

THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR EFFECTIVE TEACHING AND LEARNING OF BANKING AND FINANCE/ACCOUNTANCY IN NIGERIA

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Abstract

Most experts attributed globalization to improvement in information and communication technologies. Information and communication technology (ICT) is the most recent technology challenging the traditional process of teaching and learning towards actualization of vision 2020. This paper discusses importance of information and communication technology (ICT) for effective teaching and learning of Banking and Finance/Accountancy in Nigeria. The ways ICT- assisted learning environment which by nature include motivating male and female students to learn, facilitating the acquisition of basic skills and enhancing teachers training and retention. The need for ICT in achieving vision 2020 was stressed and recommendations for improvement made.

It is widely acknowledged that information and communication technology (ICT) can be used to improve the quality of teaching and learning. The prevalence and rapid development of ICT has transformed human society from information technology to knowledge age (Galbreath, 2000). According to van- Damme, (2009) Information and Communication Technology explains the combination of computer, video and tele-communication technologies, as seen in the networks and services based upon them.

Umeakuka (2005), observed that computer has entered the world of Banking and Finance/ Accountancy. He maintained that the use of

computer has enabled more accurate keeping of statistical records and improved international communication on kinetics and health related issues. Computer games have captured the attention, time and money of countless number of youths and adults throughout the world. According to (Stair, 2000), most secondary schools, colleges of Education, Polytechnics and universities in Nigeria, Europe and America that make use of data, information in their records to perform Banking and Finance/ Accounting records in their business research have sophisticated computers.

However, the potential of the computer as a teaching machine promises increasing design sophistication. Computers can be programmed to judge students input and to tailor lessons to each individuals level of mastery. In a tutorial mode, computer can present instructional input and require mastery of each step in ways that were not possible in the early machines. The sensitivity of the instructional designer to alternative patterns of student learning is the necessary key to full use of this advance in machine capacity. According to Oxford Advanced learners Dictionary Banking, Finance and Accountancy could be defined as follows:

- i. Banking:- The business activity of banks
- ii. Finance:- Money used to run a business, an activity or a project.
- iii. Accountancy;- The work or profession of an accountant.

Banking and Finance/Accounting embraces teaching and learning in all aspects of living of an individual.

Concept of Nigeria's Vision 2020

Nigeria's economic potentials is well recognized. It is the biggest economy in the west African region. Given the country's considerable resource endowment and coastal location there is potential for strong growth. Yet Nigeria has realized very little of this potential. A vision is a clear mental picture of the future which must represent a significant improvement on the current stage. It however must be supported by a clear and realistic path to it's realization and requires consistent and sustained effort for its achievement NPC (2008). Federal Republic of Nigeria (2008) March 24.

"By 2020 Nigeria will be one of the 20 largest economies in the world able to consolidate its leadership role in Africa and establish itself as a significant Banker, Financialist, Accountant. In the global Economic arena".

To attain this overarching goal of reaching the top 20 economies by the year 2020, the country will need to enhance her economic development performance.

Importance of Information and Communication Technology (ICT) for Effective Teaching and Learning of Banking and Finance/Accountancy in Nigeria

Information and communication technology could be used to model a real situation during teaching process in Banking and Finance/ Accountancy in Nigeria. ICT enables even greater sophistication, allowing realistic reactions to students input. Information and communication devices and materials that involve sight, sound or both for educational purposes facilitates teaching and learning of Banking and Finance/Accountancy. Among the devices includes pictures,

television, records, teaching machines and computers.

Liverpool (2002), asserted that the invention of ICT devices created important new forms of communication for use in tertiary institutions. Educators use these new technologies process and line educational programs to millions of learners, thus extending learning opportunities beyond the walls of conventional teaching institutions. Okafor, (2005), noted that ICT becomes the latest addition to mass media that has greatly extended the teachers ability to teach effectively and students ability to learn better. ICT has enabled Banking and Finance/ Accountancy teachers/ lectures at all levels of education especially tertiary institution to accomplish the following

- iv. Build clear and accurate concepts.
- v. Provide abundant materials for the teachers/ lecturers to utilize effectively.
- vi. Assist the teacher to become the effective teacher that he or she strive to be
- vii. Develop critical awareness of what they can and cannot do.

