



## **NEW TECHNOLOGIES AND BUSINESS EDUCATION PROGRAMME IN NIGERIA**

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### **Abstract**

*This paper discusses the new technologies and business education in Nigeria. The paper realized that for the goals and objectives of business education programme to be achieved, that there must be total adaptation to the changes in the new technologies. The paper highlighted the concept of new technologies, business education, importance of new technologies, new technologies and business education, challenges associated with new technologies. The conclusion drawn was that, for business education student to continue to be relevant, they should be trained to meet the market demands of various occupations. It was recommended amongst others that students should be given opportunity to make use of the new technologies available in their department so as to enable them get use to them. Furthermore, there should be frequency of training and re-training programme of teachers to update their skills on the new technologies.*

**Keywords:** *New technologies, Adaptation, Challenges and Business Education programme.*

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### **Introduction**

Business education is an aspect of learning that prepares individuals for roles in business and offers them knowledge about business. The goal of business education is primarily to produce competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. Business education as an integral part of vocational and technical education is a form of vocational education according to Idialu (2017) that is directed towards developing the learner to become productive in teaching, paid employment and self-employment, 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.

Over the past two decades, developments in the economic, social and technological environment have led to far-reaching changes in the way organization operate. In particular, advances in Information Technology (IT) have assisted the emergence of new organizational forms, work practices and training methods. As a result, in recent years teaching and learning methods have started to change in educational institutions in general and in business education in particular

Change is the only constant factor in life. This characterizes the dynamism in the competitive business environment. Education is seen as a document per excellence in preparing citizens for effective roles in the society. One form of education that equips its recipients to adapt to the changing world of work is business education. According to the American Vocational Association (AVA) in Osuala (2009), business education is a programme of instruction which consist of two parts: (a) office education; a vocational education programme for office careers through initial refresher and



upgrading education leading to employability and advancement in office occupation, and (b) general business education; a programme to provide students with information and competencies which are needed by all in managing personal and business affairs and in using the services of the business world. For business education programmes to remain relevant in providing the needs of individuals and that of the society, it must embrace current technological trends in the academic and economic demands of the society.

Utoware and Kren-Ikidi (2013) maintained that new technologies in business education are designed to prepare students for variety of careers in high-tech business offices. It is not easy to develop taxonomy of new technologies in business education because of their diversity and evolution in structures and functions. According to McLoughlin and Clark in Utoware and Kren-Ikidi (2013), they may be classified into process and product technologies. There are core and application technologies. To Haag, Cummings and McCubbrey (2002), new technologies are grouped into four categories namely: new technologies for all the senses; new technologies for internet explosion; new technologies for the wireless revolution; and new technologies for personal use.

No doubt, the emergence of new office technologies such as the computer, word processor, the internet, automated teller machines, reprographic machines, modern telephonic systems including handset and multimedia, among others, have not only revolutionized the office environment but have also brought changes in the ways people are doing things. Nevertheless, there are still challenges facing new office technologies in business education which is very complex and enormous. Nigeria is still a developing country struggling to move out from the office of the old (traditional office) to the electronic office. The most important challenge is for teachers to accept organization and society's entrance into the information age. This will enable them to blend easily with the new technologies. Teachers who are teaching business education must be ready to upgrade themselves with the modern business teaching equipments since business organizations nowadays are upgrading to new office technologies. This makes it very crucial that business educators inculcate the knowledge in the students before they start seeking for job. There is urgent need for adoption of new technologies in business education to ensure efficiency and effectiveness. It is against this background that this paper tries to look at the new technologies and business education in an ever changing technological era.

### **New Technologies**

Technologies, especially modern technologies, has been found be one of the basic instruments that drive firms and organizations forward. Muller, Ayemhnre and Mordi (2012) described technology as the application of science especially to industrial objectives or the scientific method and material used to achieve a commercial or industrial objectives. Oguejiofor and Nworgu (2014) also deposited that it can be referred to as the collection of such tools, machinery, and procedures involved in meeting a need. Therefore, technologies allows an organizations and its employees to be more productive and efficient.

According to Arolasafe in Nwazor (2014), technology used in business and in education is an application of science or scientific knowledge and tools to solve practical problems. It takes the form of information technology whereby facts or details about something (information) are transmitted by various methods to solve varieties of problems. Varieties of technologies: Various devices that make up the technologies in use in business and in education are listed below. They are:

- Information Technology, made up of computers;
- Telecommunications technologies consisting of telephones (with fax), broadcasting by radio and television through satellites; and
- Networking technologies such as the internet consisting of mobile phone technology, voice over IP telephony (VOIP) and satellite communications (Arolasafe, 2006:3).



### **New Technologies and Business Education Programme**

Business education as a component of vocational education prepare individual for career in business and also to be intelligent consumers of economic goods and services. Iwuh (2016), saw business education as a study that equips the individuals with occupational skills and knowledge that will enable him/her fit into, and find job satisfaction in the labour market. Amoor and Udoh (2008) noted that business education play 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.

