

INCORPORATING ICT IN BUSINESS EDUCATION: A RECIPE FOR SUSTAINABLE WORKFORCE DEVELOPMENT IN NIGERIA

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Abstract

Technology and globalization have created a new change in global economy with ICT occupying a complex position in relation to global economy. This new global economy has serious implications on the nature and purpose of business education programme. This paper highlights the Significance impacts of ICT in business education and it's implications for sustainable workforce development in Nigeria. This paper is basically a theoretical discourse. Data for analysis were obtained from the secondary sources of data collection. The Concepts of business education and objectives were examined in the paper. The paper found that significant challenges threatening the incorporation of ICT in business education in the areas of curriculum planning, content, capacity building and funding. The paper inferred that ICT plays a crucial role in preparing students for the ever- evolving business landscape by providing them with the essential skills and knowledge needed to thrive in today's digital age. By incorporating ICT tools, techniques and concepts in business education, business educators can equip students with the necessary skills and knowledge to analyze data, communicate effectively, adapt to new technologies and stay current with industry trends and developments. The paper recommended among others that ICT should be integrated into the business education and fast track ICT based capacity building in business education for workforce sustainable development

Keywords: Business Education, incorporating ICT, workforce, sustainable development, digital Age.

Introduction and Conceptual Clarifications

The increasing rate of information and communication technologies (ICTs) development and their widespread implementation across all sectors of economic and social life brings about radical changes in the way we work, think, learn and communicate (Shraddha Verma, 2017). Incorporation of information and communication technologies (ICTs) in Business Education would positively enhance sustainable workforce development in the system. The jobs in today's labour market require changes without cross boarder limitation and neglecting time or space factors to be considered for workforce sustainability. These can be observed in the way information and communication technologies (ICTs) are gaining ground and touching almost every nook and cranny of economic development globally. Through, ICT, the business world would be influenced by the information age where the ability to excel would be determined by the source, availability, quality and value of information (Umeh, Jeremiah, and Ime,, 2010). ICT is the most attractive tool for successful development of the education sector and industries that would gear the awareness and facilitate craftsmanship in business world for the digital generation. Hence, there is need to migrate towards gaining relevant knowledge, skills and establishing networks for economic partnership. Globalization and technological change have caused a new global economy "powered by technology, fuelled by information and driven by knowledge (Tinio, 2002, in Agbo 2022). Gaibe (2009) affirms that ICT occupies a complex position in relation to globalization.

The emergence of this new global economy has a serious implication on the nature and purpose of business education as part of total education programme. The rapidly changing global environment provides both opportunities and threats. It is rare to find a business today that is not

affected somehow by global development. Business education which is an aspect of total education programme is not left out by the penetrating wind of modern technology. It is very important and timely to consider the need for Business education to be repositioned and enhanced its comparative advantage to its recipients in this ICT driven economy and global workforce (Olaniyi, 2022). ICT enables people to create and share digital content, communicate and Collaborate, and solve problems for effective Self fulfillment in life, learning, work, and social activities. ICT is a multidimensional concept which created new global networks, dismantling national boundaries and barriers, thereby generating a global village where one can access information from any parts of the universe within some seconds (Olaniyi, 2022). The COVID 19 lockdown measures have made ICT skills even more relevant in various human life endeavors. The use of ICT has substantially increased largely because many now work and learn from homes, and manage health, social life and hold chores (shopping) in a digital environment (Olaniyi 2022). At the same time the COVID 19 pandemic revealed gaps in digital skills as well as the existing risks are limited knowledge in using a range of digital technologies for different purposes. During lockdown in 2020, teachers, parents and students found the remote schooling extremely challenging, partly due to their low level of digital skills (not to mention the inequalities in access to digital device and infrastructure (Carretero et al, 2021). The dynamic nature of workforce sustainability put high demand on ICT skill than other employability skills, thereby placing more emphasis on the preparation of students undertaking courses or training in different areas of specializations to be more versatile in current needs of the labour market, hence, be qualified to work in business and industrial sectors of the economy.

