

## MANAGEMENT OF HUMAN AND ICT RESOURCES IN BUSINESS EDUCATION AND ENGLISH DEPARTMENTS

*Idorenyin Idorenyin Thomas Ukut and Idorenyin Thomas Ukut*

### **Abstract**

In order to manage ICT effectively in Business Education and English departments, the resources must be given priority. The resources involved here include the infrastructure and the human resources. The human resources in ICT include the ICT instructors as well as the support staff. The infrastructure include all the physical facilities and ICT components like the computer hardware and the necessary software for effective delivery of instruction. An important resource that needs proper management in ICT in Business Education is the financial resources. It is necessary to have a well-managed financial base which will help to meet the day to day needs. Management of power supply is equally important. This paper proposes a model for the management strategies necessary for the proper management of ICT resources in Business Education and English departments. This model can be applied in all other departments for effective management of human and ICT resources.

It has been established by many studies that the use of Information and Communication Technology (ICT) in the teaching learning process has positive impacts on students' performance. (Alkhasawneh, & Alanazy, 2015; Edumadze, & Owusu, 2013; Goyal, Purohit, & Bhaga, 2011). Based on these findings, the need for the use of ICT to support teaching and learning cannot be over emphasized. The resources that ensure effective Information and Communication Technology (ICT) implementation in Business Education and English departments as well as all other departments include human resources and ICT infrastructure. (Okolocha & Nwadiani, 2015). Human resource management policies, organizational culture, communication and leadership style play important roles in the success or failure of Information and Communication Technology (ICT) management in Business Education and English departments as well as all other departments. Frustration and anger which result from poor management style can lead to failure of the entire system. Productivity and willingness of employees to adapt ICT can increase or decrease depending on the human resource management style. Retention of competitive talent and key employees is essential for successful ICT management in Business Education and English departments as well as all other departments. When human resource management are handled correctly, ICT education management will be successful. (Jan, Lu, & Chou, 2012). The key management areas that must be effectively handled include: planning, budgeting, organizing, coordinating, controlling, and supervision.

### **Planning**

For successful management of ICT in Business Education and English departments as well as all other departments, the planning stage forms the foundation. The most important resource that needs careful planning is the human resource. This is because all other resources depends on the human resource (staff) for proper handling and usage. Consequently, the recruitment and selection of human resource is very important. The quality of the human resource will determine the quality of output in terms of ICT resources usage and maintenance. Business Education and English Language instructors should undergo training and retraining in ICT programme to have more skills and competencies. On that note, adequate new ICT facilities should be provided by the institutions' authorities to enable instructors train on the job by using the new equipment to carry out their teaching assignment effectively. (James, 2013). Retraining programme can only be effective if there is constant

update on the latest technology available. ICT is dynamic and changes constantly, the planning stage should therefore include provision for retraining by making provision for constant update on existing technology in the institution. The planning stage should provide support to the changing needs of ICT. It takes experience, sharing of experience and challenges from the group to be able to manage change in ICT. This will involve challenges in bridging gaps and differentiating between different user, allocation of resources, timing and being able to convince people. If not properly handled, management of changing needs of ICT can generate a lot of personal conflicts both within and without an institution. On this note, the first stage in planning for ICT resource management should be to organise a meeting with stake holders. At such a meeting, the changing needs should be communicated to the stake holders. This include the ICT instructors as well as the support staff. The information input of the stake holders will guide the planning process and help in forestalling any possible conflict and resistance. Such discussions should include contingency plan for unexpected needs and further changes since ICT is dynamic and subject to constant changes. The business education programme has experienced unprecedented technological changes in the recent years. The new trend in ICTs place greater responsibilities on business educators as well as staff in English departments. (Okolocha & Nwadiani,2015)If business educators must be the master of the skills and knowledge of ICTs he teaches, he must be retrained regularly as to adapt to the technological changes in education industries. (Ezeani & Mohammed, 2012)

Issues such as how to set up a computer centre or identifying the appropriate staff development strategy are, in fact, essential parts of the planning process. The cost involvement should be discussed and concrete agreement reached. This will involve hardware and software cost, travel and training cost, and other contingency.