On the other hand the effectiveness of ICT has enabled Banking and Finance / Accountancy students to learn better in the following ways:

- viii. It develops in the learner a high degree of curiosity and interest.
- ix. It offers a variety and reality of experiences which stimulates self activity on the part of the learners.
- x. It provides experiences not easily obtained through other sources with efficiency, depth and variety of learning
- xi. The coverage in subject matter and target audience is often broad.
- xii. It makes sure that words are rooted in memorable experiences

Information and Communication Technology (ICT) has a role in the learning and teaching process as a teaching tool. The use of ICT by student offers enormous potential to enhance learning in the subjects/ courses as well as Banking and Finance/ Accountancy.

Developing an ICT culture is an important part of the process of integrating ICT into a school's teaching and learning programmes. ICT involves both teachers/ lectures and students in the learning and facilitation process (Fluck, 1996). According to (Salmenkula, 1996) information and communication technology ICT enhances acquiring information in an independent manner, communication between students and students outside world. He maintained that self directed learning develops students IT and ICT abilities and it motivates students for greater learning and promotes independent thought. The use of technology in the learning process of Banking and Finance/Accountancy may not be a goal of its own, but it is a tool with which to reach the set aims and objectives. ICT plays vital roles in the administration and organization of international Banking, Finance and Accountancy bodies or events (Krebs 1996). Computers are used in professional Banking, Finance and Accountancy to prepare data or records plans, figures etc

Bindman (1982), reveals that a video disc, which contains sounds and images that are permanently stored on the disc can facilitate the teaching of skills in Banking, Finance, Accounting and Business studies. The skills are translated into visual images with sound on a TV screen. When combined with computer the technology offers an interactive teaching and learning environment for both teachers and students. An image that appears on a computer monitor can be stopped and replayed when needed and students can watch accounting

information/records activities. These and many more are inevitable roles of ICT in Banking and Finance/Accountancy towards actualizing vision 2020.

Characteristics of Learner Centered ICT Environment. The learner centered environment, according to this (2002) has the following characteristics.

Active Learning-: Learners learn as they do and wherever appropriate, work on real- life problems in –depth, making learning less abstract and more relevant to the learners life situation. In this way and in contrast to memorization or rote learning. ICT enhances learning and promotes increased learner engagement. The learner can choose what to learn, and when to learn it.

Collaborating Learning-: There is cooperation among students, teachers and experts regardless of individual differences and class. Apart from real – world interactions ICT – supported learning provides learners the opportunity to work with people from different cultures, thereby helping to enhance learning and communicative skills as well as their global awareness.

Creative Learning: ICT- supported learning promotes the manipulation of existing information and the creation of real – world products rather than the regurgitation of received information. Women education is best nourished in a creative setting where learners are encouraged to involve and invent ideas and concepts, as well as new utility programmers.

Integrative Learning-: Integrative learning is an approach that facilitates thematic, integrative and holistic approach to minutes the artificial separation between the different disciplines and between theory and practices that characterizes the transitional settings

Evaluative Learning:- Learning in this setting is diagnostic. Since the setting is learner centered, the learner is capable of discovering her strengths and weaknesses and allowing her to choose between alternative approaches to solution to learning problems.

The Ways ICT – Assisted Learning Environment Which by Nature Include: motivating male and female students to learn facilitating the acquisition of basic skills and enhancing teachers training and retention.

xiii. **Motivating the students to learn:** videos, television and multimedia. Computer software that combine text, sound and colorful motion images can be need to provide challenging and authentic content that will arrest the student's interest in the learning process. Interactive radio, video programmes that sing, dramatize and display comic performances also compel students to pay attention and become involved on going lessons. Comparatively when networked and interconnected also captivate students who get excited in the world of the world wide web (www). The entertaining and emotional networks of television and radios, no doubt have emerged as a compelling force in motivating students to learn. Facilitates the acquisition of skills and enhances knowledge. The educated male and female students transmit skills and concepts and the foundation of higher order thinking skills and creativity can be facilitated by ICT through drill and practice. Educational television programs such as school's broadcast use repetition and reinforcement to teach skills, concepts and attitudes, computes are also used as computer based learning and micro teaching (also called computer-assisted

instruction) that faces on mastery of skills and contents through repetition and reinforcement.