That is why UNESCO (2012, in Hassan Bello, Babawura Shu'aibu , Muhammad Sukri bin Saud & Yahaya Buntat, 2013) categorically states that " gaining employment increasingly depends on person's ability to effectively and efficiently use ICTs". Consequently, this calls for structural adjustment to the entire Business Education Curriculum to meet up with the global challenges in skills requirement for sustainable workforce. Moreover, one of the reasons why ICTs should be fully deployed in the field of business education programme and by so doing students should be able to acquire digital skills that will qualify them fit and sustain them into the ever changing labour market. It is not an oversight to state that digital skills are changing the way people work in recent times, revealing new opportunities and new challenges. Millions of jobs are at risk of being replaced with automation, especially jobs that involve repetitive, routine tasks (Gonzalez-Vazquez et al, in Olaniyi, 2022). In as much as jobs could be replaced by automation due to ICT skills and digitalization, the fact cannot still be denied that ICT skills could increase employability, earnings and enhance sustainable workforce development. To provide ICT -based employability skills, business education programmes need to refocus curriculum offering on what is globally termed as " requirement for employment and workforce sustainability"(ICT capability). In today's labour market, ICT skills are considered essential for people entering workforce and for those trying to find a better job; ICT skills are demanded in all sectors of economic development ranging from construction, manufacturing, agriculture, businesses, and other general services industries (Hassan Bello, Babawura Shu'aibu, Muhammad Sukri bin Saud & Yahaya Buntat, 2013). This could also be one of the reasons employers nowadays attached so much importance to ICT skills while looking for graduates for recruitment. Furthermore, another thing that matters most in a knowledge- based society is people full of ideas and abilities to make commercial use of the knowledge. Therefore, one of the main challenges is to identify, ICT skills needed for economic and industrial sustainability and incorporate them in business education programme for the creation of social sustainability. Despite the significance of ICT in economic development of every nation, it is quite unfortunate that ICT skills are in short supply globally. Hence, the business educators and other stakeholders in education sectors have to stand up awake and become more prepared to face realities in the knowledge - based world of work. Consequently, business education programme as a result of ICT skills demand, is on the

challenges of ahead any work preparation outfit is to make necessary adjustment in its programme and entire curriculum contents to reflect global requirement in terms of ICT skilled workforce sustainability especially in a situation where 90% of jobs will require computer skills.

Incorporating ICT in Business Education, simply means absorbing ICT tools and technology into business education to advance digital skills, promote critical thinking, problem solving abilities, and enhance lifelong learning that will sustain the students in the workforce environment of the 21st century. AL- sabbath (2019) argued that integrating ICT in Business education can enhance students' digital skills, critical thinking, competencies and problem solving abilities in digital age, resulting in a workforce that is better prepared for the demands of the digital era. Aliyu, Abdullahi & Waziri (2020), argued that integrating ICT in business would bridge the digital divide and equip students with skills to the contemporary workplace, thereby enhancing Nigeria's economic growth and development. John (2020), suggest that ICT tools and platforms can provide opportunities for experiential learning, online resources, collaboration, and real life simulations to develop digital and entrepreneurship skills, which can equip students to the dynamic business environment. Selin (2020), maintains that ICT can improve students engagement, enhance collaboration and better preparation for future careers. He further explained that ICT integration in business education can equip students with digital literacy and technological competencies, which are essential for the 21st century workforce. Wong, & Campbell (2015), argued that ICT is a crucial component of Business education for sustainable workforce development. They stressed that ICT can improve teaching and learning methods, increase student engagement and motivation, and create a more flexible and accessible learning environment.

