



Prospects of Integrating New Digital Technologies and Evaluation Techniques for Enhanced Business Education Curriculum Implementation in Universities in South-East Nigeria

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ABSTRACT

This descriptive survey investigates the prospects of integrating new digital technologies and evaluation techniques to enhance Business Education curriculum implementation in universities in South-East Nigeria. Two research questions guided the study. The population comprises all 203 Business Education lecturers in public universities in South-East Nigeria offering Business Education. The multi-stage, cluster, purposive, and simple random sampling techniques were employed to select a sample of 102 lecturers from six public universities across three states in the South-East, Nigeria, out of a total of five states in the zone. The study used a two-section rating scale with twenty (20) items titled Prospects of Integrating New Digital Technologies and Evaluation Techniques for Enhanced Business Education Curriculum Implementation (PINDTETBECI) for data collection. The instrument was validated by three specialists in Business Education, Measurement and Evaluation, and Curriculum Studies. The reliability of the instrument was determined using Cronbach's Alpha reliability statistics, and coefficient indices of 0.83 and 0.78 were obtained. The research questions were answered using the mean/pooled mean and standard deviation. The findings showed that new digital technologies and evaluation techniques such as LMS, Simulation tools, and virtual defence can enhance Business Education curriculum implementation, with a high mean score range of 3.6 to 3.8. It also highlighted the prospects of integrating these new technologies and evaluation techniques, as indicated by items with a high mean range of 3.8, showing that digital technology-powered learner-centred approaches enhance students' active participation and enable adequate curriculum content coverage during Business Education curriculum implementation in universities in South-East Nigeria. Based on the findings, some recommendations were proffered towards effective integration of the new digital technologies and evaluation techniques for enhanced Business Education curriculum implementation in universities in South-East Nigeria.

Keywords: New Digital Technologies; Curriculum Implementation; Evaluation Techniques; Business Education

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Introduction

In the last few decades, digital technological trends have shifted tremendously to positively impact the education system, especially in the way and manner curriculum implementation of various universities' courses is carried out. New digital technologies and evaluation techniques are emerging daily to improve upon existing ones, thereby meeting the current drive in global digital technological development. This shift in the explosion and improvement of digital technologies holds a lot of prospects, making it imperative that every area in education must key into it to benefit optimally from the school curriculum and meet global standards.

A curriculum document is a necessary official tool that must be used at all levels of education to give direction to teaching and learning. Varied curriculum specialists summarised the curriculum as the official blueprint document that contains all the planned learning content, experiences, activities, methods, instructional materials, and evaluation techniques that the learner must be exposed to, under the auspices of the school, for a total change of behaviour (Chukwuma-Nosike, 2024a; Offorma et al., 2019; Wiles & Bondi, 2015). Thus, the curriculum document remains the operational vehicle that drives the implementation of all school subjects and courses at different levels of education all over the world. This indicates the importance of the curriculum document in the implementation of any university course, including Business Education. The curriculum document remains mere paper unless it is transmitted to learners through curriculum implementation. Curriculum implementation is the phase that comes after curriculum planning and development. Curriculum implementation is the process by which different stakeholders deliver the curriculum document's content to learners in the classroom or laboratory to achieve the stipulated learning objectives. It also involves assessing student learning after delivery to determine the extent to which stipulated learning outcomes are achieved. Integrating new digital technologies can enhance these roles and processes in curriculum implementation.

Universities in Nigeria offer different courses, including Business Education. Each course of study is unique in its features, and thus, it demands that it be implemented in a special way to achieve the desired learning objectives. Business Education is a skill-filled course offered in Nigerian universities to equip its learners with business skills required in the place of work and business. Nwagu et al. (2025) described Business Education as a skill-based educational course that equips learners with knowledge, values, and skills for self-reliance upon graduation. Business Education is a course that prepares learners/pre-service teachers for the world of business as well as the teaching of business subjects such as Business Studies, Financial Accounting, Commerce, Office Practice, and many other subjects at the secondary school level (Issa & Ibrahim, 2021). This implies that through the implementation of the course, professional Business Educators are trained and equipped for the world of work. Therefore, effective curriculum implementation at this level is vital and requires being carried out by integrating appropriate learner-centred digital technologies and evaluation tools.

