

E-ISSN: 2581-8868

Volume-04, Issue-05, pp-83-90

www.theajhssr.com

Research Paper

Open Access

Implication of ICT in Business Education -A Study

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ABSTRACT

Lately, ICT has made dramatical development especially in business education from paper entry to computer. ICT bears many pragmatism for teachers as well as students to improve their effectuality, provide more sapience and bears more value to business education. The system elevates utilitarianism for much more iconoclastic reformation as it perceptibly takes over core functions currently done by humans because of cost savings and operational efficiencies. This comprehensive research study endeavors to examine the implication of using ICT in the teaching-learning approach of business education in the district of Purulia, West Bengal, India. Application of ICT cockily impresses the performance of education functions quality. The major findings of the study through the issue of questionnaire to two hundred (200) business education students and teachers selected randomly in Purulia reveal that although significant relationship between ICT and business education exists, both teachers and students should pay more attention to the use of it. The paper recommends among others that there should be well-equipped ICT facility in the institutions and teachers should be conferred constant training on the practice of ICT for efficacious teaching from time to time.

KEYWORDS - Business education, ICT, Institutions, Learning, Teaching.

I. INTRODUCTION

ICT or Information and Communications Technology offers latest learning mechanism and environment for the teaching of business studies. Classic approach of teaching business education erstwhile meets the needs of today's learners. Novel technologies extend feasibility to perceptibly trump education and impact paedagogy, learning methodology and appropriating information. ICT as tools within the academic environment in business education involves application for business administration and management, teaching and learning of ICT related proficiency for strengthening the presentation of classroom task, teaching/learning intellectual, problem solving aptitudes, instigating creativity for research and communication tool by teachers and students. Teaching and learning of business education courses outstrip the teacher standing in close proximity to pupil and communicating information to them without the students passable involvement [1]. Business education has seen beeline refashioning its curriculum acceptable to the best universal approach. This induces the researcher to undertake this study to examine the extent to which the use of ICT in the teaching and learning of business education could motivate the intellectual attainment of students in the district of Purulia.

II. BUSINESS EDUCATION-CONCEPT

Business education provides competencies required in managing business affairs and utilizing the services of the business world. Business education feeding in colleges is associated basically with the development of apropos expertise and knowledge capacitating an individual to function constructively in the world of work [2]. Business education delivers the beneficiaries with aptitudes required in overseeing trade matters and utilizing the services of the business world [3]. A student of business education easily cultivates potency for entrepreneurship pursuits especially in the era of economic depression.

ICT-CONCEPT : ICT refers to a technology that accumulates, evaluates, palpates, handles and proffers communication of information in digital form. ICT contemplates more on communication including internet, wireless network and other communication forum over an extensive domain to enhance the efficacy of information. ICT is computer-based tools practiced by individuals to function with information and

communication processing demands of an organization. ICT is a congregation of technologies for its functional usage in information access and communication [4].

III. IMPACT OF ICT ON BUSINESS EDUCATION

Technology has had a dramatic effect on the global business environment. Application of technology in management provides opportunities to work outside the office and increases access to important information regardless of location. Modern technology has completely changed atmosphere creating entire business niches that never even existed before. Managers run their business from laptops, tablets and smartphones, never even considering opening a brick-and-mortar presence. Business meetings no longer mean driving long distances as teleconferencing means getting everyone together online. Digital technologies such as social media, artificial intelligence and e-commerce allow corporate to reach global audience and improve customer experience in a more effective manner. Corporate also use complex software programs to track sales, manage customer relations, ensure data security and streamline their business operations. Global knowledge economy presents developing countries with both opportunities and challenges. Firm-level technological capabilities do not develop in vacuum. Such capabilities extend beyond the individual firm to the broader network in which the firm is embedded. Technology invariably brings changes on various aspects of business areas such as human resources, strategy planning, customer relationship management, business environment, service management and performance metrics. Decision-makers should understand the nature of changes, their potential impact, plan for them and manage the change process to ensure buy-in of all the relevant stakeholders. Technology plans must be devised as part of corporate strategy and must take into consideration the impact technology has on processes, governance and people. Implementing e-business applications require process redesign, organizational restructuring and alignment, new job descriptions and reviewed and revised policies. E-business is changing all the rules and models specially in the COVID-19 pandemic situation around the globe. An organization's ability to embrace new technology and business model is key to increasing organization's productivity. True benefit of e-business is achieved through the digitization of the entire value chain. Decision to implement an e-business initiative should not be undertaken lightly and the benefits that can be achieved from such a venture must be investigated thoroughly before deciding to go ahead.

