

# REFOCUSING BUSINESS TEACHERS EDUCATION PROGRAMME FOR RELEVANCE AND SUSTAINABLE NATIONAL DEVELOPMENT

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## **Abstract**

Education business, office activities and even our way of living have witnessed remarkable changes in the recent years as a result of the influx of modern technologies. Education is a continuous process and must therefore be influenced by societal changes. The influence of modern technologies on every aspect of our life requires total readjustment in the curriculum plan of instructions so as to integrate into every programme new course development for relevance and sustainable economic development. This study was aimed at finding out ways of keeping Business Teacher Education Programme up to date in the society. The study was a survey and was conducted among 41 permanent business teachers teaching Business Education in all the tertiary institutions in Anambra State. Structured questionnaire was used as instruments for data analysis. The results and t-test were used as instruments for data analysis. The results of the study showed that for Business Teacher Education Programme to meet up with current societal challenges, more Information and Communication Technology (ICT) Programmes should be integrated into its existing curriculum. Also adequate number of modern equipment/facilities should be provided and business teachers should undergo some retraining programmes to update their knowledge and teaching methodologies. It was recommended that both government and individuals should make funds available for procurement of modern equipment and policy implementation.

## **Introduction**

Persistent creeping in the Information and Communication Technologies (ICT) into the entire society has resulted to general over-hauling of the entire education system so that students may be trained in line with the current trends in education, office and business activities.

Kobayashi (1988) and Lucy (1990), defined ICT as means of acquiring, process, storing and disseminating vocal, pictorial, textural and numeric information by microelectronic based combination of computing and telecommunication. Business Education according to Okwuanaso (2004), was introduced in Nigerian schools by the FG in 1981 to provide crops of Nigerians with the appropriate skills for employment, abilities and competence that will enable them play citizenship roles, be self-reliant and can enroll in advanced business education programmes. Business Teacher Education Programme (BTEP) is therefore, set to train teachers who will inculcate into Nigerian citizens the skills that will equip them for employment, abilities and competence that will enable them play citizenship roles, be self-reliant and can as well enroll in advanced business education programmes. There are three categories of business teacher education programme: namely BTEP for N. C. E. teachers who are to be trained for three years in Colleges of Education and are to teach in Junior Secondary Schools after graduation. Also BTEP for B.Sc who are to be trained for four years in the universities and are to teach in Senior Secondary Schools after graduation. Again BTEP for post graduate students who are M.Sc and Ph.D holders trained for minimum of one year or more as the case may be and are to teach in Colleges of Education and Universities. Whether as N. C. E., B.Sc., M.Sc., or Ph.D., BTEP is concerned with preparing new generation business teachers with such knowledge, skills, understanding and attitudinal modifications that will help them partake in education and business sectors as producers and consumers of goods and services (Nanassy, 1977).

Initially BTEP was mainly for the preparation of teachers in secretarial and clerical subjects. Emphasis was later shifted to business and economic education. The wind for change will continue to blow and curriculum for business education will continue to be adjusted in order to fit with the current changes. According to Ohakwe (2001), different parts of the world have today been compressed into a global village with the use of modern ICT. These modern trends in technologies have made it possible for information and messages to be sent and received within 10-20 minutes from different part of the world. As a result of continuous changes in the society, there is urgent need for the inclusion of ICT programmes in the existing curriculum of BTEP which is a prerequisite to National economic and development, hence teaching has shifted from teacher centered to students centered to student

centered activities. Umezulike (2000), was of the opinion that time if one is not computer literate he/she will secure job in any office. Daniel (1998), maintained that primary school pupils, students in secondary and tertiary institutions and adults at various works of life need to have knowledge of ICT because this is prerequisite to modern life and national development. Today, national educational policy (2004), is pointing at self-employment as an answer to the prevailing mass employment. That graduates of BTEP on finishing their course programme can stumble into readymade job or establish their own self-business centers. Where this is not possible as a result of financial constraints, BTEP graduates with sound knowledge of computer can be employed as computer operators, vendors or both.

Looking at the present curriculum guide of BTEP, it is a clear fact that BTEP fall short of the identified progress in technology. Therefore, something must be done quickly to integrate current ICT programmes into the BTEP so as to make it viable and relevant for sustainable national development.

