



CURRICULUM INNOVATION, DIGITAL SKILLS DEVELOPMENT AND THE FUTURE OF BUSINESS EDUCATION

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Introduction

I consider it a great honour and privilege to be invited to deliver a lead paper, titled curriculum innovation, digital skills development and the future of business education at the conference organized by the Association of Business Educators of Nigeria (ABEN) and which starts today at the Lead City University, Ibadan, Oyo State.

On December 31, 2019, an uncommon disease surfaced in the city of Wuhan in China (UNESCO, 2020). This uncommon disease was sorrowfully referred to as coronavirus disease, thereafter, referred to as the COVID-19 pandemic. COVID-19 entered Nigeria through a contaminated Italian resident who interacted with a Nigerian resident who was infected with the disease (WHO, 2020). The COVID-19 at that point spread to different settlements in Lagos and different States in Nigeria, including Oyo State (Council on Foreign Relations, 2020; The Conversation, 2020). To overcome the spread of COVID-19, the Presidential Task Force (PTF) on COVID-19 in alliance with the Federal Ministry of Health (FMH), the Federal Ministry of Education (FME) and the Centre for Disease Control (NCDC) embraced the lockdown, school and workplace closure and social distancing measures. These measures employed during the COVID-19 era resulted in the loss of jobs and discontinuity of schooling and have generated great implication for business education programme because of its practical-based curriculum.

The advent of COVID-19 triggered the need to integrate a new digital learning model into the business education curriculum, thereby providing opportunities for lecturers and students to be equipped with digital skills. Integrating new digital learning models into the business education curriculum can provide opportunities for lecturers and students to continue their education with remote teaching and online learning. Unfortunately, in many developing countries and higher education institutions (HEIs), no remote teaching or online learning took place at all during the COVID-19 pandemic due to costly or insufficient Internet access, lack of computers or laptops, and lack of remote teaching abilities and tools, among others. The inability and failure of major stakeholders to integrate digital learning model into the business education curriculum during COVID-19 pandemic have made business education programme to struggle to deliver its broad objectives, namely: preparing students for career progression in various occupations and professions; equipping students with relevant practical skills to start entrepreneurial business; and providing students with relevant theoretical knowledge about entrepreneurial business. Recognizing the benefits of integrating new digital learning model into business education curriculum, both the public and private HEIs should reconsider how remote teaching and online learning can continue to exist beyond the COVID-19 pandemic. They should also reflect on how to accelerate the use of digital technologies to enable new ways of working in the light of their COVID-19 pandemic experiences. The need to integrate a new digital learning model into business education curriculum in both the public and private HEIs goes hand-in-hand with the demand for lecturers and students with specialized digital skills.

Before the pandemic broke out, business education was characterized by under-funding, incompetent lecturers, outdated curriculum, and dearth of physical facilities and instructional resources (Edokpolor & Owenvbuigie, 2017). The inadequate supply of financial, human and material resources contributed to the development of digital skills gap among business education students (Ile & Edokpolor, 2020). The development of digital skills gaps among business education students contributed to the alarming incidence of unemployment and underemployment (Edokpolor, 2020). After all lockdowns were lifted in October 2020, the unemployment and underemployment statistical document released by the Federal Republic of Nigeria (FRN) acknowledged the fact that unemployment and underemployment has increased statistically in the post COVID-19 era. For instance, the entire number of university graduates who are unemployed was put at 40.1% (2,382,052 in terms of people) and the total number of university graduates who are underemployed was put at 12.5% (741,208 in terms of people) in the fourth quarter of 2021 (FRN, 2022). This report revealed how existing university graduates, including those of business education are trained with defective learning curriculum, which provided the opportunity for them to be ill-equipped with digital skills to start a business after graduation. The above statistics confirm the pressing



need to develop a new curriculum for business education that would address the digital skills gap experienced by business education students.