Bhiyan & Gonthier (2015), noted that incorporating ICT in Business education can bridge and digital divide, improve access to quality education, and contribute to the sustainable development of workforce. They emphasized on the need for effective ICT integration strategies in business education programmes. Abdul Samad (2019) observed that incorporating ICT in business education can enhance students' knowledge and skills, making them better prepared for a digital workforce. He further emphasized the importance of ICT competencies in business world and suggests that incorporating ICT in business education can contribute to workforce sustainable development. Malcolm Skilback (2019), is of the view that incorporating ICT in business education can improve students' digital literacy skills, equip them with essential knowledge for participation in a knowledge-based economy, and contribute to sustainable workforce development. According to Witek, & Bradley (2017) integration of ICT in business education prepares students for the rapidly changing digital workforce, allowing them to develop technical and digital skills that are highly demanded by employers. Also Omoniyi (2020) posited that incorporating ICT in business education would enhance students' employability and enable them to contribute effectively to Nigeria's economic development. He emphasized the need for curriculum redesign and teacher training to effectively integrate ICT tools and techniques in business education for sustainability of workforce development in Nigeria. This helps in creating a sustainable and adaptable workforce. Olalekan, O.J. (2019) asserts that incorporating ICT in business education will enhance critical thinking, problem solving, and communication skills which are essential for sustainable workforce development. The futher explores the need for integrating ICT in business education to develop a scaled workforce that can thrive in the digital economy. Ashton (2017), in discussing the role of ICT in business education for workforce development, explores that it provides students with real-world experiences and allowing them to understand the practical applications of concepts. This enables students to become more employable and adaptable to industry needs.

Information and Communications Technology (ICT)

Information and Communications Technology involves all that is required in gathering, processing information through computers and other related equipment or tools to reach the desired places and people at a reasonable cost and time to the overall benefit of mankind. According to National Institute of Standards and Technology (2019), ICT refers to the set of technologies that facilitate the processing, storage, and transfer of information through various digital means. It includes computers, telecommunications, networks, and internet-based services. International Federation of Information Processing (2010) described ICT as the set of technologies, infrastructure, processes, and applications that enable the creation, management and use of information. World Bank (2019) observed that Information and Communications Technology (ICT) is a broad term that encompasses all technologies used to handle information and aid communication. It encompasses computer hardware and software, telecommunications, infrastructure as well as content and applications. ICTs are potential powerful tools for extending educational opportunities. ICTs have the abilities to transcend time and space. They make possible asynchronous learning or characterized by a time lag between the delivery of instructions and its reception by the learners. ICTs have the capacity to prepare the present generation of students for a workforce where computers, the internet and related technologies are becoming more and more ubiquitous. Technological literacy - the ability to use ICTs effectively and efficiently is thus seen as representing a competitive edge in an increasingly globalizing job market. In addition, to technological literacy. EnGauge, in Tinio, 2002 identified other job skill referred to as 21st century skill. These include digital age literacy, (consisting of functional literacy, information literacy, cultural literacy and global awareness), inventive thinking, higher order thinking and sound reasoning, effective communication and high productivity. Information and Communications Technology (ICT) is the sole creation of human kind that has thrown off-balance the conventional perceptions of time and space and has destroyed geographical barriers to the transmission of knowledge, ideas and information. It is the handling and processing of information which may be in form of graphics, cameras, telephone and others (Obanya, 2003; Ozorij, 2003 as cited by Ohaka & Akpomi, 2018).

Sustainable Workforce Development

As the face of the world changes, so that of global business community. Businesses are not only challenged with the moving forward in this new world to keep up with their competitors, but they must also embrace entering new Technological times, progressively building, adapting and growing and most importantly, taking their employees with the journey.

The article argues that there is a need to move beyond narrow ways of thinking and adapt the broader notions of skill ecosystems and workforce development. International Labour Organization (2014) asserts that Sustainable workforce development is the continuous development and enhancement of a skill workforce that meets the current and Future needs to the labour market, while also taking into consideration social, economic and environmental factors. World Economic Forum (2019) explains that Sustainable workforce development involves the systematic approach of developing human capital, fostering lifelong learning and creating inclusive and fair employment opportunities, while addressing environmental sustainability and societal well-being. United Nations Development Programme (2017) sees it as the creation and maintenance of a skilled workforce that can adapt to changing economic and social conditions while also promoting long-term economic growth and reducing inequality. According to Organisation for Economic Co-operation and Development (2018) Sustainable workforce development encompasses strategies and initiatives that promote the equitable and Inclusive development of individual's skills, competencies and abilities, while also considering environmental impacts and social responsibility. Workforce development are those activities which increase the capacity of individuals to participate effectively in the workplace throughout their whole working life and which increase the capacity of firms to adopt high performance

work practices that support their employees to develop the full range and their potential skills and value (Government of Australia, 2003). The concept of sustainable workforce development is consistent with the skill ecosystem idea because it captures the importance of the broader context in which skills are utilized, it recognizes that there a range of parties who affect and are affected by skill formation reaches beyond the often narrow confines formal training institutions.