In the essence of ICT, both teaching and learning should thrivingly develop their own demeanor of dexterity and become omnibus expertise. Among others ICT should be incorporated into the pedagogy of study plan and other confederate academy in the growth of academic software and the maneuvering of internet on impressive educating of perception should be structured by the relevant bodies. Modern ICT base education is socio-economic commodity. Impact of ICT on business education students depends much on how business education teachers exercise ICT within the teaching and learning practice. Teachers impact of ICT on teaching methodologies are mild. Recently, business education teachers have recognized its substance for learning through experience. ICT impact more in e-mature institutions, e-confident teachers suggesting that once the intromission is framed, the blessing will be substantial. The task is, therefore, to endow all teachers and students to attain e-maturity. Reconnoitering this novel blooming is a healthy demonstration that the aeon of teaching without ICT dexterity is past.

ICT related complication for business education

- **Learners former exposure:** This has profound impression on learners view of phenomena and their enthusiasm to welcome meticulous delineation. The need is, therefore, to examine the students view in learning and take into account their perspectives before refashioning their ideas. Teachers must substantiate coeval discernment with students prior discernment of meticulous materializations.
- **Societal dissimilitude:** Efficacious exercise of few strategies materializes to demonstrate not only age and societal apposite dissimilitude but also accredits students to associate latest information to early knowledge.
- **Learners misconception:** At times, learners appear to have misconception towards developing new skills. This primal inclination balks its percipience producing impediment to their conceptualization.

IV. REVIEW OF LITERATURE

Literature review feeds rationale and magnitude to study and estimate in making comprehensive interpretation to prognosticate the future. Intellectualist, researchers, welfare providers, etc. planetwide pursue in-depth researches to distinguish direct association between ICT use and academic study. ICT instituted its unavoidable role in teaching-learning process in educational domain [5]. Higher educational institutions are not fully exploiting the possibilities of digital technology. Maximum students favor digital tool for its flexibility and

freedom towards their studies [6]. Institutions for higher education need to concede the value of intellectual capital in society and in broad global exposition [7]. ICT has significant impression on teaching and learning as well enhanced students performance [8]. ICT provides better ways of instruction delivery for commerce teachers [9]. There is no substantial gap between teachers and students observation on the utilization of ICT [10]. Poor maintenance culture of ICT facilities, use of obsolete computers, prior method of content delivery, etc. are crucial turbulent aspects [2]. Teachers are not equipped with ICT educational facilities concerning curriculum and assessment methods [11]. Business education students respond inexpertly in ICT courses and most of them are incompetent [12]. ICT exerts a positive influence on language and know-how achievement. Students' performances epitomize happy venture of ICT in the teaching-learning method of business education [13]. ICT is impressive to both the learning in field of study and learning to exercise technology itself [14]. ICT is practiced to boosted teaching-learning through digital multimedia and revitalizes its reliability cultivating video and internet [15]. Falobi, 2014; Ajisafe, 2014; Krubu & Osawaru, 2011 have delineated the impact of ICT on learning in remotest localities and libraries. Traditional methods of teaching business education erstwhile satisfies the exigencies of modern novice. New technologies facilitate to little-by-little transform education from traditional to patrician and impact teaching method, learning methodology, scientific research and penetrating information [9,10&16]. Business education provides knowledge, dexterity, awareness and attitudes necessitated to execute felicitously in the business sector as a producer and/or consumer of goods and services that business offers [17]. Impact of ICT on educational practices in Nigeria is impressive and such impact would develop immensely in future [18].

