

**E-LEARNING AND BUSINESS EDUCATION VIA:
INFORMATION AND COMMUNICATION TECHNOLOGY
APPLICATION IN BUSINESS EDUCATION IN NIGERIA**

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Abstract

In this century, knowledge explosion is radically witnessed, and this has given rise to certain educational challenges. These challenges are seen in the following areas: faster ways, of collecting, processing, storing and disseminating knowledge and modes of communication that will be very effective and efficient in teaching business courses. These and other challenges can be sufficiently handled by the use of information and communication technology (ICT). Business education is directed towards preparing individuals for occupation in administrative office systems, accounting and finance, management and computer information system. Efficient utilization of ICT in the training programmes of business education will play a vital role in the sustainable development of this country. This paper discussed e-learning (ICT) and business education. The challenges of ICT in

business education in Nigeria. Some recommendations that will facilitate the use of ICT i.e E-learning in schools in Nigeria.

Keywords: Technology, Management, Communication, Information System

What determined the level of quality and quantity of knowledge in the various spheres of human endeavour. Knowledge is gained and retained through effective information and communication system, based on the techno-literally level gained. Information and communication technology is a diverse set of technology tools and resources used to create and manipulate information. It also provides a wide perspective on the nature of technologies, how to use and apply these technologies in order to impact on self education and the nation at large. Devison (2007) asserted that ICT powers our access to information, enables new forms of communication and provides many online services in the area of culture, commerce entertainment and education. Ozo (2012) opined that nation's growth and development is huged on the acquisition of ICT skills and utilization of ICT opportunities positively, we are in an information society where those who can create, process, manipulate and manage these vast varieties of information will continue to dominate the economy and dictate the entire pace of development. ICT is the technology of creating, processing, storing, retrieval and transmission of data and information. These include telecommunication, satellite technologies, electrical and electronics computing and the internet, e-library, e-books and global system of mobile (GSM) communications. These various technologies are powerful tools for educational change in this century, and are reform when adequately used. According to Obieje (2007) different ICTs are said to help expand access to education to the increasingly digital workplace and riase educational quality among others, enabling to make teaching and learning into an engaging active process connected to real life.

ICT and Business Education

Business is a powerful force in equipping youths with appropriate skills, knowledge, abilities and competencies to enable the individuals to be self-reliant leading to sustainable economic growth and poverty eradication in the country Ibe, (2008). The application of ICT offers multiple learning pathways and widespread access to information, Njoku and Nwaosu (2010) quoted that one of the impacts of ICT on business education is the change in the role of technology in business education. Previously, technology was supportive in that it served as aid to the business educators. Innovations in technology have decisively altered this constellation resulting in a significant shift from traditional medium integrative role of technology.

Nwaosu (2012) asserted that machines now perform the work traditionally done by office workers. The current role of the average office workers is to operate these technologies, however, the current role of business educators is to show how to activate these super technologies, shorthand, type writing, accounting and book keeping are examples of business tasks which these technologies can now perform by mainly pressing a button here and there in the system. Nowadays the role of business educators is being modified in order to utilize the changing technology. The use of ICT in the presentation of lessons promotes better understanding since the learner has the opportunity to visualize the concept taught with the evolution of visual office, office work can now be done from different locations such as homes, nature and environment of business education is being revolutionalized by innovations in ICTs. The application of ICTs in business education performance offers multiple learning pathways and wide spread access to technology education, breaking down hindrances to learning and teaching connected to distance and location, so business educators can easily have opportunities to update and upgrade their knowledge and skills. These days the society is becoming increasingly dependent on information and the processing of knowledge, great demands are therefore made on students to have broad education foundation and which to build.

➤ The students must have an active and article attitude to development and not passively allow technological development to set the part.

➤ ICT qualifications are developed by means of their integration in all activities in the education sector.

Ume and Ibe (2012) explained that ICT can be used to create a variety of external conditions that are conducive to learning and retention. They listed various types of audio-visual materials that can be used to maximize learning outcomes in business education, they include overhead projection, digital cameras, scanners, telephone radio, television, recorders, computers. They summarized that the technical and vocational teaching is expected to use the following software devices for instruction at the college level, productive software, word processing, integrated software, spreadsheet, data base, simulation, graphics, application presentation software, desktop publishing etc. but the teachers should have the ability to utilize these tools and know when to use them for effective presentation.

Challenges of ICT in Business Education in Nigeria

Most countries of the world's educational planners and policy makers are faced with the task of how to promote the quality of education given to their citizens in response to the challenges posed by the advancement in ICT. The use of ICT in education is yet to be embraced in our educational institutions. The following reasons are responsible for them.

Akudolu, (2009) opined that the use of ICT has not been institutionalized. The new innovation of ICT in teaching and learning process in most schools is still a dream yet to be actualized. The ICT has not been integrated into the curriculum and incorporated into the known stream of instructional programmes. Adibe (2007) commented that the cost of ICT equipment in a country like Nigeria with a devaluated currency is enormous. Computers and their accessories are very costly. Teachers whole salaries are not regular cannot easily plan, save and purchase computers and their accessories.

Other ICT equipments are very costly that they are above thereach of average civil servant. Another problem is the inadequacy of technically skilled man power performed. Inadequate qualified man power such as programmes and processing specidist to handle ICT installations and maintenance effectively. Sule (2013) cried that money offices and organizations are yet to acquire computers and equally some higher institutions are yet to use computers with drafting in teaching their students. The eratic power supply in Nigeria with the resulting frequent breakdown with very low voltage output in most parts of the nation will undermine the effective functioning and maximum utilization of ICT equipment in our educational institutions.

Conclusion

A country's technology height could be determined by the extent to which the society has to meet its human needs. Technology level, however, determines a country's level of development in developing and underdeveloped nations. ICT is highly revolutionalizing all aspects of education especially business education.

Recommendations

The following recommendations are made.

1. Available adequate and consistent supply of electricity especially to the laboratories where ICT gadgets are used should be maintained.
2. Academic and non-academic staff of school of business education should go for fresh ICT trainings that will help equip the for the challenges ahead.
3. ICT expertsshould be sent to schools to educate teachers especially business educators. Such ventures will have multiplied effects on the products of our schools that will occupy sensitive positions in the business world, regular training and re-training of business educators.
4. Government should provide the required ICT equipment in schools. There should be provision of computers and internet services in our institutions in order to reduce cost.

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