The way and manner in which the learning content of a course is transferred to the learners may make or mar the achievement of the learning outcome. Integrating current digital technologies into Business Education curriculum implementation holds a lot of prospects in producing functional, self-reliant citizens upon graduation. Technologies refer to digital equipment, tools, platforms, and applications that can facilitate human activities and make them seamless. New digital technologies, on the other hand, are modern digital tools and systems that enhance teaching, learning, and administrative processes. They refer to new digital innovations, tools, and applications developed for the enhancement of human activities in all sectors of life, including education and curriculum implementation (Ukpaka et al., 2025). Ufondu et al. (2023) explain that new digital technologies are modern technological devices recently invented and made adaptable to ease and facilitate the teaching and learning of any school subject and course. They are especially valuable in Business Education, where real-world application, adaptability, and digital fluency are essential (Amesi et al., 2022).

Evidence from previous studies shows that the use of technologies in general instructional delivery has been extensively studied by many researchers, such as (Olupayimo & Edeh, 2025; Ogungbo et al., 2024; Dikeocha et al., 2023; Peters & Ugochukwu, 2023; Amesi et al., 2022). Findings from these studies indicated that the use of technologies enhances students' active engagement and learning as well as promotes students' academic achievement. No recent studies known to the researchers so far have been carried out particularly on the prospects of integrating new digital technologies and evaluation techniques in Business Education, especially in universities in South-East Nigeria, and this established a gap for this study. Integration of new digital technologies and assessment procedures during curriculum implementation is now central to modern education, teaching and learning. Chukwuma-Nosike (2020) stressed that technologies are the key to effective curriculum content delivery as they ensure that students get the desired knowledge, skills and competencies they need to be successful even after school. In other words, new technologies and digital evaluation techniques are necessary in the curriculum implementation of skill-filled subjects such as Business Education.

The Technological Pedagogical Content Knowledge (TPACK) framework, developed by Mishra and Koehler (2006), provides a useful theoretical framework for understanding how lecturers can effectively integrate digital technologies into specific subject content curriculum implementation. The TPACK framework emphasises that effective technology integration requires teachers to combine content knowledge, pedagogy, and technology to enhance teaching and learning. Basically, the theory supports teachers' purposeful integration of digital technologies and innovative evaluation techniques to deliver Business Education content, promote active learning, assess competencies, and enhance curriculum implementation in universities. The relevance of the theory to this study is that there is a need for the identification of new technologies so as to integrate them with pedagogy and course content, with appropriate evaluation during Business Education curriculum implementation.

Over the years, there have been several technologies in existence that are used in Business Education curriculum implementation. The new digital technologies improve the efficiency of existing technologies and instruments previously used in the education sector. These existing conventional technologies include different types of computers-laptops, palmtops, tablets, fax machines, photocopying machines, projectors, and different software. Currently, there has been a continuous paradigm shift in the currency of digital technologies used in curriculum implementation. The new digital technologies, especially Artificial Intelligence (AI), are globally recognised based on their functionality, capability, availability, roles, and purposes (Okebukola, 2024).

The new digital technologies are mostly internet-powered, limitless, and wireless to meet global industry speed and efficiency. Thus, some of the new technologies that can be integrated into modern Business Education curriculum implementation include Artificial Intelligence (AI) tools (Okebukola, 2024), Learning Management Systems (LMS), Virtual Classrooms and Collaboration tools, Accounting and Financial tools, Simulation Software, Data Analytics Platforms, E-learning and Webinars, Mobile Learning Apps, search engines, plagiarism test tools, Digital Libraries and Research Databases, Digital evaluation methods, and technology-based teaching approaches (Ukpaka et al., 2025; Chukwuma-Nosike, 2025; Olupayimo & Edeh, 2025). These new digital technologies serve varied purposes in curriculum implementation and hold high prospects for Business Education students. Artificial Intelligence (AI) personalises curriculum implementation based on student progress, while AI chatbots assist students with queries of any kind and automate administrative tasks (Chukwuma-Nosike, 2025). Olupayimo and Edeh (2025) buttressed that AI can transform Business Education in Nigeria by improving curriculum delivery and workforce readiness. Accounting and financial tools such as QuickBooks, Sage, and Excel can be integrated into business courses to teach practical skills in bookkeeping, budgeting, and financial analysis during curriculum implementation. Simulation Software tools like SimVenture, Capsim, and Business Strategy Game enable the use of simulations of real-world business scenarios in classroom lessons. With these simulation technologies, students practice decision-making in finance, marketing, and operations (Bećirović, 2023).