Due to the pandemic and digital skills gap, which exacerbate the alarming incidence of unemployment and underemployment, business education curriculum innovation and digitally skilled business education lecturers and students are required, which has great implications for the future of business education. It is hoped that a change in business education curriculum and digital skills development among business education students will salvage the alarming rates of unemployment and underemployment. However, the salient roles of curriculum innovation and digital skills development have been embedded across business education literature, which has implications for economic growth and societal transformation. The pathways to embracing curriculum innovation and digital skills development are not without challenges and benefits. This statement has sparked-up discussions and questions among academics and practitioners on how curriculum innovation and digital skills development should be implemented by HEIs and policymakers. Some evidence has been found pertaining to how curriculum innovation as well as how digital skills development should be implemented. For instance, the International Telecommunication Union (ITU, 2020) argued that academics and practitioners can implement curriculum innovation and digital skills development greatly and flexibly via experimentations of virtual reality-based classes. This new digital learning platform supports the various early learning models and approaches such as andragogy (which pertains to teaching young youths and adults, including business education students) (Knowles, 1980) and constructivism (which pertains to digital skills development via social and active learning) (Piaget, 1977; Vygotsky, 1978). These early learning models and approaches promote learning-by-doing (Dewey, 1938; Kolb, 1984), where an active learning model is more efficient than a passive learning model, which involve a considerable abstraction in learning (ITU, 2020). It is therefore suggested that the discussions and questions relating to curriculum innovation and digital skills development should move from their current theoretical stage to the experimental stage of implementation.

This lead paper, therefore, aims at developing a conceptual framework that explains the interplay between curriculum innovation, digital skills development, and the future of business education. This lead paper also aims at discussing the pitfalls experts may face during business education curriculum innovation and digital skills development and propose possible way out. The issues and challenges facing business education curriculum innovation calls for a serious investigation and scrutiny with the untold effect on digital skills development among students. For instance, the current business education curriculum used for instructional delivery in Nigeria is devoid of critical experts' opinions and contributions leaving students with abstract thinking or theoretical approach. Furthermore, the complete range of all these challenges have continued to wreak havoc on the implementation of business education curriculum in Nigeria.

Conceptual Framework

A conceptual model (Fig.1) was developed by the lead paper presenter through which the interplay between the predictor variable, the mediator variable and the outcome variable have been established. Therefore, the conceptual model specifically describes the interplay between curriculum innovation, digital skills development and the future of business education.

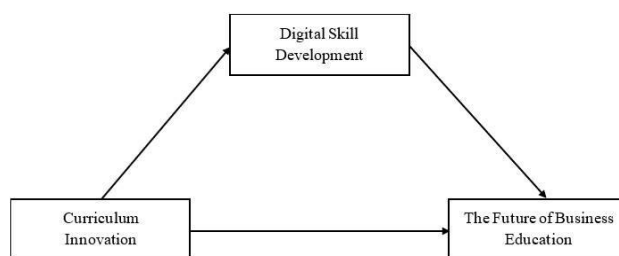


Figure I. The Conceptual Model of the Lead Paper.

Source: Develop by the Lead Paper Presenter.

The first underlying assumption of the conceptual model is that when virtual-reality model is integrated into the existing business education curriculum, students would continually develop digital skills. The second underlying assumption of the conceptual model is that when students continually develop digital skills,



virtual learning approach would become the hallmark of the future of business education. The third underlying assumption of the conceptual model is that when virtual-reality model is integrated into the existing business education curriculum, virtual learning approach would become the hallmark of the future of business education. The fourth underlying assumption of the schematic model is that when students continually develop digital skills, it could strengthen the link between virtual learning and the future of business education.

Concept of Curriculum, Innovation and Curriculum Innovation

It is necessary to conceptually clarify the terms “curriculum” and “innovation” before one can attempt to conceptualize the term “curriculum innovation”. The conceptual meaning of curriculum indicates an embodiment of knowledge, skills and attitude that are impacted on learners through the instructional delivery system (Jia, Zhou & Zheng, 2021). By “knowledge” and “skills”, curriculum means the integration of all facts, postulations, philosophies and rules required to be attained for a learner to be certified as competent in a chosen area of study. By implication, a curriculum is a set of scheduled activities planned and organized to accomplish specific goals in terms of what is to be taught (content) and what to be learnt (skills) (Johnson, Hornik & Salas, 2018). Curriculum can also be described as a planned and organized learning activities proposed by the school, irrespective of whether such learning activities are executed with a learner or group of learners, or within or outside the school environment (Kim, 2012). On a more specific basis, a curriculum represents an agreement between business educators and the State on the mode of learning contents students should offer for a specific period. This implies that an appropriate business education curriculum defines the skills students should be taught, the skills students should acquire, for a given task, which explains the skills, knowledge, attitude and values that must be taught by the schools. Curriculum can, therefore, be defined as all planned and organized learning experiences students’ undergo while in school.

