BUSINESS EDUCATION PROGRAMME IN NIGERIA: PAST, PRESENT AND FUTURE IN THE 21ST CENTURY

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Abstract
Business education is regarded as education for and about business. This paper evaluates the status of business education in Nigeria as it concerns the past, present and future in the 21st century. It looked at the meaning of business education and its objectives as its curriculum reflects the needs of the society by providing necessary skills, knowledge, attitudes and abilities needed for the various job opportunities available for its recipients. The paper highlights the position of business education in Nigeria in the past, present and future status in achieving its goals in the 21st century. The paper also discussed the need for business education and challenges facing business education programme. It concluded that business education must be embraced by various countries of the world for changing times in the ever-changing world of business. Besides, the conclusion was drawn on the need to restructure and redesign the curriculum to meet the current need of modern business world. The paper recommended that the curriculum of business education programme should be re-visited and redesigned as to sustain the products for the dynamic business world.

Keywords: Business Education, Business Educators, Information and Communication Technology, Business Education Students.

Introduction
The Western education embraces vocational education which deals with the production of skills acquisition. It has been a norm that vocational education prepares the individual for the acquisition of practical skills and applied skills as well as different occupations. Ekpenyong (2005) described vocational and technical education as a comprehensive term referring to educational process when it involves in addition to general education, the study of technologies and related science and acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life. Okoro (1993) affirmed that vocational and technical education is referred to as education that has its primary aim in preparing recipients for gainful employment in recognized occupational areas. Ibrahim (2003) emphasized that vocational and technical education and business education are synonymous and referred them to as those phases of education that assist in preparing the recipients for occupational employment upon graduation. Since vocational and technical education provides the skills, knowledge and
attitudes necessary for effective employment in specific occupation, business education which form the basis for this study is also an aspect of vocational education.

**Meaning of Business Education/its Objectives**

Business education is a course that offers knowledge and competences needed for entry into business occupations of all kinds and prospering in them. Hence, Business education is not business administration nor secretarial course, someone not formally educated in business concepts and practices can learn how to plan, organize, file, type, budget initiate, control, invest, same and account for his/her business. Adesina (2007), Aluwong (2003), Ibrahim (2003), and Igboke (2000) observed that business education is that aspect of vocational education programme that prepare students for knowledge, skills, understanding and attitudes needed for entry into and advancement in jobs within business. Business education as they noted also prepares and enable students to handle their own business affairs, and function as intelligent consumer and citizens in the economy. However, business education prepare youths for the acquisition of skills needed in the labour market.

Business education as a dynamic discipline is geared towards preparing youths and adults for and about business. Okwanaso and Nwazor (2000) citing Tonne, categorized business education into two major components called “education for business” and “education about business”. According to Okwuanaso and Nwazor (2000), education for business refers to vocational education that is an educational training programme through which recipients could fit into or be employed in four major occupational areas such as book-keeping and accounting jobs, clerical and general office jobs, stenographic and secretarial jobs, distributive and marketing jobs. These courses were offered at private schools, public-owned secondary schools, Polytechnics, Colleges of Education or the University Faculties of: (Education, Administration and Management Sciences). Though, Faculties of Education produce effective teachers of business for other levels of education. Igboke(2000) similarly viewed education for business as a preparation for a career in business when instruction is designed to prepare youths and adults for actual practice in the world of business. Still to Okwanaso and Nwazor (2000), education about business is any programme of studies or any publication that offers information to consumers and thereby guides; advices or educates them about the use of money in various business situations. Igboke (2000) added that education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy. Such educational services are obtained from newspapers (consumer affairs page), magazines and at times from special promotions and business shows. This is a
basic knowledge which every potential and practicing business oriented individual or educator should possess.