Furthermore, LMS Platforms like Moodle, Canvas, and Google Classroom help organise course content, assignments, and learning assessments. These tools also support blended, flipped classroom, and online learning models. E-learning, virtual classrooms, and webinar platforms like Coursera, Udemy, and Zoom give access to global business resource persons and experts and flexible learning (Chukwuma-Nosike & Offorma, 2022). It enables teamwork and project collaborations, which prepare students for a future remote working environment. Olushola et al. (2022) opine that the integration of virtual methods, including the use of webinars and virtual guest lectures, modernises and enriches the Business Education curriculum implementation.

New technology-based evaluation techniques that range from digital portfolios, virtual evaluation, computer-based testing, to real-time analytics offer educators more nuanced insights into student performance. It also promotes continuous assessment, continuous learning and improvement, as well as personalised learning. Amesi et al.'s (2022) findings from their study show that digital evaluation tools such as screen casting, streaming videos, and e-book readers not only improve instructional delivery but also enhance students' communication and office competencies. This implies that the integration of new digital technologies into Business Education enhances effective curriculum implementation that benefits all learners maximally. Bećirović (2023) stresses that integration comes with many challenges, but it

requires access to new technologies, new knowledge, skills, competencies, and support for effective integration to be achieved.

Business Education in the 21st century requires cutting-edge technologies to enhance learning, improve accessibility, and align with global industry trends. Integration of new technologies connotes the incorporation of current technologies into curriculum implementation. Amesi et al. (2022) buttress the argument that integration of new technologies by Business Educators ensures that appropriate technologies are integrated, incorporated, and utilised during teaching and learning. Edeh and Olupayimo (2023) reiterated that these new digital technologies enable students to become more acquainted with modern technological skills. New digital technologies and evaluation techniques can be integrated into Business Education curriculum implementation when using blended learning and flipped classroom approaches, in-class or online classroom discussions, during virtual presentations, and in students' classroom and homework, project defence, assessments like CBT, seminars, theses, and dissertations. AI can be integrated into the curriculum implementation of both theory and practical Business Education classes (Edeh & Olupayimo, 2025). Instructional materials such as pictorials, numerical concepts, virtual laboratories, and office simulations are now sourced and generated digitally with the help of varied AI tools (Chukwuma-Nosike, 2024b). The development of course materials, test construction, grading, recordings, students' engagement, and feedback are now seamlessly enhanced virtually using new digital AI technologies (Okebukola, 2024).

In all these ways of integrating new digital technologies and evaluation techniques, Business Education curriculum implementation becomes more interactive, personalised, and participatory, thereby arousing students' interest and promoting adequate retention of learning content. This promotes adequate concrete skill acquisition, cognitive knowledge, and aptitudes, leading to robust academic achievement, job and wealth creation, as well as industry-ready graduates.

Statement of the Problem

Curriculum implementation is a crucial educational activity through which teachers translate the learning content, experiences, and activities contained in the curriculum document into meaningful classroom experiences for learners. Business Education is a multifaceted programme that combines theoretical knowledge with practical experiences in business-related areas. It is therefore an important programme for preparing learners with the knowledge, skills and competencies needed to function effectively in the contemporary business environment. Effective implementation of the Business Education curriculum can promote the acquisition of relevant business skills that enhance learners' self-reliance, adaptability and resilience after graduation.

The continuous advancement of digital technology has created more opportunities for improving Business Education curriculum implementation and assessment in universities. Business Educators can integrate technologies such as Artificial Intelligence (AI), Learning Management Systems (LMS), online learning platforms, simulation laboratories, the Internet of Things (IoT), gamification, virtual teaching approaches, and digital evaluation and assessment techniques into the course implementation. These technologies enable curriculum implementation to be more interactive, flexible, practical, and responsive to contemporary educational and workplace demands. Similarly, innovative digital evaluation techniques can provide effective ways to assess learners' knowledge, practical skills, digital competencies, and problem-solving abilities through more flexible, technology-supported approaches. Consequently, identifying technologies and evaluation techniques suitable for Business Education curriculum implementation is important for promoting effective teaching, learning, and assessment.

However, the researchers have observed that the increasing availability of new digital technologies and evaluation techniques raises the need to identify which of these technologies and techniques are considered appropriate for integration into Business Education curriculum implementation in universities in South-East Nigeria. It is also necessary to determine the prospects that their integration may provide for improved effectiveness of Business Education curriculum implementation in public universities. Without empirical information on the specific digital technologies and evaluation techniques that can be integrated and the prospects associated with their integration, it may be difficult for curriculum planners,

university administrators, and Business Educators to make informed decisions regarding technology-supported curriculum implementation. Therefore, the statement of the problem is: What are the new digital technologies and evaluation techniques that can be integrated into Business Education curriculum implementation, and what are the prospects of such integration in universities in South-East Nigeria?