The concept of innovation is centred on novelty. It is a process of taking a creative idea and turning it into a useful work method. It is a process of introducing something new or useful, while the new thing itself can also be considered as innovation (Diyamett, 2009). Innovation is considered to be the first use of knowledge over prevailing local practice in a country or a state to create competitive advantage (Dahlman, 2007). When new and useful ideas are brought into existence, innovation has taken place. Innovation can also be defined as a process of adding a new thing into an existing phenomenon. It can also be defined as the implementation of new ideas and the modification of existing phenomenon. This implies that innovation is about doing a new thing or bringing a new thing into reality. For the purpose of this lead paper, innovation is defined as any learning activity that adds value to existing business education curriculum or learning experiences. It involves the application of a new idea to implement learning process and learning outcome. There are two important types of innovation, which include: Process innovation (the new way of doing a thing) and outcome innovation (the new thing). Process innovation involves a change in the transformation of input into outcome, while product innovation involves a change in output (learning new digital skills or digital skills acquisition) to increase the value of business education programme, or the acquisition of new digital skills. Consequently, curriculum innovation is defined as developments in curriculum in order to enable learners to acquire new key competences, such as digital skills.

During curriculum innovation process, three critical elements (curriculum objectives, curriculum implementation and curriculum contents) should be considered. Firstly, the curriculum objectives should focus on inculcating digital skills in students. Secondly, curriculum contents should emphasize four points, namely: (1) stimulating students’ interest; (2) teaching around big ideas and integrated interdisciplinary content; (3) focusing on developing students’ digital skills and facilitating their positive thinking; and (4) choosing appropriate course contents based on students’ cognitive development characteristics. Thirdly, curriculum implementation should consist of five principles, which are: (1) stimulating interest and motivation; (2) cognitive conflict; (3) knowledge-construction; (4) self-regulation and metacognition; (5) application and transfer, and the six steps based on these five principles of thinking-based instructional theory (TBIT), which are (1) situation creation; (2) questioning; (3) independent inquiry; (4) cooperation and communication; (5) summary and reflection; and (6) application and transfer.

Concept of Skills, Digital Skills and Digital Skills Development

A skill can be defined as the ability to execute tasks and solve problems. It can also be referred to as the ability to apply acquired knowledge. The term “digital skills” is often used to refer to the more practical and measurable outcomes of media, information and digital literacy (European Commission, 2008). Digital skills are some set of technical skills, such as business, ICT, and specialized skills (Burton,



2013). Technical skills are industry-specific skills required for the creation of new business venture such as communication skills, digital marketing skills, accounting skills, and office technology and management skills, among others. Digital skills therefore involve the use or application of ICT to achieve specific goals that are related to learning or job. Digital skills are sets of technological abilities and competencies that may be fully or partially acquired by business education students before entering the world of work. These digital skills include: technical, information, communication, collaboration, critical- thinking and problem-solving skills (van Laar, van Deursen, van Dijk & de Haan, 2017). Development in the context of this paper refers to certain transformations that occur in business education students resulting from practical experiences, spanning from conception to death. Digital skills development refers to the process of enabling the acquisition of capacities and competencies through all levels of education and training, occurring in formal, non-formal, and on-the-job settings, which enable individuals in all areas of the economy to become fully and productively engaged in livelihoods and to have the capacity to adapt their skills to meet the changing demands and opportunities of the economy and labour market (Palmer, 2005). Digital skills are therefore expected to be acquired by business education students to be able to apply ICT effectively as a tool to research, organize, evaluate and communicate information with others to successfully function globally. They are also expected to be acquired by business education students to be able to access and evaluate information efficiently, effectively, critically and competently and use and manage information accurately and creatively for the issue or problem at hand. They are also expected to be acquired by business education students to become specialized in ICT skills relevant to their areas of expertise (such as animation, programming, graphic design or digital marketing). Some digital skills are also required to use and interact with technology to achieve goals, while others are required to design, create and maintain tools and solutions for different professions.

Donor agencies such as Partnership for 21st Century skills, World Bank, Organization for Economic Cooperation and Development (OECD), Partners in Education Transformation, and Canadians for 21st Century Learning and Innovation have identified and grouped digital skills in different ways. However, one of the earliest and most commonly referenced groupings of these digital skills by Partnership for 21st Century skills (P21) includes information literacy skills, media literacy skills and technology or ICT literacy skills (P21, 2008). Digital skills are also divided into three levels following the Digital Skills Toolkit developed by the International Telecommunication Union (ITU) such as basic, intermediate and advanced digital skills (ITU, 2018). Basic digital skills influence competency in interaction with basic digital tools. When these tools are based on information processing devices and tools, basic digital skills can be referred to as information processing skills. Basic digital skills cover the hardware and software know-how required to use different technological assets (computers, smartphones, software (word processors, applications), online operations (Internet, search engines, social networks, e-commerce, privacy), and communication media (cellular and Internet protocol networks).

