

TOWARDS ENHANCING THE QUALITY OF BUSINESS TEACHER EDUCATION PROGRAMME INSTRUCTION IN TERTIARY INSTITUTION USING INFORMATION AND COMMUNICATION TECHNOLOGY

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Introduction

The education systems around the World are under increasing pressure to enhance the knowledge and skills of the students to fit into the 21st century job requirements. Conventional teaching has emphasized content. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favouring curricula that promote competency and performance. Curricula are starting to emphasize capabilities and to be concerned more with how the information will be used than with what the information is. Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies (Oliver, 2000). As a result, in recent years teaching and learning methods have started to change in educational institutions in general and business education in particular (Okwuanaso, 2004). Training in business education heavily relies on the introduction of ICT into the school system for quality in its service delivery.

ICTs is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phone, computer and network hardware and software, satellite system among others these contribute to organizing, processing, communicating, assessing, presenting, storing, retrieving and simplifying information when needed and in the form needed (Onasanya, Shehu, Ogunlade & Adefuye, 2011). ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and

helping schools change (Yusuf, 2005). Generally, ICT holds the opportunity to revolutionize pedagogical method, expand access to quality education and improve the management of education system.

According to Nwaokike (2013) the main objectives of ICT is to integrate information technology into the mainstream of education and training and also to empower the youths with ICT skills and prepare them for global competitiveness. In order to achieve the stated objectives of ICT and also ensure quality in teaching and learning of business education, ICT should be integrated in the instructional delivery of business education programme. In spite of the benefits of ICT in education, it has been established that most teachers have not taken these advantages in their classroom teaching and professional development. The various reasons adduced for low utilization of ICT facilities in teaching-learning process are inadequacy of ICT facilities for the teeming population of teachers and students who need them, others reasons are poor and inadequate infrastructural support such as erratic electricity supply, poor internet services, low bandwidth, poor maintenance of ICT facilities (Adeyemo, 2010).

Business education is a form of vocational education according to Idialu (2007) that is directed towards developing the learner to become productive in teaching, paid employment and self-employment. Amoor and Udoh (2008) noted that business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. At present, the caliber of students that graduate from business education according to Amoor (2009), have the problem of inadequate exposure to modern office technologies, information systems and the rudiments of office administration. Lack of ICT literate (i.e professionally qualified) teachers is responsible for this unfortunate trend. Therefore, for business education programmes to remain relevant in providing the needs of individuals and that of the society; it must embrace current trends in the academic and economic demands of the society. And for our educational systems to deliver on their mandates, the quality of the training given to individuals passing through a course or the other should be such that can give adequate skills and information needed in the real world sense.

Business teacher education in tertiary institution is established to train competent business education teachers who are capable of promoting and enriching business education programme at secondary and other levels post

secondary education in the country. According to Igboke (2012), business teacher education programme available at tertiary institutions are concerned with business teacher preparation for the fulfillment of the aims of business education programme. It is presently offered at degree and non degree levels at universities, polytechnic and colleges of education. Business teacher education provides its recipient with teaching mastery in business subjects; necessary components in professional education, functional general education for life, skill to undertake research and afford additional learning experience through in-service training.

Experts maintained that educational resources in form of educational technology (ICT) have a lot to do with the achievement of performance in teaching and learning. If business teacher education must meet its goals of producing informed citizens and equipped manpower who can help in the harnessing of the nations resources, their teaching strategies and training must therefore be altered and changed completely. The teacher's approach to the classroom has got so much to do with what the learner learns. The concern, therefore, should be to drive the lesson home in the most interesting way to the learners. For example, the use of Power point presentation helps in consolidating learners' knowledge in any topic taught. However, the teacher requires the know-how of using these ICT resources. For no education system is better than the quality of its teachers. Hence, the quality of education given to teachers must improve in order to facilitate good quality in education (business education) and enhance national development. Hence, quality business teacher education is a vital programme of service delivery in the economic vision of the millennium development goals of the 21st century.

Quality according to Ajayi and Adegbesan (2007) is total features of a process, product or services or its performance in customer or client perception of that performance. Quality can also be considered in on the basis of how good and efficient the teacher are, how adequate and accessible the facilities and materials needed for effective teaching and learning and how prepared the graduate are to meeting challenges of life and solving the problem of the society. It also concerned the ability of graduate to compete in an environment shaped by challenging of its local and national needs as well as international expectation and standard (Nwaiwu, Dikeoha and Opara 2013). To enhance the quality of business education programme, it is relevant to determine; The need for ICT in business teacher education programme, The role of ICT in assuring quality of business teacher education programme, The effect of ICT on the business education graduate and the challenges of integrating ICT in the implementation business teacher education programme.

Agbonife (2013) noted that one of the drawbacks of current method of instruction in business education is lack of funding by the government. Nigeria budget allocation for education has never been close to the UNESCO recommendation that countries should allocate at least 26% of their total annual budget to education annually. Business education as a subset of general education is also affected. A skill development scheme such as business education requires technological equipment, suitable for development of staff to derive and make the programme succeed.