The purpose of this study is to investigate the prospects of integrating new technologies into Business Education curriculum implementation in universities in South-East Nigeria. Specifically, the study sought to find out the different new technologies and evaluation techniques that can be integrated to enhance effective Business Education curriculum implementation in universities in South-East Nigeria.

The following research questions guided the study.

1. What are the new digital technologies and evaluation techniques that can be integrated into Business Education curriculum implementation in universities in South-East Nigeria?
2. What are the prospects of integrating these new digital technologies and evaluation techniques into Business Education curriculum implementation in universities in South-East Nigeria?

Method

This study adopted the descriptive survey design. The population of the study consists of all 203 Business Education lecturers in 10 public Federal and State universities in South-East Nigeria, offering Business Education (Academic Planning Unit, APU, 2025; Peters & Ugochukwu, 2023). The sample size used for the study consists of one hundred and two (102) Business Education lecturers of all ranks, selected from six (6) public universities from three (3) states in the South East through multi-stage, cluster, purposive, and simple random sampling techniques. The multi-stage cluster sampling technique was used to select three states out of five states in South-East Nigeria, and two (2) public universities (Federal and State), each, totalling six (6) universities from Abia, Anambra, and Imo States out of the five South-East States of Nigeria. The purposive sampling technique was used to select a sample of seventeen (17) lecturers from each school offering Business Education. The simple random sampling technique was used to select the lecturers' sample, thereby giving all Business Educators in each school equal chances of being selected. Summarily, demographically, the respondents consist of all academic ranks of 18 male and 84 female Business Educators, who possess an M.Sc. Ed. and above qualifications from federal and state universities in three of the five states in South-East Nigeria.

The data collection instrument used for the study was a researcher-made four-point rating scale titled: Prospects of Integrating New Digital Technologies and Evaluation Techniques for Enhanced Business Education Curriculum Implementation (PINDTETBECI), with response options (Strongly agree (SA), Agree (A), Disagree (D), and Strongly disagree (SD)). The instrument of 20 items was validated by three specialists in Business Education, Measurement and Evaluation, and Curriculum Studies, respectively. The instrument was administered to 17 lecturers in Universities in Ebonyi State, used as the pilot sample size to test the reliability of the instrument. The reliability of the two sections of the instrument was determined using Cronbach's Alpha reliability statistics, and a coefficient index of 0.83 and 0.78 were obtained, respectively.

The researcher employed the services of three trained research assistants for each state for speedy distribution and collection of the instrument. All copies of the rating scale were collected on the same day they were administered because the trained research assistants were on the ground to give clear explanations, thus ensuring one hundred per cent collection. Ethical approval was obtained from the relevant institutions, while informed consent, voluntary participation, confidentiality, anonymity, and participants' right to withdraw were ensured throughout the study. All data were securely handled and used solely for academic purposes, with honesty, objectivity, and research integrity maintained during data collection, analysis, and reporting. Thus, the respondents' answers were collated and subjected to analysis using the mean, pooled mean, and standard deviation. Items on the rating scale with a mean score of 2.5 and above formed the basis for acceptance (agreed), and those below 2.5 were rejected (disagreed) as the decision rule. It should be noted that the study covered three out of five South-East states, that all

measures are perceptions rather than observed practice, and that the instrument's design invites agreement, which constitute the limitations of this study.

Results

Table 1. Lecturers' Mean Responses on Different New Digital Technologies and Evaluation Techniques That Can Be Integrated into Business Education Curriculum Implementation in Universities

ITEMS		LECTURERS RESPONSES		
S/N	Different new technologies and evaluation techniques that can be integrated into Business Education curriculum implementation are:	Mean (X)	SD	Result
1.	(LMS)-Canvas, Coursera, e-portfolio	3.80	0.70	Agreed
2.	Virtual Accounting & Financial Tools-QuickBooks, Sage	3.60	0.74	Agreed
3.	Artificial Intelligence (AI)-Chatbots- ChatGPT, Copilot, Gemini	3.60	0.64	Agreed
4.	Office simulation laboratory tools & software- SimVenture, Capsim	3.81	0.71	Agreed
5.	Virtual resource/guest speakers	3.42	0.58	Agreed
6.	Data analytics platforms- SPSS, research Databases	3.60	0.63	Agreed
7.	Online learning platforms- Zoom, Google Classroom, webinars	3.51	0.70	Agreed
8.	Virtual evaluation and assessment methods-CBT, virtual live defence	3.62	0.64	Agreed
9.	Digital Teaching Approaches-blended learning & flipped classroom	3.81	0.56	Agreed
10.	Mobile Apps, YouTube, WhatsApp, Telegram, VPN, LinkedIn.	3.60	0.52	Agreed
11.	Gamification- virtual business strategy games	3.50	0.58	Agreed
Grand Mean and Pooled Mean		39.87/3.62		