The term sustainable workforce development highlights the deployment and development skills in the workplace by emphasizing the need to design, develop and sustain jobs and working arrangements that;

- **Utilize higher order and more advanced technical and cognitive skills.**
- **Provide workers with an opportunity to apply and develop higher order skills.**
- **Facilitate meaningful and regular opportunities for on the job training and skills transfer.**
- **Encourage the development of skills, competencies and attitudes that are of long- term value to the economy, society and industry (Buchanan and Hall, 2003).** Sustainable workforce development is geared through continuous improvement and advancement of workforce in a way that meets the needs of the present without compromising the ability of future generations to meet theirs. This involves investing in the skills, knowledge and well-being of the employees to ensure their long-term success and satisfaction in the workplace. Sustainable workforce development is a dynamic concept that encompasses a new vision of business. The most interesting aspect of sustainable development is that it provides for the present, sharps and secure the future. Age (2005) identified the following objectives which sustainable workforce development are expected to achieve to include; Increase capital income employment opportunities, Promoting basic needs, Satisfying basic needs, Protecting the environment.

In the view of the above, business education as an essential aspect of sustainable development of any nation, is expected to equip individuals with skills, knowledge, attitudes, value and competencies which will help them create business enterprises, manage effectively, produce and provide for the future.

The Conceptual Review of Business Education

Business education is an integral component of vocational and Technical Education programme that prepares an individual for career in business and also to be an intelligent consumer of economic goods and services. Business education is a systematic process aimed at imparting knowledge, developing skills and sharpening attitudes required for the efficient and ethical management of business organization (Ramirez-Salazar, 2018). Raisch & Birkinshaw (2008) assert that business education is the educational process that develops individual's knowledge, skills and attitudes required to pursue a career in business or entrepreneurship. According to Hultman (2019), business education is a field that equips individuals with theoretical knowledge, practical skills and ethical perspectives thrive in various roles within the business sector. A field of study designed for the development of skills, attitudes, appreciation, creativity as well as creation of awareness and competencies in the office work and business world. According to Osuala (2009) as cited by Umezulike & Anozie (2021), Business education is a programme of instruction which consists of two parts: (a) Office Education - being a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancements in office occupation. (b) General Business - being a programme of instruction to provide students with information and competencies which are needed by all managing personal business. From the above definitions, we can see that business education is needed by individuals either for occupation purpose or for general business use.

Business education programme is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and business world. Deborah (2015), in Amina, Hafizu & Mahud (2022), describe business education as education that enriches basic education for teaching career, entrepreneurship, business understanding, office understanding, office environment and vocational practices. Onajite (2016), is of the views that business education encompasses education programmes for business, office occupation, economic understanding, entrepreneurship and it seeks to develop in the learners basic skills for personal use in the future. Muhammed (2014) opined that business education programme involves training students in topics relevant to the business world such as accounting and marketing. Jordan (2016) views business education as a discipline that provides individuals with the knowledge, skills and competencies necessary for success in the business world, including areas such as finance, marketing, management and entrepreneurship. Business education is the process of teaching and learning the principles and practices of business, including areas like accounting, economics, organizational behavior and strategic management. Cordes (2018) also explains that business education encompasses the teaching and learning of various business related subjects, including finance, entrepreneurship, marketing and business ethics, with a focus on preparing individuals for successful career in the business sector. Business Education is education that provides knowledge, skills to the learners by enabling them to adequately impact the knowledge and skills to others on how to handle sophisticated office technologies and information management (Utaka, Adejola & Okoye, 2018). Business Education refers to as a broad and comprehensive field of study whose instructional programme is endowed with the capacity of providing required vocational skills, aptitude and knowledge to effectively and efficiently manage personal business and function in the economic system as a whole (Ore, Hassan & Ogungbo, 2022). Business education programme from primary, secondary and tertiary level were designed to offer knowledge and skills in the areas such as accounting, marketing, secretary studies, office practice, information and Communication Technology. According to Koyosaki (2013), Business Education is the type of education needed in the 21st century, which has a built- mechanism for developing skills in almost all disciplines, viz, accounting, investment, marketing, law, and information and Communication Technology (ICT) in the learners. From the above assertions, business education can be seen to be the formal and informal learning activities that focuses on developing knowledge, skills, and competencies related to various aspects of business and management. It encompasses a wide range of subjects such as accounting, finance, marketing, entrepreneurship, organizational behavior, operation management, and business strategy. Knowledge and skills and its application to problem solving are essential attribute of the good educational model. The world through digital skills has become a global village, making internet a meeting point for everybody, and in carrying out most activities. Business education involves the systematic and structured development of knowledge, skills and attitudes necessary to succeed in various business related roles, such as management leadership, finance, and marketing. It focuses on preparing individuals for the challenges and complexities of the business environment.