### **Budgeting**

In order to manage ICT resources effectively, it is important to consider budgeting as an important component of the management process. This will make it easier to reach conscious decisions about how the resources are to be allocated. Management of financial resources is very important for an academic system to ensure good performance. (Fryer, 2011). The first stage in the budgeting process is to identify categories of expenditure such as hardware, software, technical support, staff development and the costs associated with each area. The income budget must also be considered as an important issue. This is because what is expected as the income will determine what will be spent. This will help to avoid over budgeting. This aspect will require the consideration of the amount expected from tuition fees, grants from government and donations from other sources. The budget must be within the expected income. The stake holders must be carried along in the budgeting process. There should be a unanimous agreement on every item on the budget. This will help to forestall conflicts later.

### **Organizing**

This involves the arrangement of all the resources available. This is very important because it will involve all the resources in ICT. That is, human resource and the infrastructure. The first aspect will be to organize the ICT classes in such a way that every instructor and the students have their fair share of access to the resources. This will require a concrete effort to look at the time table and the available resources. The number of computers, where computers are located, who has access to them and the type of software needed are the required aspect of this management area. At this stage, it is also necessary to consider the types of ICT training required for both administrative and teaching staff in the use of hardware and software. (Toro, & Joshi, 2012). On this note, it is important to consider the organization of workshops, training programmes, etc. This will help in the development needed for teachers to successfully integrate the use of ICTs into various aspects of teaching and learning in Business Education and English departments. It is also necessary to organize for recruitment and employment of specialist ICT teacher(s) and dedicated technical ICT support staff. The people recruited should be organized so that they are aligned with the vision, stay with the process and

building commitment to the vision of having an effective ICT unit in Business Education and English departments as well as all other departments.

### **Coordinating**

ICT resources must be effectively coordinated to have excellent result and proper balance in teaching and learning. (Vorster, 2011) As the government policy on ICT education becomes a reality, more and more institutions will have computers, computer centres, an Internet connection or, in some cases, wide-ranging ICT facilities. All of these need to be effectively coordinated in order to achieve the desired effective management. This will involve the determination of how ICT resources and facilities are to be used to support effective integration into teaching and learning of business education and English Language as well as all other courses. The technical support required to keep them in working order should be coordinated and kept at a standby to meet emergencies.

### **Controlling**

The utilization of ICT in facilitating the knowledge acquisition and dissemination within and between variables had been such that human input is reduced to the barest minimum with supersonic speed. Therefore, utilization of ICT in teaching and learning of business education and English Language as well as all other courses involves the use of technology, teachers' competences, technical support, huge amount of capital for the purchase of equipment/facilities. (Ezeani & Mohammed, 2012) Such investment should be properly controlled in order to avoid wasted effort. On this note, the following control measures should be in place:

- ❖ A well-secured computer centre.
- ❖ A small number of workstations located elsewhere for staff and learners to use in free periods, and for staff to use after hours if the computer centre is heavily used by learners;
- ❖ A computer centre manager who has this work as her or his main responsibility, although she or he may also do some teaching and may support teachers and learners in their use of the ICT resources informally, outside of normal teaching hours;
- ❖ Appropriate software packages for learners to develop the skills appropriate for their age, grade and needs.