Business education as a programme offered at different levels of educational system (such as the primary, junior and senior secondary schools, three-year colleges of education, two-year ordinary diploma (OND) and higher diploma (HND) in colleges of technology or polytechnics, and in the four-year undergraduate programmes of Universities), is spiced with a lot of lofty objectives. Among which are to: stimulate the interest of pupils by getting them acquainted with business ideas, inculcate the vocational aspects of business desired right from the primary and secondary schools, develop interpersonal relationships and human relations skills, provide students with the orientation and basic skills with which to start a life of work for those which may not undergo further training; impart to the students the basic knowledge of the concepts, theories, principles and practice of accounting, marketing/distributive and office technology management (OTM)/secretarial education. The general trend is for each option’s of business education to produce capable and intelligent graduates who possess knowledge, skills, values and attitudes in the area of business. Therefore, education for business must be directed at the entire range of activities associated with the business world of work.

Business Education Curriculum/Job Opportunities

Several courses are lumped together in the curricular preparations of each category of Business education products. The American National Conference on the Future of Business Education (1985) as quoted by Sani (2011) stated that Business education curriculum encompasses diverse courses such as key-boarding, book-keeping, accounting, economics, office practice, computer science, word processing, shorthand, business communication and report writing, business English, consumer education and entrepreneurship education. According to Okwuanaso and Nwazor (2000), there are several main categories of courses in Business education. They are as follows: book-keeping and accounting courses (this include all courses that relates to accounting), clerical and general office courses, stenographic and secretarial courses, distributions/marketing courses, business teaching courses, business administration courses, economic understanding courses. The above courses and job opportunities available to Business education graduates were further illustrated below:
<table>
<thead>
<tr>
<th>S/No</th>
<th>Courses</th>
<th>Course</th>
<th>Job opportunities</th>
<th>Job Place</th>
<th>Further training &amp; Study/promotions</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Book-keeping &amp; Accounting</td>
<td>Principles of accounting, financial accounting, costing, auditing, management accounting, business law, company accounts, system analysis, taxation, industrial accounting, institutional accounting and utilities accounting, etc.</td>
<td>Job opportunities exist as; accounting clerk, cost clerk, cashier, book keeper, machine operator, data processing supervisors.</td>
<td>Educational institutions, local government administration, hotels administration, finance houses (e.g. banks) hospital administration, insurance houses, chambers of lawyers, transport, federal and state civil services (e.g. ministries), real estate agent, retail and wholesale units</td>
<td>With further training/promotions, these employees can occupy top positions such as auditors, controllers, supervisors, office managers, programmers system analysts, tax accountant, credit managers or loan counselor, data processing programmers, teachers and treasurers.</td>
</tr>
<tr>
<td>2.</td>
<td>Clerical/General Office</td>
<td>Office practice &amp; secretarial duties introduction to management and personal management, public relations, commercial law, business policy, etc.</td>
<td>Typist, general clerks, key punch, operators, machine operators, receptionist, reproduction typist, telephone operators, time keepers, dispatch</td>
<td>..</td>
<td>Administrative assistant, credit and debit supervisor, payroll supervisor, general records supervisor, teacher and head of general services.</td>
</tr>
<tr>
<td>3.</td>
<td>Stenographic/Secretarial</td>
<td>Secretarial duties, review, equipment management, reception and public relations, basic accounting imprest, effective secretary practices public speaking/personal writing, business law, typing and computing, writing of memos, reports and proposals.</td>
<td>Clerks, Transcribing machine operator, typist, receptionist, telephone operator, transcriber, administrative assistant.</td>
<td>..</td>
<td>Administrative assistant, court reporter, executive secretary, office manager, private secretary, public stenographer and teacher.</td>
</tr>
<tr>
<td>4.</td>
<td>Distributive Marketing</td>
<td>Inventory clerks, Advertising, Account executives</td>
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<td>Field</td>
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<tr>
<td>Education/Marketing</td>
<td>advertising, accounting, human relations, communication, operations and management, mathematics, ethics, research, sales management, retail management, consumer behavior, marketing research, product and service technology, sociology, psychology, art and music, science, history, political science and languages.</td>
<td>Audit, clerks, cashiers, salesmen, price clerks, wrappers, sales clerks, stock clerks.</td>
<td>Services, market research, merchandising, public relations, retailing, wholesaling, sales promotion, store operation warehousing, teaching, floristry, hotel/lodging, industrial marketing, food service, loan management and securities, recreation/tourism.</td>
<td>For sales, advertisement managers, buyers, manufacturing factors or representatives, market research supervisors, personnel managers or directors, public relations managers or directors, purchasing managers or agents, sales managers, general managers or assistant general managers, traffic managers and teachers.</td>
<td></td>
</tr>
<tr>
<td>Business Teaching</td>
<td>Core accounting domain, secretarial/stenographic and distributive/marketing other courses include general studies on social, science, methodology of instruction, psychology of learning, curriculum development, history of educational development, educational statistics, principles and practice of teaching, educational management, educational technology, research methods in social science, general education courses e.g vocational guidance, educational administration, computer programming and industrial attachment.</td>
<td>Teachers, resource persons, clerks, stenographic, others who divert to other business related fields occupies to positions in financial institutions (banks), marketing and distribution as well as executive, secretarial posts.</td>
<td>Public or private schools, or engage in part-time home tutorials, companies, religious organizations, clubs, town unions and special schools extra moral studies centres, public examination centres.</td>
<td>Personnel trainers in companies and ministries, principals and proprietors of schools and colleges, administrative managers of education at state and national levels, authors and editors, research directors, and heads of educational projects of all sorts.</td>
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From the above mentioned categories of courses and job opportunities, it could be seen that business education products if well trained would not lack any ingredients required in the labour market as well as job opportunities that exists for them.

