



ADAPTATION OF VIRTUAL REALITIES IN BUSINESS EDUCATION DELIVERY IN COLLEGES OF EDUCATION IN NIGERIA TOWARDS COPING IN THE E-WORLD

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Abstract

The globalization activity of the world has turned into an eye opening over the adaptation syndrome in the teaching and learning activities of the business education programme. The desire and demand for business education to join in the e-world activity is a matter for consideration. The taking of positive step to enable business education key into the e-world disposition is most eminent. One of the surest ways of keying inn is by choosing a platform where both the teachers and learners will be motivated for more committed effort and understanding. The situation now calls for ensuring the use of technology gadgets to teach. It is known that technology is the backbone of the E-world. It will serve best when technology application is put to use in the delivery of business education in Colleges of education in Nigeria. hence, adaptation of virtual realities in the delivery of business education programme

Introduction

The choice of teaching method in business education programme is always a difficult task. It is difficult because to choose a method that will cover the segments of the learning experiences embedded in the programme is not easy. It calls for choosing such methods that can cover the environmental activities, the critical and innovative aspects of the programme, and the procedural activities of the programme. The method that will enhance the imparting and acquisition of the needed knowledge, skills, and attitude. The method that will yield the desired result must be one that should demonstrate and also appeal to the sense organs of sight, hearing, and manipulative activities. Considering the nature of business education programme, and its objectives in the colleges of education minimum standards will direct the choice of adaptation of virtual realities in the delivery of business education in the colleges of education. Specifically, the objectives have a wide spectrum of area of coverage which aims at accommodating the graduates in the world of work both within and outside the country. In order to cope with this wide scope of applying the knowledge, skills and attitudinal values it becomes pertinent to choose a delivery method that will have global advantage

Okoli (2010), described business education as an important component of the overall education, which stresses on skills and capability attainment for utilization in offices



and other business related occupations. Okoro, (2015) projected business education as the type of education that assists individuals to acquire skills and knowledge which can be applied in solving problems in business and office occupations and in creating self employment. Igboke (2000) defined business education as a dynamic field of study geared towards preparing youths and adults for and about business

Obi (2005) also defined business education as a programme with the primary aim to prepare students for business career, improve those already in the career, and also help students achieve all the aims of education. Therefore business education is that aspect of education concerned with preparing the recipient to acquire the knowledge, skills and attitudinal values with which to enter an occupation and progress in it for self actualization

The dynamic nature of the programme makes it imperative to adopt a delivery approach which is also dynamic resounding, hence virtual realities. In the observation of Osuala (2009), virtual realities aides the systematic method of applying and accessing teaching and learning by taking into account technical and human resources interactions geared towards effective education. Osuala noted some technology tools to include radio, TV. Films, computers, satellites and tape recorders. The main reason for the adaptation of virtual realities is to help correct the mistake of some colleges teaching business education without the necessary equipment and tools. The work also had literature on the good effect of choosing an appropriate methodology. It brought to focus the idea that learning experiences that appeal to the sense organs helps in consolidating learning.

This paper looks at the following justification for the adaptation of virtual realities in teaching business education. Business education in the society; virtual realities and skills developments; methodology (virtual realities) in business education; virtual realities in business education for coping in the e-world; implications of the work; conclusion and recommendations.

Justification for the Work

The good reason for the call for the adaptation of virtual realities in colleges of education was anchored on the basic fact that the colleges produce teachers who should teach in the lower and upper basic levels of education. At this level of education, the learning experiences appealing to the sense organs of sight (observation), touch (manipulative psychomotor), hearing (cognitive) combined makes easy for concrete apprehension and consolidation of learning. Anikweze (2005) stated that the centre of education technology (CET) (should be) furnished with multimedia items comprising the combination of various digital media types such as text, images, audio and video into an integrated multi-sensory interactive application or presentation to convey information to an audience.

Another good reason is the observed regrettable condition that most Nigerian colleges teach business courses theoretically without instructional devices. Such conditions



call for a redirection. There is also the need to bring to focus the great and fruitful role of adopting good methodology in the teaching of business education. To bring to the lime light the error involved when proper methodology is not applied in the teaching and learning activities of recipients of business education. Anikweze (2015) reacting to the issue of methodology held that determining how to teach demands the competence and resourcefulness of the teacher in evolving appropriate methodological approaches with the associated instructional materials

Adding to the justification for this work is the observed failure of implementers of business education to adapt the methodology that will enhance observation, interest capturing and sustenance, and imitation of observed activities through appeal to the sensor organ of audio and visual towards perfection in a skill area, knowledge, attitude, and value development.

