evolving demands of the digital economy. By incorporating digital literacy and hands-on experience with emerging technologies into their programs, universities can better equip students to meet the needs of modern employers. Moreover, the study emphasizes the necessity for continuous curriculum reviews and updates to reflect advancements in digital tools and practices, ensuring that students remain competitive in the global job market.

Additionally, the findings suggest that digital skills training should be a continuous process that extends beyond the classroom, with opportunities for practical application in real-world scenarios. Partnerships between universities and industry stakeholders can provide students with internships, workshops, and collaborative projects that enhance their digital readiness. Policymakers and educators should also consider developing programs that specifically target digital upskilling for business education students, focusing on areas such as digital marketing, artificial intelligence, and cloud computing, which are increasingly becoming essential in the workplace. Ultimately, this study calls for a strategic shift in business education that prioritizes digital skills development to ensure that graduates are well-prepared to navigate the challenges and opportunities of the 21st-century digital economy.

### Recommendations

Based on the findings of this study, several recommendations are made to improve the preparedness of business education graduates for success in a digitally-driven economy:

- 1. Curriculum Enhancement: Educational institutions, especially those offering business education programs, should revise their curricula to integrate advanced digital skills training. Courses should be updated to include emerging technologies such as data analytics, artificial intelligence, digital marketing, and cybersecurity. Practical components like hands-on training, case studies, and projects should be incorporated to provide students with real-world experiences.
- 2. Industry Partnerships: Universities should collaborate with industry stakeholders to design curricula that reflect the current needs of the job market. Partnerships with technology firms, digital marketing agencies, and other relevant industries could provide students with internship opportunities, mentorship programs, and exposure to current industry practices, ensuring that they are better equipped with the skills required by employers.
- 3. Continuous Professional Development: To bridge the gap in digital skills, universities should offer continuous professional development programs for both students and faculty. These could include workshops, certifications, and online courses in advanced digital competencies. Faculty members, in particular, should undergo regular training to stay updated on technological advancements and teaching methods.
- 4. Incorporating Digital Tools in Teaching: Business education programs should adopt digital tools and platforms for both teaching and learning. This includes utilizing Learning Management Systems (LMS), collaborative tools such as Google Workspace or Microsoft 365, and encouraging students to use digital tools for research, communication, and collaboration. Digital literacy should be embedded into the culture of learning across all disciplines within business education.
- 5. Encouraging Entrepreneurial Mindsets: In line with the digital transformation of businesses, business education programs should foster an entrepreneurial mindset by teaching students how to leverage digital tools for business innovation. This can be done through courses focused on entrepreneurship, digital business models, and the use of digital tools in creating and managing startups.
- 6. Government and Policy Support: Policymakers should prioritize the integration of digital skills in higher education and provide funding for the development of digital infrastructure. This support can include subsidies for digital tools, the development of elearning platforms, and the creation of national standards for digital competencies in education, ensuring that graduates are ready to meet global technological demands.
- 7. Student Engagement in Digital Initiatives: Students should be encouraged to participate in digital skill development initiatives, such as hackathons, digital innovation challenges, and industry conferences. These activities can foster creativity, critical thinking, and practical application of digital skills, enabling students to stay ahead in the competitive digital economy.

By implementing these recommendations, universities can better prepare business education graduates for success in an increasingly digital and technology-driven job market, thereby enhancing their employability and contributing to the broader goal of workforce transformation in the 21st century.

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