Intermediate digital skills refer to the ability to configure digital tools to produce and consume digital content or enhance digital tools through basic programming skills. They can also benefit from basic knowledge of programming language, such as spreadsheet manipulation through basic programming or web design that is JavaScript-dependent, or other languages that are specific to particular domains (accounting, enterprise resource planning, among others). Advanced digital skills can be referred to as enhanced knowledge acquired through specific curriculum aspects to improve technological proficiency, programming skills and advanced aspects of some specific digital branches (advanced computer programming, machine learning, Internet of things (IoT), networking, hardware design, etcetera). This advanced knowledge requires intermediate digital skills and is open to a wide range of programming languages, from standard languages used in the industry such as c++, Java and Python, to more specific languages. Advanced digital skills are generally taught through specific curricula in higher education institutions but they can also be acquired during professional careers with workforce upskilling training. Programming literacy is required for advanced digital skills as the goals lie beyond simple or intermediate digital technology use, involving the design and programming of new digital tools and features. Examples of advanced digital skills are science, technology, engineering and mathematics (STEM) as well as social, mobility, analytics and cloud (SMAC).

The Future of Business Education

The emergence of COVID-19 pandemic has impacted the life of people across the globe since the year 2020. It has caused a global health, economic and social crisis which impact is likely to be felt for generations to come. The emergence of the COVID-19 pandemic has also demonstrated the important role of digital skills development. With a significant share of the population being confined at home during



the period of the COVID-19 pandemic, the need for digital skills development to continually use virtual learning platforms has surfaced rapidly. The unique nature and potential of internet businesses and virtual learning makes it imperative that nowadays business education students should be well trained to be digital literates or attain ICT skills compliance, which will enable them develop the know-how in registering, managing and optimizing their future business and learning potentials virtually for local and global impact.

Digital skills learning activities are now characterized by active learning engagements, such as experientially-based, inquiry-based and problem-based, and collaborative learning. As a dispenser of knowledge, a lecturer's role is to guide, facilitate, coach, provoke and co-explore in ways that allow learners to engage in critical and creative thinking, analysis and synthesis of ideas during the learning process as a lecturer assumes the role of co-learner who encourages learners to question, challenge and formulate their own ideas, opinions and conclusions. The lecturer provides digital learning tools and activities that encourage experience-based learning, problem-based learning, and inquiry-based learning activities with which students formulate and test their ideas, draw conclusions and inferences, and convey and pool their knowledge in a collaborative learning environment (Ekpenyong & Edokpolor, 2016). It is in this sense that active learning engagement is friendly to technology assisted instruction via the Internet using virtual learning environments or online learning management systems. To this end, Open and Distance Electronic Learning (ODEL) seem to be the future of business education, as this would continue to take root as far as business education lecturers are able to manage the virtual learning environment effectively through synchronous, asynchronous or hybrid collaborations.

The Need for Curriculum Innovation and Digital Skills Development

During the COVID-19 pandemic, schools were forced to close down, which caused massive disruptions of continuity to schooling and learning activities, thereby affecting and/or threatening the completion dates for many learners (ILO, 2021). This situation drastically created a shift from face-to-face instructional delivery to virtual instructional delivery, facing numerous emergency educational measures, such as virtual-reality learning classroom model. Even though the pandemic created several opportunities to integrate new andragogical model based on digital-reality learning method and interactions online into existing curriculum, its impact on development of hands-on digital skills virtually remains a great challenge (ILO– UNESCO–World Bank, 2021). To comply with COVID-19 protocols, HEIs including business education programmes were challenged to revisit their learning models or their approaches to learning during such a pandemic (World Bank, 2020). The negative impacts of the pandemic on school closures and face-to-face instructional delivery cancellations and postponements on outcomes for students was greater in developing countries including Nigeria. Moreover, in these countries, the online delivery of business education courses was further hampered by the digital skills gap among lecturers and students. Also, some critics of online teaching argued that, even where simulators are available, distance and online learning do not easily incorporate the development of practical skills, and many institutions in developing countries cannot afford simulator technology (ILO-UNESCO-World Bank, 2021). The overwhelming need to expose business education students to virtual environment have been met with another challenge on how to integrate virtual learning model into the curriculum and continually develop the digital skills needed to meet the workplace requirements of today and tomorrow. This has been affected by restrictions introduced to limit the spread of the COVID-19 pandemic in the school systems.