Business Education in the Society

Education is widely accepted as the instrument for human capital development. It achieves this through the impartation of knowledge, skill, and attitudinal values, in line with current trends or event. The acquisition of knowledge, skill, and attitudinal values depends on the type of education under study, as well as the method of delivery of such education. Business education is one of the most appropriate type of education known for skill and attitudinal impartation as functional education. Functional education is that aspect of the total education system which prepares the recipients to meet the needs of the time by satisfying societal taste, and demand. Functional education is that education which prepares the learners to live up to the needs and demand of the society through the acquired knowledge and skill. Business Education is one of the most appropriate type of functional education. The Federal Republic of Nigeria in its minimum standard for Nigerian certificate in education (2014) stated the objectives of business education as:

1. To produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions.
2. To produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society.
3. To produce NCE Business Teachers who will be involved in the much desired revolution of vocational development right from the Primary and Secondary schools.
4. To equip students with necessary competencies so as to qualify them for a post NCE degree programme in Business Education.
5. To equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.



Prosser (1940) asserted that Business Education do not focus on theory but instead on passing on direct skills and practical knowledge to its recipients. Prosser pointed out that the diversity in duration and modalities of training/delivery in business education is versed. Wikipedia (2017) claimed that Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

Theories of Vocational Education (Business Education)

Prosser (1940) asserted that the administration of vocational education (Business) will be efficient in proportion as it is elastic and fluid rather than rigid and standardized. Prosser stipulated three theories for Vocational Education to be:

Theories of environmental habits, Theories of process habits, Theories of thinking habits. The emphasis of the theories boards on environment, habit and thinking, Environment and habit processes will be boosted by virtual realities, as well as promote thinking towards being creative. Prosser (1940) further stipulated sixteen theorem of Vocational Education (Business) as reported by the Wiki answers community. The theorems are: Theories of environmental habits; process habits; thinking habits; special attitudes and interest; thinking of profit oriented; repetitive training; experienced instruction; minimum employment standard; market demands; job training; origin of content; general service; specific content; group characteristics; elastic administration; and cost. The expanded theories brings to a more glaring condition the needs to as much as possible practicalize and demonstrate skills bearing the society and its demand in mind.

Virtual Realities and Skills Development

The acceptance that actions which appeal to the sense organs of sight, touch, smell and body kinesics create better and lasting impression on an individual is a good background for the motion to adapt virtual realities in the teaching of business education courses. Observation of experts demonstrate a skill or a process aimed at accomplishing various tasks which the learners are expected to develop in themselves gives the learners an empowering experience to their development. Such observations through the various apparatus that gives virtual experience, encourage imitation activity. Imitation, it should be recalled, is an accepted principle in the area of vocational development. Vocational development has the belief that imitating a master craftsman leads to one's self development leading to eventual mastery of the skill or competence aspired for by such a learner.

Dessler (2008), described virtual reality as an advanced form of computer simulation, exposing the trainees to a simulated environment that is virtually the same as the physical environment, which controls what the trainee is able to see, feel and otherwise sense. The trainee learns by interacting with the objects in the electronic environment to achieve some goals. In the words of Anioke, (2005), the effectiveness of every instructional



method depends on the ability to appeal to the sense of hearing, or seeing; attract attention and sustain such attention; and focus the attention on essential element to be learned at a given time.

The WILHELM Von Humboldt's (2008) educational model held that there are undeniably certain kinds of knowledge that must be of a general nature and, more importantly, in the cultivation of the mind and characters that nobody can afford to be without. Wilhelm noted that people cannot be good craft workers, merchants, soldiers or businessmen unless regardless of their occupation, they are good, upstanding and well informed human beings through acquisition of necessary skills.

Discussing e-Training for business simulation and experiential exercises Cannice and Koontz (2008) recommended virtual classrooms where the teacher interacts with students, applying synchronous e-learning with live instructions as it is more effective. The authors maintain that live instructions can be more adapted to the need of students at the particular time by integrating overhead transparencies, slides, and lecture notes. E-learning the authors asserted aids knowledge, intensive teaching, and is employed for teaching skills in the recent time. The UNICEF (2017) noted that, quality learner outcomes are international expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies, achievement in literacy and numeracy. Stegnar (2017) pointed out the following areas as where virtual realities is being used by schools and learning institutions around the world to facilitate learning: virtual reality trips; language immersion; skill training; philosophical theory ; architecture and design; special education; distance learning; improved collaboration; game based learning; and virtual campus visits.