Objectives of Business Education

The objectives of business education programme are typically aimed to providing beneficiaries with knowledge, skills and competencies necessary to excel in the field of business. These include;

1. Provide a broad understanding of business principles and concepts.
2. Develop analytical, problem-solving and critical thinking skills.
3. Enhance communication and presentation skills
4. Foster ethical decision-making and social responsibility
5. Develop leadership and teamwork capacities

6. Equip students with technical skills related to specific business functions (e.g, accounting, marketing, finance, etc.).
7. Promote strategic thinking and adaptability in dynamic business environments.
8. Instill an understanding of global business dynamics and cultural sensitivity
9. Foster innovation and entrepreneurship
10. Enhance networking opportunities and professional development.

Challenges of Incorporating ICT In Business Education For Workforce Sustainable Development

- (1) Lack of resources, infrastructure and Connectivity: Many educational institutions, especially in developing countries, may not have access to up- to-date technology or affordable internet access. This can hinder the integration of ICT in business education.(Kaczynski and Prather (2014) and Su and Garavita- Barras (2016).
- (2) Resistance to change: Incorporating ICT in business education requires a shift in teaching methods and curriculum design, some educators may resist this change and prefer traditional teaching methods and approaches, which can encounter or impede resistance from both teachers and students (Pimple and Roberts, 2007) and Yukselturk and Bulut (2007).
- (3) Capacity Building, Training and skills gap. Teachers and educators may lack the necessary skills and training to effectively integrate ICT in their teaching practices. Providing adequate training ICT tools and methodologies is essential for successful implementation.(AL- Sumait, F., AL-Rashid, M., AL-Ammar, H.(2011) and Tondeur et al, (2016).
- (4) Cost of ICT Implementation (Funding): Incorporating ICT in business education can be costly, it involves investments in hardware, software, connectivity, maintenance and training. The financial burden is a challenge. This is because educational institutions may struggle to allocate sufficient funds for acquiring and maintaining necessary technology (Hooper, and Rieber, (1995) and Sangiang et al.(2020).
- (5) Content Development. Developing appropriate and engaging content may pose a significant challenge when incorporating ICT in business education programme. Educators need to create and adapt content that is relevant to the business education field and applicable to the use of ICT tools.(Niess, 2005)
- (6) Technological Obsolescence: Rapid advancements in technology can quickly render ICT tools and software outdated. Keeping up with these technological changes and ensuring the availability of updated resources can be a challenge (Hakkinen & Kamarainen, 2009).
- (7) Standardization and adaptability: Incorporating ICT in business education requires standardization to ensure consistency in learning outcomes. However, it is also important to foster adaptability to meet the evolving needs of the workforce and business environments (Shoffiner, & Ellison, 2008).
- (8) Curriculum Planning: Curriculum planning is a crucial aspect when incorporating ICT in business education. This is because Educators need to ensure that the curriculum is aligned with the Use of ICT tools and resources, and that it supports the development of digital literacy skills among students. (Mishra & Koehler, 2006).
- (9) Cybersecurity and privacy Concerns: Integrating ICT introduces potential risks related to cybersecurity and privacy. Educational institutions must have systems and protocols in place to safeguard student data and protect against cyber threats.
- (10) Monitoring and Evaluation: Assessing the effectiveness of Incorporating ICT in business education can be challenging. Development of appropriate monitoring and evaluation mechanisms is necessary to measure the impact and identify areas for improvement.