Before the pandemic, business education lecturers were physically teaching students in the classroom. In an era where most of the communication and transfer of information must be paperless, business education programme needs to come up with innovative ways that provide students the opportunity to continuously develop digital skills. During the pandemic, several HEIs were closed and several programmes, including that of business education went digital. However, the debate is on whether it is possible to adopt a virtual learning model and/or teach practical skills courses online? The contentious and fundamental questions raised by academics and practitioners are: How can business education students acquire practical skills in a virtual learning classroom? How can these acquired practical skills be assessed and merged with other theoretical course assessments? As such, proponents of blended learning argued that the future of practical skills programme (including business education) must embrace online teaching and virtual learning models to cater for the development of digital skills among learners (Bates, 2015; Hartel, 2017; Cleveland-Innes & Wilton, 2018; Gannon, 2020; UNESCO-UNEVOC, 2020).

Accordingly, the benefits of integrating virtual learning model into the business education curriculum were an answer to the numerous challenges of traditional paper-based instructional delivery which include high level of paper utilization when printing; fears related to the security of transporting instructional scripts; lack of automated marking and high administrative costs (Khan & Khan, 2019;



Snekalatha *et al.*, 2021; Vazquez, Chiang & Sarmiento-Barbieri, 2021). The benefits of integrating a virtual learning model into business education curriculum may be neutralized by lack of resources, poor infrastructure and access to the internet with acceptable speed. These challenges are synonymous with the challenges faced by business education prior to the emergence of the pandemic, and this may have impact on the adoption of virtual learning model among all relevant stakeholders that currently manage business education programme.

To crown it all, while current research indicates some values and benefits involved in the use of virtual learning model, it does not dismiss the challenges lecturers' and students may face in the use of virtual learning model of the 21st century, but provides insight in identifying how these challenges can be addressed (Boitshwarelo, Reedy & Billany, 2017). However, the need for the integration of virtual learning model into business education curriculum and the development of digital skills among students are quite beneficial to developed and developing nations of the world. But, there seem to be limited discourse, especially in business education programme in the post-COVID-19 pandemic. Hence, this paper closes a gap that currently exists regarding the implementation of virtual learning model, the development of digital skills and the future of business education, thereby contributing to the body of existing knowledge.

The Challenges Before, During and After the Pandemic

The COVID-19 pandemic outbreak opened the eyes of all relevant stakeholders of business education that more needs to be done. Before, during and after the pandemic, some factors were observed that impede the integration of digital learning model into the business education curriculum and the development of digital skills among business education students. For instance, before the pandemic, Ile and Edokpolor (2020) carried out a study on the need to reform the business education curriculum. The result indicated that the curriculum of business education is theoretical in nature, and do not have ability to prepare students for entrepreneurial career and lifelong learning. Rather, business education curriculum prepares students to work for entrepreneurs. The result further revealed that a change in business education curriculum is needed that would cater for continuous learning and digital skills development among students.

Before the pandemic, Edokpolor and Oduma (2017) also conducted a study on the need to reposition the business education programme. The result showed that the position of business education is currently characterized by inadequate financial, human and material resources and lack of capacity to equip students with digital skills to start a business and become self-reliant. The result further showed that the adequate supply of financial, human and material resources would help to reposition business education programme to equip students with digital skills to start a business and become self-reliant. It was observed in the two studies cited above that factors such as outdated curriculum, inadequate funding, incompetent staff, and infrastructural decay have the potentials of thwarting efforts geared towards integrating virtual learning model into the business education curriculum in Nigeria before the emergence of COVID-19 crisis.