Methodology (Virtual Realities) in Business Education

The methodology to adapt in the delivery of a programme is as important as building the content of the programme. The decision on the best methodology is often a big task for the teacher of a programme. Several reasons may account for this confusion and difficult decision. However the disposition or situation, it is very crucial to adapt a method which will give a lasting positive result. Functional education as found in business education is one of such programme that often pose a problem on the methodology to adapt. Its focus on knowledge, skills, attitude, and value development places it on a pedestral where care must be taken while choosing methodology. There is the need to consider a method that will enhance the development of the desired attributes. Ensuring the correct choice is the spring board to ensure sustainability.

Discussing the concept of methods Tonne in Obi (2005) described method as a procedure by which the teacher meets the learner at his level, starting with the learner's interest and problems, and establishing conditions that will enable the teacher proceed to



achieve the set goals in the most effective manner. Similarly Anioke (2005) asserted that methodology is the how and why of learning. It means the trick of the trade. It is the process and state through which the teacher meets the learners at his level of understanding noting his interest, problems, psychological and physiological background. Judging from the above point of presentation it is no doubt a very contributory action when a good method is adapted towards achieving the set objectives. Obi (2005) emphasized that teachers should use both formal and informal methods. The formal methods includes lectures and complete handling by the teacher, while informal methods involves participation by the students which may take the form of tutorials, discussions, seminars, team projects, role playing, assignments, field trips, or excursions, problem solving,.

Business education as a part of technical vocational education and training is the type of training that demands the development of inherent tendencies to build skill, knowledge and right attitudinal values. To achieve this in the shortest possible time frame, the method of delivery must be such that appeals to the senses of the individual. The type of methodology to adapt in the imparting of the required knowledge, skill and attitudinal value is of primary importance. It is so important because, the method adopted has great impact on both the teachers and the learners in their performances.

Osinem (2017) observed that for TVET (Business Education being part of it) to effectively impart skills, consideration should be given to learning in authentic and real-world environment where practical components should be emphasized. Commenting on methodology in formal and non-formal technical vocational education which business is a part Ogwo and Oranu, (2006) pointed out that audio-virtual instruments like television, motion pictures, and some other recent electronic devices are most adaptable and most educationally conversant.

In the opinion of Anioke (2005), the learning of skill may not be possible without in-depth exposure of the learner to the actual implements or machines used for developing such skills. Since business education is all about skill acquisition, it becomes pertinent to adopt machines for the purpose of proper teaching and learning. Continuing in the idea, Ogwo and Oranu (2006) held that there is no doubt that the knowledge, skills, and attitudes acquired by students in the school system depends among other variables on the manner of presentation of the learning experiences. The authors frontiered demonstration method of delivery as the basic method for introducing new manipulative skills, since it shows “how” a process, procedure, or experiment is to be carried out.

Putting across opinion on enabling environment and quality teacher production Shehu (2015) advocated that it is a conducive atmosphere fully equipped with machines, infrastructures, laboratories, well equipped libraries, and workshops. With the acquisition of an enabling environment it stands to give the services of virtual realities. Anchoring his



idea to that of Shehu, Nwachukwu (2006) asserted that effective learning in vocational and technical education involves the application of appropriate methodology, which should involve newer technologies using appropriate instructional processes and materials. Nwachukwu went further to stress that vocational and technical education and in fact business education aims at imparting useful skills to learners making use of laboratories, workshops, farms and field work as essential aspects of instructional delivery process for effective learning.

In describing teaching, Obi (2005) asserted that teaching in addition to presenting information or idea includes guiding students to learn through discovering, probing, examining, and analyzing of activities. On the above premise Obi pointed out that the subject matters to be taught determines greatly the method to be used. Leu (2005) commenting on the role of Teachers, schools and communities in Quality Education. Asserted that teachers requires good/needed teaching skills, the attitude, be reflective practitioners and users of active teaching & learning methods, and improved infrastructure. Therefore, selecting appropriate methodology in the delivery of Business education programme will enhance faster adaptation in the virtual realities in Business Education for coping in the e-world.