**Source:** Self-developed, 2015
The Past Position of Business Education in Nigeria

Business Education has been in existence before the introduction of formal education, in other words; it was as old as man. It was observed that civilization started in Egypt so also business education down to other countries of the world. The exact date of Business education in Nigeria was not well known virtually everyone is guessing the actual date of its inception. According to Njoku (1992), the earlier form of business education came up through apprenticeship training. Okwuanaso and Nwazor (2000) equally noted that before the advent of the White man in Nigeria, apprenticeship type of training had been in existence. This is a situation whereby an individual stays two to three years to learn a trade from an expert who had the skill for the trade or experience. The likely trade includes sales, craft, book keeping, and farming among others. The period of trade varies from one to another or how fast the apprentice could learn the skill.

An entrepreneur (a sole trader) could engage the services of apprentices which could be sponsored by the family or the family made a provision of portion of land, or mortgage during the period of training (Njoku, 1992). Upon settlement, an apprentice could choose between setting up his own business or do combined business with his master. Despite all these facts, the prentice is still under the care of his master and he is expected of worthy character and learning behaviour (Okwanaso and Nwazor, 2000). However, business education was much later geared towards preparing individual for low level job that involves training of its recipient to acquire skills in typewriting/shorthand and to work as typist, account clerk/machine operators and office clerks in various organizations in Nigeria through commercial schools via vocational centres and from there were included in the curricular of institutions as business education programme.

Need for Business Education

To illustrate the need for business education in the contemporary society of today, Mohamed and Salvador (2015) developed a business education conceptual model. This model focused on educational environment for business education competences required from the programme, pedagogical strategies and educational leadership.

Business education programme having been embedded in a functional educational environment that embraces technology, knowledge of society, stakeholder centered, and changing work place etc, is expected to equip the recipients with entrepreneurship skills, know-how, business wisdom, technology use, exhibiting good personality, and cross cultural management.

There is need for business educators to develop pedagogical strategies in the teaching and learning of business education courses for easy flow of knowledge and understanding of the facts and skills in business education. They could apply the following pedagogical strategies such as e-learning, collaborative learning, critical reflection, cognitive mapping and so on. in the delivering of business education courses.
For business educators to effectively discharge their duties according to the authors, there is need for quality education management, adequate facilities and staffing, delegation of authority, student centered services, and resources management.