Eneasoba (2016) in the same vein noted that one of the challenges facing business educators has to do with keeping abreast of changes and development in technological environment of business as well as within business organization so as to be properly positioned to prepare students to take up job in such organization. With the plethora of business related technologies emerging continually in the market place on virtually daily basis, an average business educator need continuous training and retraining in order to keep abreast. However, most educational institutions are not in position to send business educators who are on their payroll on refresher course aimed at updating their knowledge and skills.

ICT and Quality Business Teacher Education programme

There is a general consensus according to Evoh (2006) that modern ICTS are transforming various aspects of human activity, particularly the arts of teaching and learning. Improved and qualitative business education no doubt is fundamental to the creation of effective human capital in the country. Hence, the effort to eradicate poverty and ensure sustainable development, New Partnership for African Development (NPAD) recognize that a key issue in economic growth and survival is the development of human resource in Africa. And this recognition gives credit to the need for effective and efficient delivery of business education through ICT, to ensure the full realization of its objectives of empowering people for self reliance.

The prevalence and rapid development of information and communication technologies (ICTs) has transformed human society from the information technology age to the knowledge age (Mudasiru, 2007). In fact, ICTs are becoming natural part of man's daily life; thus their use in education by staff (academic and non-academic) and students becomes a necessity. In this technology-driven age, everyone requires ICT competence to survive. Organizations are finding it very necessary to train and re-train their employees to establish or increase their knowledge of computers and other ICT facilities (Adomi and Anie, 2006). This calls for acquisition of ICT skills by students. Further, there is no doubt that in the current harsh economic

competition, the private sector in Nigeria has embraced ICT to stay afloat. The banking sector, insurance, manufacturing industries and multinational companies in the oil sector have embraced multimedia technology to bring innovative solutions to their current challenges. Hence, there is need for ICT.

Moreso, the ability to use computers effectively has become an essential part of everyone's education. Skills such as bookkeeping, clerical and administrative work, stocktaking, and so forth, now constitute a set of computerized practices that form the core IT skills package: spreadsheets, word processors, and databases (Reffell and Whitworth, 2002 in [Adomi](#) and Anie, 2006). The demand for computer/ICT literacy is increasing in Nigeria, because employees realize that computers and other ICT facilities can enhance efficiency. On the other hand, graduates of business education programme (employees) have also realized that computers can be a threat to their jobs, and the only way to enhance job security is to become computer (ICT) literate. With the high demand for computer literacy, the teaching and learning of these skills is a concern among professionals, this is also true of other ICT components.

In the same vein, Lemke (1999) noted that today's students live in a global knowledge based age, and they deserve teachers whose practice embraces the best that technology can bring to learning. Through teachers' use of technology (ICTs) students can be given the opportunities of becoming a part of the knowledge age and skills imparted to the young people in an increasingly complex world. Lecturers will need to use ICTs in order to equip tomorrow's employees and customers with the requisite competence and knowledge to use ICTs within their work (Davis & Tearle, 1999).

ICT application and use will also prove beneficial in improving business education programme in tertiary institutions. In a rapidly changing world of global market competition, automation, and increasing democratization, basic education is necessary for an individual to have the capacity and capability to access and apply information. Such ability and capability must find bearing in information and communication technology in the global village. Meanwhile, the Economic Commission for Africa has indicated that the ability to access and effectively utilize information is no longer a luxury but a necessity for development. However, If business educators want to be major players in the global market place of ideas and prepare her product for the new environment of today and the future, business teacher education programme should embrace ICT for the following reasons: ICT as aids to teaching and learning; ICT as a tool for management; ICT as instrument for economic development; ICT as instrument of high technological development, and ICT as a course of study. Hence ICT

integration in the instructional delivery of business education programme is a necessity.

The role of technology in teaching and learning is rapidly becoming one of the most important and widely discussed issues in contemporary education policy (Rosenfeld and Martinez-Pons, 2005). Most experts in the field of education agreed that, when properly used, information and communication technology hold great promise to improve teaching and learning in addition to shaping workforce opportunities. According to Iloanus and Osuagwu (2009) Information and communication technologies (ICTs) are potentially powerful enabling tools for educational change and reform processes through improving both access to education and the quality of that education. ICTs help expand access to education, strengthen the relevance of education to the increasingly digital workplace and raise educational quality by helping make teaching and learning into an engaging, active process connected to real life when used appropriately. It has assisted in improving the quality of education and training by increasing learners' motivation and engagement, facilitating the acquisition of basic skills. ICTs empower teachers and learners, promote change and foster the development of 21st century skill.