Table 1 shows the lecturers' responses in identifying some of the different new digital technologies and evaluation techniques that should be integrated into Business Education curriculum implementation in Universities in South-East Nigeria, as shown by their mean responses to all items. All eleven (11) items had a mean rating above 2.5. The grand mean and pooled mean of 39.87/3.62 indicated respondents' high agreement ratings by the lecturers on the different new technologies and evaluation techniques that should be integrated into Business Education curriculum implementation in universities in South-East Nigeria, including integrating LMS tools, Virtual Accounting and Financial tools, AI tools, Simulation Laboratory tools, virtual resource speakers, Gamification Tools, data analytics platforms, online learning platforms, virtual evaluation methods, digital teaching approaches, and mobile learning Apps. The standard deviation scores range from 0.52 to 0.74, indicating low scores relative to the mean scores and suggesting homogeneity. Thus, universities should integrate the new digital technologies and evaluation procedures listed above into Business Education curriculum implementation. These, therefore, positively affirmed research question 1.

Table 2. Lecturers' Mean Responses on the Prospects of Integrating New Digital Technologies and Evaluation Techniques for Enhanced Business Education Curriculum Implementation in Universities

S/N	ITEMS	LECTURERS RESPONSES		
		Mean (X)	SD	Result
	Prospects of integrating new technologies and evaluation techniques for enhanced Business Education curriculum implementation are:			
12.	Promotes learner-centred learning as the entire learning activity is centred around the learner.	3.80	0.70	Agreed
13.	Enhances creative, critical thinking, and analytical reasoning among learners	3.41	0.74	Agreed
14.	Makes learners active participants rather than passive participants	3.80	0.64	Agreed
15.	Enables adequate coverage of the curriculum content	3.81	0.71	Agreed
16.	Promotes the acquisition of global skills and competencies	3.60	0.53	Agreed
17.	Encourages flexible learning engagement at a cost-friendly rate.	3.50	0.63	Agreed
18.	Evaluation is made simpler and faster, and feedback is given speedily to learners, stakeholders, and parents	3.50	0.70	Agreed
19.	Promotes personalised and paced learning, thereby accommodating individual differences among learners.	3.41	0.64	Agreed
20.	Promotes student/teacher relationships through online interactions with the teacher, thereby reducing teachers' stress.	3.61	0.56	Agreed
Grand Mean and Pooled Mean		32.44/3.60		

Table 2 presents lecturers' responses on the prospects of integrating new digital technologies and evaluation techniques for enhanced Business Education curriculum implementation in South-East universities, as indicated by their mean responses to all items, which are above 2.5. The grand mean and pooled mean of 32.44/3.60 indicated high rating agreement by the lecturers that the prospects of integrating new technologies and evaluation techniques for enhanced Business Education curriculum implementation in universities in South-East include: promoting adequate curriculum content coverage, personalised learner-centred learning, students' effective interaction with course materials, accommodating individual differences among learners, and enabling efficient and consistent virtual evaluation and assessment of global standard. The standard deviation scores ranged from 0.53 to 0.74, are low compared to the mean scores, implying homogeneity of the mean scores. Thus, research question 2 was also positively answered.

Discussion

The results presented in Table 1 indicate a very high level of agreement among the respondents regarding the new digital technologies and evaluation techniques that could be integrated into Business Education curriculum implementation in universities in South-East Nigeria. The respondents identified LMS tools, virtual accounting and financial tools, artificial intelligence (AI) tools, simulation laboratory tools, gamification tools, data analytics platforms, online learning platforms, virtual evaluation methods, and digital teaching approaches as relevant technologies and approaches for enhancing curriculum implementation. However, this high level of agreement should be interpreted with some caution because the positively worded questionnaire items may have encouraged acquiescent responses. Consequently, the findings primarily reflect respondents' perceptions of the relevance and potential usefulness of these technologies rather than establishing conclusively that all the identified technologies should be adopted in every Business Education programme.