During the face of COVID-19 pandemic, Ile and Edokpolor (2021) conducted a study on the issues and challenges facing teaching and learning of vocational education, of which the business education is major component. The authors argued that lecturers and students lacked the digital skills and infrastructure to accommodate virtual teaching and learning approach. They also argued that epileptic electricity/power supply, low internet connectivity, low data transfer and lack of network capacity to cope with increased data usage affect teaching and learning in vocational education during the face of COVID-19 pandemic. Their speculations supported the assertions of ILO (2020) and United Nations (2020) that quality resources and infrastructure to support online teaching and virtual learning are generally lacking in vocational education, especially when these resources and infrastructures are needed to be deployed on a large scale. The effect of lockdown measure during the face of COVID-19 pandemic led to the challenges of financial resources viability and cash flow of vocational education providers. This can be traceable to sudden loss of income from other sources, such as tuition fees and all other income-generating revenues of vocational education programme. For instance, at that time, vocational education providers experienced diminished financial viability owing to students' attrition and parents' inability to pay fees, leading to students dropping out of the programme. This situation will surely affect the ability of vocational education (including business education) providers to invest time and money in the deployment of quality resources and infrastructures and in some cases to pay lecturers' salaries.

As we mark three years since the pandemic ravaged the whole world including Nigeria, we look at the present pitfalls affecting the integration of virtual learning model into business education curriculum and the development of digital skills among business education students. There seem not to be much difference between the pitfalls experienced before and during the COVID-19 pandemic and the challenges



experienced in the post-COVID-19 pandemic. For instance, efforts to integrate virtual learning model into the business education curriculum has been fraught with lack of available quality resources and infrastructures for virtual learning, unpreparedness of lecturers for digital education, lack of appropriate digital skills, decreased funding of business education, unimproved digital abilities, inappropriate digital infrastructure, insufficient digital competences of lecturers, inability of students to afford fees, slow decision-making processes among business education providers, poor internet connectivity, inability to adopt virtual learning platforms, and poor readiness of HEIs and teachers for virtual learning. Furthermore, efforts towards developing digital skills among business education students is currently impeded by lack of skills and competencies regarding the use of digital technologies, insufficient exposure of digital literacy among business education students, lack of accessibility and quality assurance of digital learning and curriculum contents, unpreparedness of students for digital skills development, poor readiness of students for digital skills development. few virtual learning manuals, digital libraries, auxiliary virtual learning materials and laboratories.

It can be deduced from the forgoing that effective integration of virtual learning model can be achieved when lecturers and students possess the competence to manage its operations and functionalities which could be attained when the curriculum is tailored to embrace virtual learning technologies in business education programme and train lecturers towards it. Owing to fear and anxiety, in Nigeria, all efforts to promote the integration of digital learning model into business education curriculum appears that many HEIs (in some places across the country) do not have the necessary infrastructures and resources to fully integrate digital technologies and facilities into the business education curriculum for teaching and learning to leverage the digital skills gap. The issues and challenges currently facing the integration of digital learning model into the business education curriculum before, during and after the COVID-19 crisis has further contributed to the development of digital skills gap among business education students.

Concluding Remarks

The author concludes that virtual reality-based classes have become the hallmark of the future of business education. This new learning platform provides business education students with an opportunity to continually develop digital skills that align with workplace requirement. The author also concludes that the continuous development of digital skills among business education students is a function of change in business education curriculum, that is integrating new virtual learning model into the existing business education curriculum, which was conceptualized as curriculum innovation. The author also concludes that virtual learning-based classes which has become the hallmark of the future of business education is a function of integrating new virtual learning model into the existing business education curriculum. The extent to which virtual reality-based classes has become the hallmark of the future of business education is determined by the continuous development of digital skills among business education students in HEIs in Nigeria.

Recommendations

Based on the review of related literature, the following recommendations are made:

1. Higher education institution administrators and all other stakeholders should endeavour to collaboratively invest financial resources, as there is urgent need to increase the funding of business education programme to recruit and develop the right caliber of lecturers who can fully integrate new virtual learning model into business education curriculum.
2. Higher education institution administrators and all other stakeholders should endeavour to collaboratively invest financial resources, as there is urgent need to increase funding of business education programme to deploy quality online resources and infrastructure required on a large scale to improve teaching and learning to leverage digital skills gap.
3. Higher education institution administrators and all other stakeholders should endeavour to device strategic means of paying special attention on the use of mobile technology and mobile tools. The development of mobile devices and mobile software will provide business education students with the opportunity to use new virtual learning platforms, and, in turn, develop their digital and communication skills to leverage their skills gap.
4. Higher education institution administrators and all other stakeholders should endeavour to collaboratively invest financial resources in the business education programme, as there is an urgent need to increase funding on the career development of business education lecturers that will provide



opportunity for them to acquire digital skills that will, in turn, foster online teaching and the continuous development of digital skills among students.

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