- (11) Pedagogical Consideration: Incorporating ICT in business education requires careful consideration of pedagogical approaches that maximize the benefit of ICT while ensuring effective learning outcomes. Balancing technology integration with traditional teaching methods can be a challenge for educators.

Benefits of Incorporating ICT In Business Education For Sustainable Workforce Development

1. Access to updated information: ICT tools provides access to vast amounts of information from various sources such as the internet, databases, and online journals. This access helps students and professionals stay updated with the latest trends, developments and best practices in the business world.(Bradbury, 2014).
2. Improved Communication and Collaboration: ICT tools enable students and professionals communicate and Collaborate easily with their peers, mentors and industry experts from around the world. These tools facilities online discussions, virtual meetings, and remote teamwork, which can help in developing effective communication and Collaboration skills required for the sustainable development of workforce (Loukis, 2013).
3. Improved critical thinking and problem - solving skills: ICT tools provide opportunities for students and professionals to analyze and solve - real- world business problems. Simulations, case studies and business intelligence tools can help the learners develop critical thinking, analysis and problem- solving skills that are necessary for sustainable workforce development (Koopmans et al, 2019).
4. Increased efficiency and productivity: ICT tools processes, and improve overall efficiency and productivity. For example; Using business software applications can automate inventory management, financial analysis, and project planning, allowing businesses to allocate resources effectively and make data- driven decisions.
5. Enhanced creativity and innovation: ICT tools provides a platform for individuals to explore and experiment with new ideas, products and services. Online collaboration tools, design software and e-learning platforms helps students and professionals develop creativity and innovation skills that are crucial in today's dynamic business environment.
6. Global perspective and cultural awareness: ICT tools connect students and professionals with various cultures, perspectives, and global business practices. Virtual classrooms, platforms promote cross-cultural understanding and help individuals develop a global mindset, which is essential for sustainable development in a globalized economy.
7. Enhanced technical skills: By using ICT tools and software, students develop technical skills that are highly valued in today's business environment. Proficiency in using business software, data analysis tools and online communication platforms can give students a competitive edge in the job market (Benzinger, et al 2012).
8. Increased Flexibility in learning. ICT allows for personalized and flexible learning experiences, students can access course materials and submit assignments online, allowing them to study at their own pace and convenience. This flexibility enables working professionals to acquire new skills and knowledge while balancing their work commitments.(Cochrone & Narayan, 2017).

ICT Skill Compliance and Business Education For The Digital Age

Business Education involves the learning of different kinds of business related skills such as improved decision-making skills, identification and utilization of business opportunities, setting up and properly running an enterprise and recently, skills to access information and use different digital tools to create better working space (De-Faoite, Henry, Johnson, & Van-derSije, 2003). ICT skills has now become the major driver in today's global economy and one of the most sought after skill- sets of the 21st century. ICT skills which includes internet is now the new and

obviously the biggest market place worldwide, and the skills are to unlocking the potential in the new market place. The global market system of today needs new sets of skills for marketing, advertising, and business promotional activities necessary for setting-up, growing and effective management of the business. Students need full range of such ICT skills in order to meaningful participate in the 21st century global economy (Barbara, 2017).

The sustainability of business education beneficiaries in the business world depends greatly on the appropriate skills they have acquired that will enable them fit into the society and perform in the world of work. 21st century skills are not entirely a new concept, but ICT component of the skill sets are very crucial in today's global setting. ICT skill compliant of business education offers unique opportunity for participation in the growing digital business world and the changing of business ecosystems. The usefulness of ICT skill or its compliance as important skill-sets for business development lies on the use perception, the productive function and frequency. A study by Gregor, & Valerij (2015) shows that e- learning courses, market research data bases and business plan software are among the digital tools that can be used for the achievement of ICT skill competencies in the students. The institutions must develop the capacity to direct and provide relevant answers to such expectations that will lead to the desired future. The 21st century learning and skill development involves learning motivated by practice of teaching students the most relevant, useful, current and globally applied ICT skills. Students of Business Education for the digital age must be taught different skill from those of analogy. The innovation and advancements in technology has made some of the courses in the business education curriculum to change, for instance typewriting has changed to word/data processing technology. Also, the teaching of shorthand presently is sliding down into oblivion. Its relevance in the contemporary world of work has been questioned.