xiv. **Enhancing teacher training:-** The production and retention of skilled and effective teachers is a very important need in both men and women education. ICT plays the role of improving teachers effectiveness through the innovative strategies such as educational animation of skills concepts, provision of recorded instructions, demonstrations and dramatization of basic skills and concepts. Learning at all levels demand motivation, therefore the design of ICT based teacher training should include pleasant micro-learning, animation, and vein forcemeat.

The Need for ICT in Achieving Vision 2020

The seven point agenda remain a vehicle towards actualizing vision 2020, if the goal of vision 2020 is to make Nigeria one of the 20 largest economies in the world, then there is need to have information and communication technology. ICT has an economic value for Technology enhances commercial (business) activities using the internet with e-commerce. Through ICT, it is possible to bring people all over the world together to patronize your products, suppliers and also employ through online.

A vital socio-economic need of ICT is that, it provides employment opportunities for people. Dukku (2008) asserted that the central role of the Seven Point Agenda towards realizing vision 2020 is to improve the quality of Education of Nigerian citizen to provide the country with adequate and competent manpower through ICT. Dukku, further stated that our education during the colonial era lacked scientific orientation that could bring about technological and industrial development.

Therefore, the vision observed in its objectives to address the observed developmental challenges that information and communication technology should enlighten fifty percent of educators nationally by the year 2020.

Information and communication technology need to achieve vision 2020 through the inculcation of scientific consciousness among the Nigerian youths at all levels of education. Most of our youths are students, thus there is need to ensure effective curriculum in science and technology in our schools as enshrined in the National policy on Education (FRN, 2004).

According to Okafor (1988), another area in which ICT plays a vital role in actualizing vision 2020 is the gender role expectation and stereotypes. Therefore, the target for vision 2020 is to increase enrolment of youths in ICT in the 36 states of the federation by the year 2020 and the strategies will be that there will be major investment in mass literacy, skill acquisition and access to credit for the trained and strong orientation in ICT Chijioke (2005).

Conclusion

Despite the fact that Nigeria came late into the ICT world, the adoption of Nigerian policy on information technology, is the right step in ICT application in every sector of nations life. Nigeria as a developing nation, should not afford to miss the attainment of education for all (EFA) and millennium development goal (MDGS) which are fundamental to the actualization of vision 2020. If we must as a nation get back and achieve the necessary educational transformation required for meeting our aspiration, we must have the capacity to develop our ICT curriculum. Finally, immense contribution of information and communication technology (ICT) in effective teaching and learning of Banking and

Finance/ Accountancy cannot be over emphasized.

Recommendation

The provision of information and communication technology (ICT) access and an educationally sound ICT training programme can only have required impact if the public administration fully supports this major transformation. Government need to look carefully into the necessary pre-requisites and consequences of ICT integration at the level of curriculum development. Efforts are also needed to mainstream ICT appropriately in Banking and Finance/Accountancy curriculum.

Accordingly, Carlston (2002) indicates that ICT opens the door to all kinds of new educational opportunities to both teachers and students. The use and application of technology and teaching and learning process must be given the priority it deserves. To ensure that Nigeria achieve its vision 2020 on Education through ICT, there should be sufficient teachers to inculcate ICT in primary, secondary and Higher Institutions. The Federal Government should not relent in its efforts to both teachers and students. The use and application of technology and teaching and learning process must be given the priority it deserves. To ensure that Nigeria achieve its vision 2020 on Education through ICT, there should be sufficient teachers to inculcate ICT in primary, secondary and Higher Institutions. The Federal Government should not relent in its efforts towards integrating ICT into education, especially at the elementary secondary and Higher institution level.

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