**Business Education Conceptual and Value Chain Model**

The conceptual model developed embraces competences required, pedagogical strategies used by business educators (in imparting skills, knowledge and values to the students), and educational environmental and educational leadership. From the model developed, there is need for the collaborative efforts of the government, industry, society, and business education to meet with the modern trends, business model and futuristic aspect of the business education programme in the labour market.

*Business education programme is practical oriented within and outside educational environment (e.g. the global business world, egalitarian economics, technology, knowledge society, stakeholder centred, etc). Business educators are expected to adopt effectively pedagogical strategies (such as cognitive mapping, storytelling, e-learning, collaborative learning) in the teaching and learning of business education subjects and as well cultivate the ability of good educational leadership that involve vision, delegation of authority, student centered services, quality education management, among others. The value chain model developed by Mohammed and Salvador (2015) comprised of 4 variables such as Business School (Business Education), academic leadership, faculty and students.*
Figure 2: Business Education Value Chain Management

The above models involve business education unit, academic leadership, Faculty, and students units. Business education as a unit provides adequate curriculum, balanced education, learned faculty, conducive environment and so on. Academic leadership involves people oriented, facilitator, resource expander, coach and teacher etc, which a business educator is expected to exhibit at all times while faculty should be committed, available to students at all times, give constructive feedback, a role model, responsive to students needs etc. On the other hand, students were expected of being obedient, discipline, respectful, responsible individual in the society, stable, independent, a learner at all time.

The implications of the above business education model are thus; Faculty-student consistency- the faculty will be consistent in training up the students with the pre-requisite skills expected of them in the labour market. Also, the faculty should emphasize in interdisciplinary approaches to knowledge such as the use of creative teaching techniques that inspire creativity in students, internships in medicine assist students in solving real life problems. The faculty work flexibility. Here, the faculty should be flexible in inculcating new ideas in their students and should assist the students on how to cope with failure. Professional relevance, professionally the faculty should introduce the students to the new concepts, trends and practice as it relates to their discipline. Therefore, the introduction of vocational skills development programmes and as well as the future oriented educational programmes should be encouraged. Leadership Philosophy- managers, HOD’s must focus on understanding of the nature of academic work, school management, and the roles played by the potential students. For effective performance, the HOD must evaluate and allocate the resources available. In terms of leadership approaches, the HOD must be dynamic, proactive, consistent, efficient, transparent, innovative, and less expensive in discharging his /her administrative functions. Hult (2014) agreed that Business education system must arm graduates with more approaches and strategies on how to tackle challenges of all sizes in unique ways.

The present position of Business Education in Nigeria

Unlike in the olds, technologies have been used in business education to develop global competences needed in the world of business. According to Amahi and Ogben (2014), the acquisition of modern technologies in the business education units and the introduction of business machines have exposed the students to the operation of different machines.

Sometimes ago, blended teaching was developed as a result of its flexibility with technology resulting to interactions between the teacher and students. However, e-learning which affords learners opportunity to interact with expert always be blended with face to face by the teacher for proper understanding. E-learning has been introduced in business education to facilitate learning. This is a new technology tool for improving teaching and learning (Utoware and Kren-Ikidi, 2014). The use of e-learning has made
business education programme to sustain its relevance in providing the needs of the recipients and the society at large. Sani (2011) posited that a product of new technologies which includes e-learning has redefined the education delivery system. Mortiori (2012) added that the new technologies that facilitate teaching and learning of business education are slide presentation or power point, mobile devices, database, overhead projector computers, interactive whiteboard, voice recognition internet. Projectors, slides, video, films are some of the media which were most often used (Nwokocha and Onwuchekwa, 2014).