Technology could be defined as the application of the scientific method to solving problems in our daily life. New technologies which revolve round the use of internet and resources have emerged and are aimed at improving productivity. These new technologies are designed to prepare students for a variety of careers in high-tech business offices. Examples of internet and learning media that facilitate teaching and learning in business education include: Projectors, E-mail, smart boards, mimeo boards, teleconferencing, video conferencing. E-book reader and streaming videos. (E-how, 2012). New technologies in teaching and learning business education subjects according to Ezenwafor (2012) include;

- Using broadcasting materials or CD Rom for information collection and storage
- Using micro computers with software applications to write or produce documents.
- Skillful keyboarding
- E-mailing and messaging
- Internet browsing using search engines, windows, messenger, yahoo, chat room etc
- Using opaque projector, slide projector and multi-media projector
- Utilizing e-banking, economic the applications such as word processors, spreadsheets, Powerpoint, deskstop publisher, graphics etc

Other examples of emerging technologies include

- Cloud computing
- Mobile learning
- Tablet computing
- Moocs
- Open content
- Learning analytics
- Game and gratification
- 3d printing.
- <https://www.teachthought.com>

The society generally is ICT-driven and in order to keep abreast of this change, there must be a restructuring in the knowledge and skills given to learners/students in business education. Electronic office is one of the phenomena of the 21<sup>st</sup> century which is paperless office approach in which every office work is done with the use of computer. These has necessitated to the prompt attention given to ICT centres, computer laboratories etc in our various institution of higher learning. For the goals and objectives of business education programme to be achieved in this 21<sup>st</sup> century, there must be total adaptation with these changes in technology.



### **Objectives of Business Education Programme.**

- Ekpenyong (2010), listed the following as objectives of business education programme.
- Develop individuals who will be properly equipped with the pre-requisite knowledge and skills for productive work life.
- Develop a pool for competent and reliable technical manpower, capable of being mobilized in times of national economic emergency
- Develop individuals who will be capable of meeting the modern business and technological challenges.
- Develop in the youth the right attitudes and skills toward work
- Equip the youth for meeting community, state and national economic aspirations.
- Equip the youth with the requisite knowledge skills for paid or self-employment
- Enable the youth to choose and perfect on those areas of business education for which they have interest and aptitudes.
- Equip the learners to develop skills for making rational economic decision in various areas of business.
- Provide the vocational and technical knowledge
- Enable the learners to relate their expertise to the needs of their communities
- Prepare business and industrial managers who will be capable of meeting technological and managerial complexities of modern industry and to provide the vocational and technical knowledge in various areas of business.

To meet the standard of modern business, business educators should be prepared for basic jobs, for career development jobs, and for specialist after professional programmes.

### **Importance of Technology to Business Organization**

Technology is such an integral part of the 21<sup>st</sup> century workplace that any business without some level of technical savvy will likely fail. It is that critical. The most basic level technology allows an organization and employees is to be more productive and efficient. Whether they are using a word processing program that allows them to edit with ease or an electronic bookkeeping system that pulls data at the touch of a keystroke, technology makes business easier. Sales calls can be scheduled and appointments, track employee time, and perform many tedious tasks that once took hours in only minutes.

Office technologies help to ensure accuracy. When it comes to business, one cannot stay in business if one does not have the numbers right. Modern spreadsheets like Excel, with its hundreds of computational formulas, help ensure accuracy. Accounting programs like QuickBooks allow one to accurately keep inventory, make and record sales, manage and pay bills, and handle payroll. Consider the time and cost once required to compile financial information.

### **Challenges Associated with new Technologies in Business Education Programme**

Some challenges associated with new technologies in business education has been indentified Unqualified teachers: teachers are critical stakeholders in curriculum implementation. Unqualified teachers in some department of business education in our institutions have posed a big challenge in the learning and teaching of business education courses using new technologies. Most teachers in our various institutions are still trying to adapt to the ever changing technological age.



Amoor in Ugwuogo (2012) supported this by saying that “the employment of unqualified teachers to teach business courses in our institutions is a great disservice to quality of business education graduates/teachers”

**Poor funding:** One of the major challenges of implementing new technologies in business education is fund. Inadequate funding has affected the acquisition and in-service training of business educators for utilization of new technologies in higher institutions of learning. Many administrators fail to understand that business education is capital intensive. Many institution lack fund to arrange for refresher training for updating the skills of workers and teachers for improved performance.

**Inadequate infrasture;** Nedum-Ogbede (2016) opined that most of the institutions offering business education course are faced with adequate new technologies such as information and communication technology (ICT) to effectively utilize the opportunities offered by the internet. More so, large class size affects quality of delivery of practical courses.

**Resistance to change:** Some business education teachers have not accepted society into the information age. Umeh and Oguejiofor (2018) stated that expectations about business education are changing and business educators should all acknowledge that fact. Inability of most schools to resist change has also affected the effective utilization of new technologies in business education. Some business education teachers still want to remain in the old office with all the operations fully mechanical. Modern organization practices have broadened tremendously to include the challenging need of workers to adapt to the rapidly changing technologies, new equipment and work processes.

### **Conclusion**

Change is the only thing that is vital in life and business education is facing new technological changes since the office environment has turned into the e-office, so it is vital for individuals and organizations to key into the ongoing race in order to compete favorably. They can only do this by acquiring the necessary skills needed for today's e-office before graduation. It is therefore concluded that business education students should be trained to meet the market demands of the various occupations. Business educators should be able to equip their students with the requisite skills, knowledge and attitude to live and work in a dynamic and ever changing technological society.

### **Recommendations**

There should be frequency of training and retraining. Programmes of teachers to update their skills with the new technologies.

Institutions should endeavour to upgrade their facilities where the facilities are considered obsolete.

Students should be given opportunity to make use of the new technologies available in the department so as to enable them get use to them.

Government should more to invest more money in education to ensure that these facilities are on ground.



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