The finding is consistent with Okebukola (2024) and Eze and Olayemi (2023), who reported that emerging digital technologies, including artificial intelligence tools, are contributing to more personalised, inclusive and skills-oriented approaches to teaching and learning. Similarly, Ufondu et al. (2023) identified technologies such as artificial intelligence, big-data analytics, the Internet of Things, blockchain, virtual reality, virtual live defence, computer-based examinations, simulation tools and cloud computing as relevant emerging technologies for Business Education. Kanu and Omole (2023) and Edeh and Olupayimo (2023) further emphasised the importance of adopting innovative digital technologies and contemporary

methodological approaches to strengthen Business Education curriculum implementation. These studies provide contextual support for the respondents' perceptions reported in the present study, although their findings should not be interpreted as independently validating every technology identified by the respondents.

For Research Question 2, the findings indicate that respondents perceived several potential prospects associated with integrating new digital technologies and evaluation techniques into Business Education curriculum implementation. These include facilitating curriculum content coverage, supporting personalised and learner-centred learning, improving interaction with course materials, accommodating different learning paces, promoting critical thinking and analytical reasoning, supporting exploratory learning, providing diverse approaches to assessment and accommodating individual learner differences. The respondents also perceived that digital technologies could improve efficiency and speed in curriculum implementation while providing opportunities for students to develop contemporary business skills.

These findings are broadly consistent with Achor (2022) and Ugwoke et al. (2019), who reported that digital technologies can facilitate active learner engagement. Similarly, Agbaje (2020) and Amesi et al. (2022) emphasised the need to incorporate contemporary virtual technologies and evaluation techniques into Business Education. However, the findings should again be understood primarily as respondents' perceptions of potential benefits rather than direct evidence that technology integration will automatically produce improved academic outcomes. Bećirović (2023) and Chukwuma-Nosike (2020) also noted that, despite the growing use and potential benefits of educational technologies, challenges associated with infrastructure, institutional support and teacher competence can constrain effective implementation. Therefore, the potential benefits identified by respondents are likely to depend on the availability of appropriate infrastructure, institutional support, and continuous professional development for Business Education lecturers.

Ukpaka et al. (2025) further argued that thoughtful integration of emerging digital technologies can support dynamic, inclusive and future-oriented Business Education curricula. Chukwuma-Nosike (2025) and Ogunbo et al. (2024) similarly emphasised the contribution of digital technologies to learner-centred, personalised and exploratory learning and the development of industry-relevant skills. These studies reinforce the perceived prospects identified in the present study, while also suggesting that effective outcomes depend on how technologies are selected, implemented and integrated with appropriate pedagogical practices. Thus, the findings suggest that lecturers perceive considerable potential in new digital technologies and evaluation techniques for strengthening Business Education curriculum implementation in universities in South-East Nigeria, but such potential should be considered alongside the methodological limitations of self-reported agreement and the practical conditions required for successful implementation.

Conclusion

The study concludes that there are several new digital technologies and evaluation techniques that can be integrated into Business Education curriculum implementation in universities in South-East Nigeria. These include technologies and approaches such as LMS, AI chatbots, simulation laboratories, virtual assessment techniques, virtual teaching approaches, and many others. The study further concludes that the integration of these digital technologies and evaluation techniques holds considerable prospects for improving business skills acquisition and effective Business Education curriculum implementation. Therefore, curriculum planners, university administrators, and Business Educators should consider these technologies and evaluation techniques to strengthen Business Education curriculum implementation in universities in South-East Nigeria.

Recommendations

Based on the findings of the study, the researchers made the following recommendations:

1. Business Educators and curriculum stakeholders should endeavour to identify new digital technologies and evaluation techniques that can support Business Education curriculum

implementation in universities in South-East Nigeria, for learners to benefit from the prospects it holds, as well as meet global practices.

2. Due to the numerous prospects that the new digital technologies and evaluation techniques hold, Business Educators should be encouraged to integrate these new technologies and evaluation techniques during Business Education curriculum implementation, as it will help to enhance digital assessment, business soft skills acquisition, and personalised learning that will increase learners' employability skills and competency upon graduation from the university.
3. The school management, through the different funding bodies such as TETFund and the National Universities Commission (NUC), should support the provision of the new technologies as well as staff development, which will enable speedy integration of digital technologies in public universities in Nigeria.

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