According to Ndinechi (2001), shorthand is one of the trees in the forest of tillers under business education rubric. It has grown steadily over many years and now is dying a slow aimless with death caused by rotting pockets of irrelevance. Outdated courses, skills and techniques should be doing away with. Business education should be poised to prepare students and professionals alike that do not exist yet, teaching them how to learn, unlearn, and relearn. According to Salisu (2021), quoting American writer Alvin Toffler, said "the illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn". The skill to be taught in this century should reflect the specific demands place on today's students by the complex, competitive, knowledge-based, information-age, technology-driven economy and society (The Glossary of Education Reform, 2016). ICT Compliance is expected to deliver three forms of literacy, namely, information communication literacy, media literacy and technology literacy. Once mastered, these three forms of literacy help in the mastery of other skills needed (Trilling and Fadel, 2009). Today these competencies (ICT skills) may seem modern; they are not entirely new, but, just Newly important (Salas-Pilco, 2013). Skills acquisition has become a lot easier these days because someone has made the processes and uploads it on the internet. This becomes advantageous to ICT skill compliant students. According to MindTools (2013, 2017) and Kutzhanova (2009) various categories of entrepreneurship skill such as personal characteristics, interpersonal skills, Critical and Creative thinking and Practical skill can be acquired using ICT tools.

Conclusions

Business Education is an increasingly important component of vocational and technical education programs aimed at developing a sustainable workforce. Re-focusing on the incorporation of ICT in business education curriculum will enhance the contents and pedagogical shift from traditional teaching methods to meet the changes in the global market, office automation and expand access to quality education. As industries rapidly evolve in

response to technological advancements and changing market dynamics, the need for individuals with a strong foundation in business principles has become critical. Hence, incorporating ICT in Business education is imperative. The incorporation of ICT in business education will remain grossly beneficial to the program considering, the indomitable and proven assertions that it has the potency to ameliorate some of the numerous challenges bedeviling it. Business entrepreneurs today transact on a global market which happens to be the internet, and teaching- learning process is moving towards the usage of digital devices and appliances which determines the sustainability of workforce at the 21st century market jobs. ICT skills are important because they underpin so much of how modern work is conducted. Since ICT tools provide individuals with digital age literacy, consisting of functional literacy, visual literacy, scientific, technological literacy, informative literacy, cultural literacy, and global awareness, inventive thinking, higher order thinking, effective communication skills and productivity, it is imperative to incorporate it into business education Programmes to equip beneficiaries with technological competencies the can sustain them for the 21st Century workforce.

Recommendations

The following recommendations were made by the researcher:

1. Teacher should be provided with training on how to effectively utilize ICT tools and resources in the classroom. This can help ensure that they are equipped with the necessary skills and knowledge to teach ICT related topics to students.
2. Curriculum developers/planners should ensure that business education curriculum is reviewed and updated to include ICT related topics, such as digital marketing, online entrepreneurship, and data analysis. These topics can help the students to develop skills that are in high demand in the modern workforce.
3. They should be industry - institution partnership to bridge the gap between classroom learning and real - world applications. This partnership can provide students with access to mentors, internships, and Job opportunities, ultimately enhancing their employability and sustainable workforce development.
4. Students should be encouraged to actively engage with ICT tools and platforms by allocating dedicated class time for practical exercise and projects. This will help them develop the necessary technical skills and confidence to apply ICT in their future careers.
5. Adequate and relevant modern technology infrastructure, such as computer labs and high speed internet should be provided by the government for any business education programme in the institutions, to enable students fully utilize ICT tools and platforms.
6. Government should prioritize ICT by making it a part of minimum standards for all the students of business education in Nigeria.
7. Government should encourage the use of ICT in teaching- learning of business education by supplying ICT tools and computers.
8. Government should increase Funding of institutions to enable them embark on ICT.

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