### **Purpose of the Study**

The main purpose of the study was to find from business teachers their opinion regarding possible means of restructuring BTEP to suit for current societal demands and for economic development.

Specifically, the study sought to:

1. Find out from business teachers the ICT programmes that could be integrated into the existing BTEP so as to make relevant for sustainable national development.
2. Ascertain from business teachers their views regarding modern facilities that could be employed in teaching business education so as to make the programme suit the current societal demands.
3. Find out from business teachers kind of retraining programme that could be employed to update business teachers knowledge and teaching methodologies.

### **Research Questions**

1. What in the opinion of business teachers are the ICT that could be included in the existing curriculum of BTEP to make it relevant for sustainable national development?
2. To what extent in the opinion of business teachers can the introduction of modern equipment assist in making BTEP suit for current societal demands?
3. What in the opinion of business teachers are various retraining programmes that could be employed to enhance business teachers knowledge and teaching methodologies?

### **Hypothesis**

Male business teachers perceptions do not differ significantly from their female counterparts regarding ICT programmes that could be integrated into the existing curriculum of BTEP to make it relevant for sustainable national development.

### **Scope of the Study**

The scope of the study is concerned with possible means of refocusing BTEP to suit "for current demands and economic development. The study touched on such variables like integration of ICT programmes into the existing BTEP, provision of modern facilities and suitable retraining programmes for business teachers.

### **Method**

#### **Design of the Study**

The design of the study was survey. Survey design was considered because the study sought information and opinions of business teachers regarding possible ways of refocusing BTEP to suit the current education and economic changes.

#### **Area of the Study**

The area of the study comprised all the tertiary institutions in Anambra State.

#### **Population of the Study**

The population of the study comprised all the business teachers teaching business education in all the tertiary institution in Anambra State. The tutorial staff statistics from these institutions revealed that there are a total of 41 permanent business educators distributed as follows: Nnamdi Azikiwe University, Awka 7, Madonna University, Okija 3, College of Education (T), Umuze 15

and Nwafor Orizu College of Education Nsugbe 16.

The population of the study was therefore all the 41 business educators in these institutions. There was no sampling because the population was manageable.

### Instrument for Data Collection

The instrument for data collection in the study was structured questionnaire.

### Results

The results of the analyses of the data collected were shown in tables I, II, III and IV below:

**Table I: Business Teachers Perceptions of the ICT Programmes that could be Integrated into the Existing Curriculum of BTEP to make it Relevant for Sustainable National Development**

Items	ICT Programmes	X	Decision
1.-	Microsoft words	3.0	Accepted
2.	Microsoft digital operating system (MS DOS)	3.5	Accepted
3.	Microsoft Access	2.8	Rejected
4.	Microsoft Excel/Spread Sheet	3.0	Accepted
5.	Computer Networking (Internet)	3.5	Accepted
6,	Electronic Mail (e-mail)	3.1	Accepted
7,	Electronic Business (e-business)	3.1	Accepted
8.	Electronic Transfer (e-transfer)	3.1	Accepted
9.	Introduction to Data Processing	3.0	Accepted
10.	Personal Finance	3.2	Accepted

The data in table I indicated that out of ten ICT programmes listed to be integrated into the BTEP, nine were accepted by the respondents while one was rejected. Microsoft words, MS DOS, Microsoft excel, Internet, e-mail, e-business, e-transfer, data processing and personal finance were the accepted ICT programmes to be integrated into BTEP so as to make it (BTEP) relevant and sustainable for national development. However, only Microsoft access was rejected by the business teachers either because they were not familiar with the package.