The interactive Whiteboard (IWB) has made business education lecturers to integrate the tool into their lecture and as well further their expertise in teaching and facilitate learning. Other innovations practice now in business education includes mobile phones, electronic books, on-line collaborative workplace, radio/television/ broadcast. Olise (2014) asserted that business education use this new technology to support learning as they are used for individual or collaborative learning in producing a global worker. Olise (2014) added that with electronic books, business educators have used complex images/concepts as illustrations in interactive with three dimensional presentations than using traditional drawings and photographs. Also, on-line collaborative workplace allows students to work together on common document. E.g. spreadsheet, power point presentation uploaded by the lecturer could be used by the students to work on-line on his/her own leisure. On the other hand, radio/television/ broadcast can be used by business educators for individualize instructions, to support learning and provide direction in producing skillful workers needed in the world of business. With these technologies, in the teaching environments, student can compete effectively with modern office challenges in working with the computer.

Integration of learning tools into teaching of business education is a growing phenomenon where huge amount of money is being invested to acquire the devices in education across the world, in order to enhance improved academic performance of students. This development has led to significant roles in instructional process thereby causing noticeable transformation in learning environment. Today no one can deny the fact that business education is becoming diverse in terms of students background and abilities in using technological tools in solving some contemporaries problem that is facing teaching and learning in vocational education (Aina, 2009).

Technology in the 21st century according to Alessi and Trollip (2005), has provided many unique benefits to vocational business education programmes where educational software such as, tutorial drill and practice, simulation and hypermedia type are effective and productive in teaching and learning. These are however the important tools in presentation practice and evaluation of learning: m-learning (Mobile learning) refers to the use of handheld devices; among which are, Smart phones, Tablets, Ipad, Android and other handheld information communications devices that may be used for
teaching and learning in business classes. Also, using portable computing devices like laptops, Ipad, Tablet Pcs, PDAs and Smart phone with wireless networks enables mobility. Teaching and learning can be extended to space beyond traditional classroom through mobile learning. Because of the increased flexibility of mobile learning it gives new opportunities between instructors and students interaction. Mobile technologies may support learning experience which can be in collaborative, integrated and accessible with the world beyond the classroom.

Consequently, modern students in vocational business education may prefer m-learning because of its wider acceptability and accessibility anywhere (office, classroom, and workshop). It can be delivered through many applications. Lowenthal (2009) observed that Power Point is widely used by business educators, business people, educators, students and trainers among the most prevalent firms of persuasion technology. The use of power point in classroom lesson has influenced student’s performance when compared with conventional method of teaching. Therefore, today business education is education for accounting occupation, office occupation, marketing, and distribute occupation, business teaching, business administration and all basic economic understanding. The knowledge of basic business subjects above would assist individual to make adjustments as a worker, as a citizen, and as a consumer of goods and services in the economic environment.

Future of Business Education in the 21st Century

Business education as a dynamic discipline, changes overtime to suit the needs of the society especially in the 21st century. According to Okoh (1999), the world of business is moving at a very fast pace, unmatched by whatever existed before. Business organization in tune of this pace, are struggling very hard to keep pace with the rapidly developing technology along the method business is done. Therefore, as the tools of business are advancing very rapidly, any organization trying to survive must grow to use such tools.

It was observed that the era of traditional office is fading away gradually. The paper office which tends to pose a lot of challenges on the side of the workers has now been shifted to paperless office as a result of technological advancement. Instead of keeping records, computers are now used in storing documents. Accounting transactions are now prepared using electronic accounting software such as Peachtree, spreadsheet, etc in generating accounting information (Azih, 2013). However, day by day there are more technological advancement with new laptops and IT facilities. With this new development in the area of IT facilities, an individual can utilize the services of IT facilities even from the classroom and as well research work will be facilitated and business teaching be made more relevant and meaningful. Nwosu (1999) posited that these tremendous innovations in technology will provide the business education with administrative support services automatically and also enhance greatly the productivity of
the business educators. He added that with vortex voice synthesizer (VOCAB) and Computer Aided Instruction (CAI), individualized instruction computer based education and other desirable concepts which previously difficult to attain were now become normal features in business education as a futuristic goals.