Teaching and learning business education through the application of information and communications technologies has the advantage of heightening the motivation; helping recall previous learning; providing new instructional stimuli; activating the learner's response; providing systematic and steady feedback; facilitating appropriate practice; sequencing learning appropriately; and providing a viable source of information for enhanced learning. Teachers who are trained with this system of instructional strategy would be able to kindle in the hearts of the learners a desirable attitude towards information technology tools in their entire way of life (Olakulehin, 2007).

According to Hadded and Jurich (2002), ICTs can help to improve the quality of education by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. It is also transformational tools which can promote the shift to a learner-centred environment. ICTs can make the school more efficient or more productive, engendering variety of tools to support and facilitate teacher's professional activities. Similarly, ICTs are seen as means to reform and innovate teaching, that is, to stimulate learners to learn actively and independently in a self directed way and/or in collaboration with others (Kirschner & Woperies, 2003). It can be deduced that ICTs can be used to enhance learning and teaching within a university system.

Effective utilization of ICT facility for instructional process reinforces the teacher's ability to cater for individual differences and fosters learners' involvement, participation and understanding, which help them in grounding their thoughts and feelings and in turns contribute to good academic performance in schools. In this new era, ICTs are recognized as means of quality assurance in curriculum management. For instance, the use of ICT to instruct students will help them learn better as they do not always forget what they are taught when used alongside the traditional method of teaching (Hussain, Iqbal, & Akhtar, 2010).

Internet usage for teaching and learning can assist the teachers to discover new methods and simple process of teaching, while the students can construct their own understanding and be in complete control of their topics through the sharing of ideas and experiences worldwide by accessing diverse collections of information from on-line journals, books, magazines, newspapers, and many others.

Challenges of ICT in Business Teacher Education Programme

- *Lack of skills*

Nigeria does not only lack information infrastructure, it also lacks the human skills and knowledge to fully integrate ICT. The required basic technical competences expected of teachers in the use of ICTs as a most modern form of instructional aids to students seems to be lacking. To use information and communication technology (ICT) in tertiary institutions in Nigeria, the need for locally trained workers to install, maintain and support these systems cannot be over emphasized. There is acute shortage of trained personnel in application software, operating systems, network administration and local technicians to service and repair computer facilities.

- *Power*

The power sector of this country is epileptic and nothing to write home about. Besides, an operating ICTs facility require and depends solely on electricity to function and these basic amenities are lacking, it becomes a challenging factor. Again, due to the lack of adequate electricity supply, especially in rural areas in Nigeria, tertiary institutions located in those areas have no access to the Internet and are perpetually isolated and estranged from the world's information superhighway.

Strategies for effective integration of ICT in the implementation of Business Teacher Education in Nigeria

Using the necessary strategies ICTs can become a major tool for improving the quality of teaching, learning, and research in Nigeria tertiary

institutions. . The following initiatives should be taken to encourage ICTs use in tertiary institution in Nigerian.

Teachers in Nigeria schools should be trained not only to be competent in the use of ICTs but capable in their use and integration for instructional purposes. Capable teachers, in this context, refer to teachers who know how to learn, are creative, have a high degree of self efficacy, can apply competencies in novel as well as familiar situations, and work well with others (Stephenson & Weil, 1992 in Mudasiru, 2007). Since lack of teacher computer skill is the single largest barriers to ICTs use in education, initial teacher training in Nigerian schools should incorporated necessary ICTs training, and staff development should be developed for serving teachers. Compulsory ICTs training should be enforced for all business education teachers, that is, ICT components should become integral part of business teacher education programme for pre-service teachers at the colleges of education, universities, and other teacher training institutes, and also for serving teachers. In addition, regular workshops and seminars should be organized for serving teachers to keep them abreast of developments in the field of ICT as they relate to education.

Further, provision of infrastructure needed for the implementation of ICTs in school should be made and this has several dimensions. In the first instance, schools should be equipped with necessary ICTs facilities as envisaged in the national IT policy. For a start, shared ICT parks can be established for schools within a defined location to use on rotationally scheduled basis. The NITDA initiative in mobile computer laboratory can also be explored. Business education teachers at all levels should be assisted to acquire personal computer through loans as obtained in other countries, such teachers should have lap top or palm top computers which can be used at various setting (home, offices, classroom, workshops, etc).

Conclusion

The call for integration of ICT in business teacher education is to infuse and inject efficiency and effectiveness in curriculum implementation. Hence, Information and communication technology is a viable tool for the upliftment of the standard of education in our tertiary institutions. The evolution of ICT and its infusion into the business education curriculum calls for changes in the teaching process. Consequently, the need for integrating ICT in instructional delivery is an indispensable task in business education teacher training in order to assure the quality of the programme and its product.

Recommendations

Based on the conclusion, the following recommendations were made

- ICT facilities for instruction should be made available and adequate by government to assist teaching and learning.
- Provision should be made for in-service training and retraining of teachers to equip them with ICT skills that will enable the teachers to perform their work by tertiary institutions.
- Professional bodies should also train their members on new technologies in teaching and learning.

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