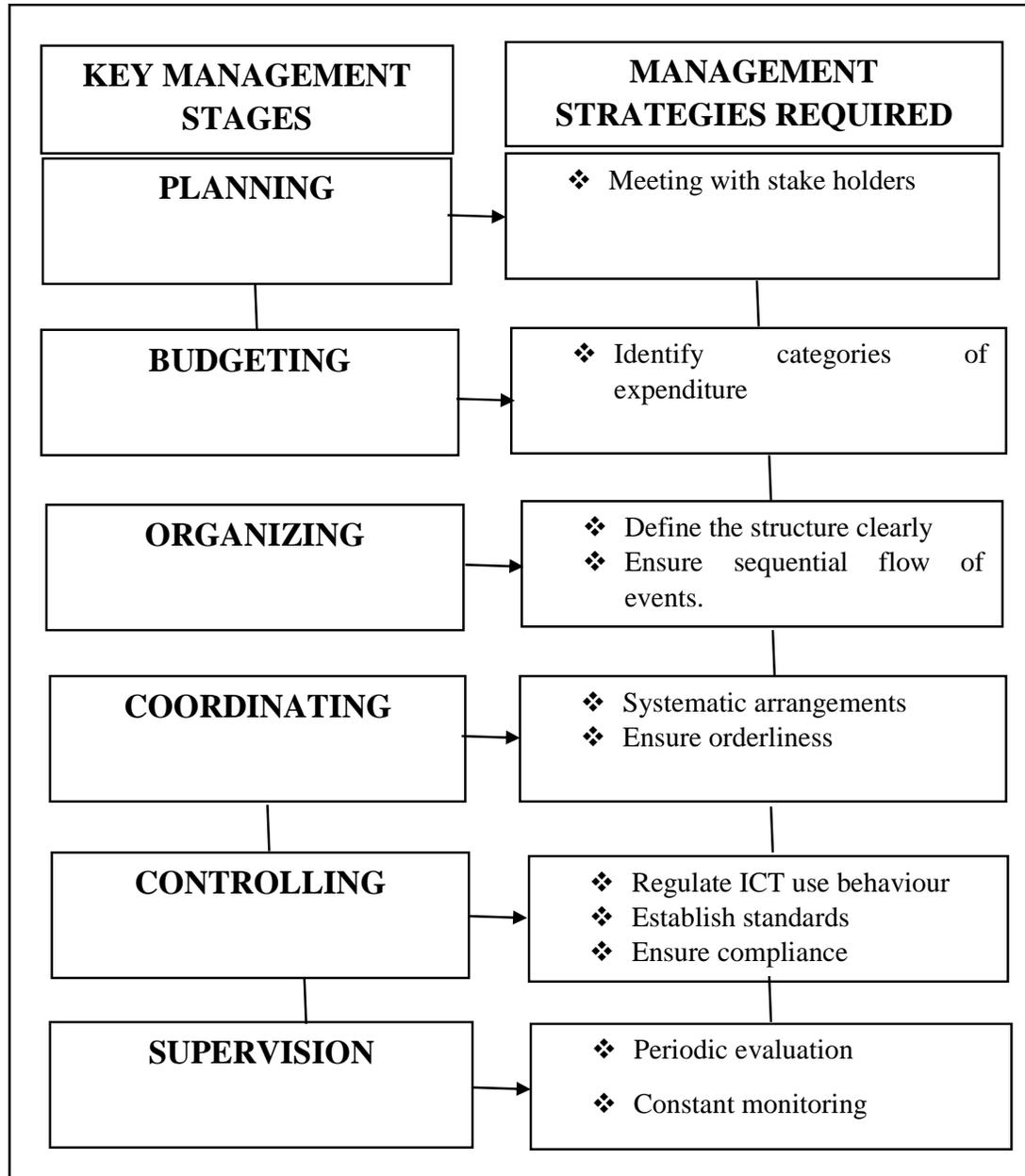
### **Supervision**

Evaluation of ICT resources regularly is the necessary supervision process for effective management of ICT resources. A situational analysis is a comprehensive description and analysis of the current situation in which the institution finds itself, both internally and within the greater community or environment. A situational analysis describes and analyses all the major aspects of the institution. In order to draw up a situational analysis, there is need to gather information from a variety of sources including people and documents such as policies and school records. For effective supervision, the role of the teacher would therefore involve acting as a facilitator who helps the students by mediating and monitoring the whole process. The role of mediator or facilitator involves the selection of the tools, media and resources used to enable students to develop the different competences needed to successfully address the different problems set out first in the class and later encountered in their social and professional environments. The students should not be allowed to use the resources without proper supervision by the instructor or the support staff. This will guarantee the safety and longevity of the resources. (Ferrerias-Mendez, Fernandez-Mesa, Alegre, & Sevilla-Pavon, 2012)

### **Conclusion**

From the forgoing discussions on management point indicated as the important management steps that are necessary for effective management of ICT resources in Business Education and English departments, the model in Figure 1 is proposed as the model for the management strategies necessary for the proper management of ICT resources in Business Education and English departments as well as all other departments.