The technological devices available for teaching business education subjects include close circuit TV, advanced calculators, dial access system, digital library modem, e-commerce, individual audio application and audio-visual retrieval tools, and sound on paper system. Similarly, Ezenwafor (2012) listed the new technologies in teaching and learning of business education subjects thus; using broadcast materials or CD-ROM, e-banking facilities, internet (using search engines, windows, massagers, yahoo chart room), using micro-computer software applications to write or produce lecture materials assignments and seminar papers, using different computer software application like spreadsheet, excel, Peachtree for teaching and learning of accounting subject as well as power point, desktop publisher and graphics for delivering business education courses. At the same vein, a lecturer may create his/her own website and teach his/her students through the website. For instance, instead of selling textbooks, the lecturer can open a website along with his account number, so that student will now subscribe to the website for their course materials, seminar papers, assignments etc.

Other technological tools that can be used in delivery business education according to John (2013) are Google glass, form I.D. printing, Oculus Rift; leap motion, eye tube fire fox 0.5, smarting, project Fiona, parallels, goggle driverless car. According to the author, oculus Rift is a type of e-learning tools whereby students are in Diasporas, the lecturer teaches them as if they were there. Virtual reality gaming is here in the form of oculus rift. This make students mentally feel that they are actually inside a video game. Therefore, in the riffs virtual world, students could turn their heads around with ultra-low latency to view the world in high resolution display. Fire fox OS is built on open source and it carries web-technologies that could enable lecturers provide course materials, assignments and other necessary information that may be helpful in the teaching and learning of business education subjects. This however calls for the need to incorporate technological development in the Nigerian educational system as to equip business education students for the present and the future technological skills. Above all, business education students were expected to exhibit competences related to the use of technological tools aforementioned in the work environment.

Nwosu (1999) advocating for innovations in business education have it that some innovative technologies are interactive while others are not. Such innovative technologies interactive tools according to Nwosu (1999) are Very Small Apparatus Terminal (VSAT). This is an interactive information technology which establishes the connection between the business teachers and the students in different communities or countries under distant education programme. For instance, the National Open University of Nigeria (NOUN)
adopts this system. Here students were taught how to download educational materials, register for academic courses, make on-line school fees payment and take their examinations as at when due. Other examples include teaching through Teleconferencing and the Electronic Mail (E-Mail). Teaching through Teleconferencing: This type of technology tool enable the lecturer to converse with others (students) in real time, speaking and learning through the screen. Therefore, as the teachers converse with the students in real time by speaking through their keyboards the students hear through the screen i.e. as the teacher keys in the information the students read from their personal computers. The Electronic Mail (E-Mail): This is a type of communication that takes place between one person and another through computer. With this tool a teacher can send lecture materials and assignments into a computer and send to the students via telephone and stored until student asks for it. Also, once the modern android handheld devices Wifi is connected, the teacher send e-mail by typing the message on-line. The student download as the need arises.

**Challenges facing Business Education Programme**

Business education has been faced with a lot of challenges. Buttressing the above assertion, Okwunanaso & Nwazor (2000) enumerated the difficulties which implementers of business education encountered in their effort to achieve the objectives as insufficient funds, low status rating, antagonism by competitors, insufficient supply of books, lack of consistent drive among business educators to have a functioning union for business teachers, inflexible curriculum, irregular and poor remuneration for teaching and employers’ ignorance of the benefits from studying business education. On the other hand, Nwaokolo (1994) affirmed that poor teacher quality, especially in the skills, lack of professional pride on the part of business educators themselves, absence of business education laboratories (e.g. shorthand laboratory, office equipment, studios and model offices), and poses problem to the growth of business education in the society.