Virtual Realities Adaptation in Business Education for Coping in the E-World

The adaptation of virtual realities in the delivery of business education will enhance exchange of ideas, and practices, and opinions among colleges. Such exchange will boost the learners' competency development and promote wider learning scope. Wehrich, Cannice and Koont (2008) noted that virtual organizations entail groups of independent people connected through information technology in order to gain access to one another's competence so as to gain flexibility, to reduce risks, and to respond to market needs. Joshua (2015) described education system as being dynamic, and as such requires regular update so as to remain the most effective agent of change in any society. Joshua held that in order to be relevant to realities of global economic system, technological advancement and various social strata, colleges of education must adapt training methods that will equip the learners with necessary knowledge, skills and attitudes. Among other key areas to be given attention, Joshua pointed out include college environment, school climate, and resources for enhancing best practices. Reacting to the problem of minimum standard of performance and quality attainment in education in Nigeria, Maduwesi (2005) pointed out emphasis placement on ensuring that the learning environment should be simulating and learner friendly. Adapting virtual realities is a very sure step for achieving the above expectation.

Writing on challenges of the implementation of the national policy on education, Ekpenyong (2011) stated that instructional facilities must be provided for the teaching of



different trades. The authors asserted that for business studies, computers and other modern office equipment are need. Anioke (2005), highlighted television instruction as a medium which offers promise of bringing changes and remarkable improvement in the instruction of learners. Television provides high quality of instruction for learners, and offers them vivid learning experiences from within and outside the local context. Dessler (2008), noted that with computer based training, the trainee uses interactive computer based and/or DVD system to increase knowledge on skills. Dessler added that computer based training (CBT) is increasingly interactive and realistic. Dessler pointed out that simulated training may take place in a separate room with the same equipment the trainees (learners) will use on the job.

Obi (2005), opined that attitudes, values and ideals are developed unconsciously through imitation of parents, teachers, peer group and the society. The exposure of the learners to virtual reality will help them observe, and appreciate thereby leading to imitation which enhances competency development. Expressing opinion on training and development Dessler (2008), maintained that audio virtual based training technique such as DVDs, video tape, power points can be very effective and are widely used. Dessler noted that audio virtual is usually more interesting in addition to: illustrating how to allow a certain sequence over time; exposing trainees to events not easily demonstrable in live lecture; and encourages organizational training to trainees staying far apart.

In other to buttress the value of adapting virtual realities in developing the knowledge, skills, attitude and values of the recipients of the business education programme. The acquired knowledge, skills, attitude and values will make them competent in the e-world of work, keep such persons busy, and generate income for their needs and as such ensure adaptation in the e-world. At this point the acceptance and adoption of a method which will allow and encourage the use of such` sense organs in learning and practicing the intended vocation becomes very important and yields fruitfully. The adaptation of virtual realities as a method of delivery becomes a better guarantee towards developing the individuals. The virtual realities cover the four main types of instructional materials which is audio, visual, audio-visual and simulation. Abramson (1952), noted that Audio-virtual method of instruction which appeals to one or two senses helps the students understand better what is being taught. Stegner (2017) regretted the slow take off of virtual reality technology in educational settings despite its amazing benefit in learning and teaching, Stegner (2017) predicted that by 2019 virtual reality will start becoming mainstream in education. Gaby (2017) advocated for virtual campus tours to enhance learning and understanding.

Implication for Business Education

The implication for business education is that both lecturers and students of the programme should channel efforts towards developing in the direction of fitting into the new



frontier of educational activities. The teachers need re-orientation in the methodology of delivery of business education. The students should be willing and ready to adapt to the new applications of technology in receiving teachings and learning activities so as to cope in the E-world. The study has exposed the urgent need to equip the business education programme with needed up-date teaching facilities, and instructional materials (equipment).

Conclusion

The work is concluded on the understanding that if the graduates of business education in Colleges of education in Nigeria should cope with the e-world, the methodology of delivery of Business education must be such that exposes the learners to real world experiences. Such exposure must allow for observation of the real practice of the work, allow for imitation of practices by the learners, and encourage its subsequent consolidation leading to competency attainment . The adaptation of virtual realities in delivery of business education is indispensable for coping in the e-world. Such adaptation will cover the process, environmental, and thinking habits of vocational theories for better.

Recommendations

The principles of collegiality should be respected by the teachers in order to cope fast through proper mentoring from experienced colleagues. The activity can be practiced under mutual relationship.

Most teachers that were not trained using technology gadgets should avail themselves of such development. The teachers can go for further development on self sponsorship, or seek for government or employee sponsorship so as to cope.

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