**Figure 1: Management Strategies Model for Proper Management of ICT Resources in Business Education and English Departments**



**Recommendations**

It is not sufficient to have a room full of computers in the school. All the factors listed below are important for successful management of ICT resources in Business Education and English departments as well as all other departments. It is therefore recommended that the following factors be considered and adopted for best management results.

1. The ICT situation in schools should be observed and decision on how to make the best use of what is available should be taken. It is very important to be realistic about what can and cannot be done.

2. It is very important to bear in mind what will be needed for the future while planning needs to be rooted in the present. ICT changes so rapidly that there will always be need for future changes.
3. All stakeholders should be carried along while planning for the future. In other words, developing a shared vision and strategic implementation plan for the use of ICTs in schools requires the involvement of all stakeholders.
4. Systems should be developed for monitoring the planning and implementation. This helps to ensure quality.
5. Attention should be paid to sustainability. Without careful planning and consideration of what can realistically be sustained financially and in terms of infrastructure and human resource capacity, there is no chance of successfully integrating the use of ICTs into schools.
6. Financing ICTs in terms of budgeting, fund-raising, purchasing, maintaining and upgrading is very important.
7. Decision should be taken in terms of where to put the computers once they are bought (from a single computer in a single office to many computers in offices, staff rooms and/or a computer centre).
8. Security arrangements should be made to ensure that the computers and other ICT infrastructures are secure.
9. Policies should be developed for the use of the computers and related equipment.
10. Supporting staff should be recruited and regularly developed through re-training programmes to assist in the management of ICT resources.

#### **References**

- Alkhasawneh, S. & Alanazy, S. (2015). Adopt ICT among Academic Staff in Aljouf University: Using UTAUT Model. *Mediterranean Journal of Social Sciences* 6(1), 490-494.
- Edumadze, J. K. E. & Owusu, A. K., (2013). Use of Information and Communication Technology for Teaching and Learning in Ghanaian Universities: Case of University of Cape Coast, *International Journal of Computing Academic Research (IJCAR)*, 2(6), 266-277.
- Ezeani, N. S. & Mohammed, I. A. (2012). Emerging issues in business education: A panacea for effective utilization and application of ICTs as a tool in business education in Nigerian universities. *Review of Public Administration & Management*, 1(2), 89-107.
- Ferreras-Mendez, J. L., Fernandez-Mesa, A., Alegre, J. & Sevilla-Pavon, A. (2012). A study into the integration of ICT into a business management course: Challenges and achievements. *Procedia - Social and Behavioural Sciences* 46, 1375 – 1379.
- Fryer, R. G. (2011). Financial incentives and student achievement; evidence from randomized trials. *The Quarterly Journal of Economics*, 126(4), 1755-1798.
- Goyal, E., Purohit, S. & Bhaga, M. (2011). Study of Satisfaction and Usability of the Internet on Students' Performance. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 7(1), 110-119.
- James, O. (2013). Strategies for Enhancing the Teaching of ICT in Business Education Programmes as Perceived by Business Education Lecturers in Universities in South South Nigeria. *International Education Studies*, 6(10), 78-89.
- Jan, P., Lu, H. & Chou, T. (2012). The Adoption of E-Learning: An Institutional Theory Perspective. *Turkish Online Journal of Educational Technology*, 11(3), 326-343.

Okolocha, C. C. & Nwadiani, C. O. (2015). Assessment of Utilization of ICT Resources in Teaching among Tertiary Institution Business Educators in South Nigeria. *Journal of Education and Learning*,4(1), 1-10.

Toro, U. & Joshi, M. (2012). ICT in Higher Education: Review of Literature from the Period 2004-2011. *International Journal of Innovation, Management and Technology*, 3(1), 20-23.

Vorster, M.C. (2011). Teaching and learning: The critical balance in effective education. *Journal of Construction Engineering and Management*, 137(10), 916-922.