New technologies in business education have also posed many challenges to business educators globally. Series of studies conducted by various researchers revealed that schools do not adequately embrace the acquisition and utilization of new instructional technologies in business education (Ido & Asuquo, 2013). The schools lack computer laboratory, computer system, internet facilities, and modern teaching aids, scanning machine, media typewriter, electricity, projector or existence of any cyber-café around the school locations. Therefore, lack of these technological tools makes it difficult to teach and prepare students for the use of these technologies now and in the future world of work. Hult (2014) added that business education do not adequately measure if their students are actually learning new, relevant skills and behaviours, and place enough emphasis on building critical skills and abilities (such as self-awareness, integrity, cross-cultural competency, team execution, comfort with ambiguity and uncertainty), and the
overemphasis laid by business education on theory instead of concentrating more on stimulating real-world experiences. This implies that business educators should be capable of inculcating in the students, what is actually needed by the employers in the labour markets rather than teaching the students theory or abject ideas.

Other challenges include inadequate power supply: This has constituted the major problem hindering the operations of the learning tools. The implication of this is that poor service delivery is experienced therefore alternative means can be adopted. Lack of raw materials input: almost all the mobile telephone or handheld devices are imported, when need arises to maintain and improve the quality of devices, standard demand a speedy importation of parts, clearance process could slow down learning process in the classroom. Inadequate infrastructure support: Now that NITEL’s telecommunications infrastructure is inadequate to meet the present and future challenges of the GSM network and the need of GSM operators; there is need to bring in more network provider.

**Conclusion**

Business education is education for and about business; which is in the old focused on training individuals to acquire skills in typing and shorthand through non-formal education (i.e. training centres such as roadsides for low level jobs like office clerks, typist, and account clerk). But now Business education through the formal educational system prepares the individuals for skills in accounting, marketing/distributive education, secretarial administration, etc to occupy such positions as managers, accountants, cashiers, supervisors etc in the labour market.

The traditional system of office keeping has now shifted to electronic office, which business education has set out to train its recipients to adapt to the technological trends in the world of business. This has led to the introduction of information and communication of technology in the curriculum of business education programme to match with the competences needed in the 21st century. As a result of the technological tools such as website, e-mail, spreadsheet, excel, Peachtree, oculus rift, eye tube, fire fox OS, leap motion, the delivery of business educations courses by the business educators are facilitated easily, thereby exposing the products to the needed skills and competences required to effectively discharge their duties in the work environment.

At this junction, any country that fails to embrace vocational business education is directly and indirectly neglecting the technological development, which is the bedrock of development in a country. Countries are encouraged to adopt business education as to avail themselves from the business challenges globally.
Recommendations
The following recommendations were made:

1. The curriculum of business education programme should be visited from time to
time as to add or remove obsolete courses that will not sustain the recipients in the
21st century, since the world of technology changes overtime. So business
education as the mother of technologies needs to be futuristic in adapting to any
technological change in the society and in the world of business.

2. In order to minimize the selling of handouts and scanty textbooks, lecturers
should create their own websites as to guide the students with course materials,
seminar papers and assignments. This will aid the student access to the use of
technological system.

3. Traditional methods of storing documents should be discarded and replaced with
the paperless office in order to meet the challenges of keeping and storing
information such as lecture materials, seminar papers, in the 21st century.

4. Business education programme should stimulate the real world situation to their
students or a replica of what happened in the labour market as often as possible
throughout their educational experience. Students need more exposure to real-
world situations throughout their educational career.

5. Though, business education teaches theory but the recipients should not rely
solely on the theory, instead they should concentrate more on practical by
stimulating real-world experiences that is based of exposing students to situations
that resemble the workplace.

6. Business educators and the students should be adequately exposed to the use of
technological tools such as power point website, spreadsheet, oculus rifts etc for
the effective teaching and learning of business education subjects in the next
millennium/century.

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