**Table II: Opinion of Business Teachers Regarding the Extent Introduction of Modern Equipment in Teaching BTEP can assisting in making the Programme Relevant for Sustainable National Development**

Items	Modern Equipment	X	Decision
11.	Microsoft Computers	4.0	Accepted
12.	Scientific calculators/Adding machines	3.9	Accepted
13.	Internet services (cyber cafe)	3.1	Accepted
14.	e-mail, e-commerce, e-transfer service	3.1	Accepted
15.	Enough accommodation with good ventilation	3.4	Accepted
16.	Enough sitting facilities	3.4	Accepted
17.	Photocopying machines	3.5	Accepted
18.	Telephone services (table and GSMO)	3.3	Accepted
19.	Modern business textbooks/stationeries	3.3	Accepted
20.	Modern business reports (journal, magazines and newspapers)	3.2	Accepted

The data in table 2 indicated that, all the business teachers accepted the use of modern equipment in teaching and learning business education. Business teachers were of the opinion that the use and application of these equipment during teaching will make graduates of BTEP more viable on graduation and can create favourable situation for rapid economic development.

**Table III: Perceptions of Business Teachers Regarding Retraining Programmes that could be Employed to Enhance Business Teachers Knowledge and Teaching Methodologies**

Items	Retraining Programmes	X	Decision
21.	Workshop	3.3	Accepted
22	Conference	3.3	Accepted
23	Seminar	3.3	Accepted
24	Sandwich	2.8	Rejected
25	Part-time	3.0	Rejected
26	Full-time	2.7	Rejected
27	Distance/Weekend	2.8	Accepted
28	Scholarship	3.1	Accepted
29	Co-operative training	3.2	Accepted
30	Field trips	3.3	Accepted

Information from table 3 showed that, business teachers agreed that, workshop, conference, seminar, part-time, scholarship awards, co-operative and field trips are acceptable modes of training programmes necessary for upgrading their knowledge and teaching methodologies. While sandwich, and weekend programmes were seen as inappropriate because the time for the programme is very short to cover the course content. Also full-time retraining can create lapses in the academic time table if so many business teachers were allowed to attend retraining programme at the same time.

#### **Result of Hypothesis**

Male business teachers perception do not differ significantly from their female counterparts regarding ICT programmes that could be integrated into the existing curriculum of BTEP so as to make it relevant and sustainable for economic development.

**Table IV: t-test Analysis at 0.05 Level of Significance of Male and Female Business Teachers Regarding ICT Programmes that could be Integrated into the existing Curriculum of BTEP to Relevant and Sustainable for Economic Development**

Business Teachers	[~No~~	X	^r——	Df	T-cal	T-crit	Decision
Male	<sup>h</sup> 23~	<sup>^</sup> 3~~	0.43 0.72	39	0.42	1.64	Accepted

The result of t-test presented in table 4 shows that, the t-calculated value is 0.42 while the t-critical value is 1.64 at 0.05 level of significance. Since the t-calculated value is less than the t-critical value, the null hypothesis is accepted. This indicates that, no significant differences existed between the perceptions of male business teachers and female business teachers regarding ICT programmes that could be integrated into business teacher education programme.

#### **Discussion**

The result of study showed that BTEP will more lucrative and vibrant if ICT programmes/packages like Microsoft word, MS DOS, Microsoft excel, Internet, e-mail, e-business, e-transfer, data and personal finance should be included into the existing curriculum.

The study further revealed that, in order to achieve successful restructuring of BTEP, there is need to provide enough modern equipment and facilities like computers, scientific calculators/adding machines, Internet services and cyber cafe. Other equipment includes enough accommodation and sitting facilities, telephone (table and GSM), textbooks and journals.

To make judicious use of these equipment in teaching, the study also revealed that business teachers should undergo refreshment training to update their knowledge and teaching methodologies.

The retraining programmes accepted by the respondents include workshop, seminars, conferences, part-time, scholarship award, co-operative training and field trips.

#### Recommendations

1. Nothing on earth is static, be it living or non-living. As the earth rotates, so the inhabitants follow suit. As entire system is moving over to technology so the BTEP will move along.
2. Therefore curriculum planners should be at alert to effect in the education system whenever any change is noticed.
3. Government as well as individuals should made funds available for development and implementation of curriculum changes.

#### Conclusion

Continuous changes going around the entire system can only be reflected in the BTEP if new ICT programmes should be integrated into the existing curriculum.

Again, curriculum restructuring in BTEP can only be meaningful if adequate modern equipment are provided and business teachers updating their teaching methodologies through various identified retraining programmes.

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