Universities in Ekiti State successfully afford accounting education through ICT facilities in executing their academic obligations [19]. The finding of a study conducted at the Federal University of Technology Yola, Adamawa State, Nigeria exhibits significant correlation between the students and the exercise of ICT in their academic pursuits. It also delineates dim view of the students towards using ICT in their academic work. The study recommends that the government develops ICT policies and guidelines to support all levels of education [20]. ICT provision can strengthen the quality assurance procedures practiced in Nigerian universities. The necessity to use ICT to corroborate the adoption and maintenance of basic quality assurance procedures in Nigerian universities is in concert with the stipulated benchmark [21]. Progressing of the world towards digital media and information has been making the role of ICT in education more impressive, and this will keep on growing and blossoming in the 21st century [22]. ICT has produced novel approach of teaching and carrying out investigation and has instituted opportunities for online learning, teaching and research association [23]. A study moored on Skinner Theory (Operant Conditioning) divulges that an individual learns more productive if the environment is regulated by reinforcer that augments ethics to learn and teaching methodology [24]. ICT has opened a newborn contortion to liberalization. Implementation and consolidation of ICT facilities enable higher education to effectuate most of its concerns congruously [25].

V. PURPOSE OF THE STUDY

The purpose of the study is to examine the effect of information technology on the teaching and learning of business education in the district of Purulia.

VI. RESEARCH QUESTIONS

- Are the ICT facilities available for teaching and learning of business education sufficient?
- Do the teachers and students of business education expose to ICT facilities?
- Are there any obstructions to successful implementation of ICT in teaching and learning of business education courses?

VII. MATERIALS AND METHODS

This study designates descriptive survey type because the study attempts to examine the consequences of ICT on teaching/learning of business education. Survey method is apposite especially for collecting individuals opinions, approach and impressions [26]. The target population covers two hundred(200) students and teachers of business education in Purulia, West Bengal. The population is not strong in the sense that in the current atmosphere most of the students are not pursuing commerce/business education in Purulia. Simple random sampling technique is used in nominating the respondents from the population. Respondents are expected to opt the best congruous discretions which embrace: Strongly Agree(SA), Agree(A), Disagree(DA) and Strongly Disagree(SD). Discussions and personal interviews were undertaken by the researcher. On-the spot studies were carried out with the help of well-structured questionnaire. Tentative questionnaires were pre-tested. Although the respondents were phlegmatic in proffering information, the researcher bridled the same through noble seduction and meticulous soliciting. It was made clear to them that the information so collected will be explicitly used for pedagogical objectives and absolute confidentiality will be well-kept.

VIII. RESULTS AND DISCUSSIONS

Interpretation : Table 1 and Figure 1 show that relationships between teaching and learning to ICT facilities in business education are SA(27%),A(28%), D(24%) and SD(21%). Relationship varies from SD(21%) to A(28%). SA and A in total are 55% indicating significant relationship between ICT facilities and teaching and learning of business education. ICT is sympathetic mode to mobilize teachers creativeness and make them didactic practice more flexible and ingenious. Dilemma of bringing teachers and budding teachers to contemporary pedagogic technique such as the integration of ICTs emerges from the reality that teachers themselves have been tutored in traditional approach for decades.

Table 1 Relationship between teaching and learning to ICT facilities in business education

SL. NO	ITEM	SA	A	D	SD
1.	Availability of ICT facilities having no effect on teaching and learning of business education	25	30	65	80
2.	Availability of ICT facilities affecting in teaching and learning process	65	55	35	45
3.	Availability of personnel affecting the use of ICT in teaching and learning of business education	70	55	45	30
4.	Availability of ICT improving students' understanding of concepts in business education	55	65	45	35
5.	Availability of ICT and its uses having positive effects on teaching and learning of business education	60	75	45	20
	TOTAL	275	280	240	210

ICT barring instructional means to provide pre-requisite learning activities offers exploratory space to learners. Its essence is pedagogical and should not be underestimated.

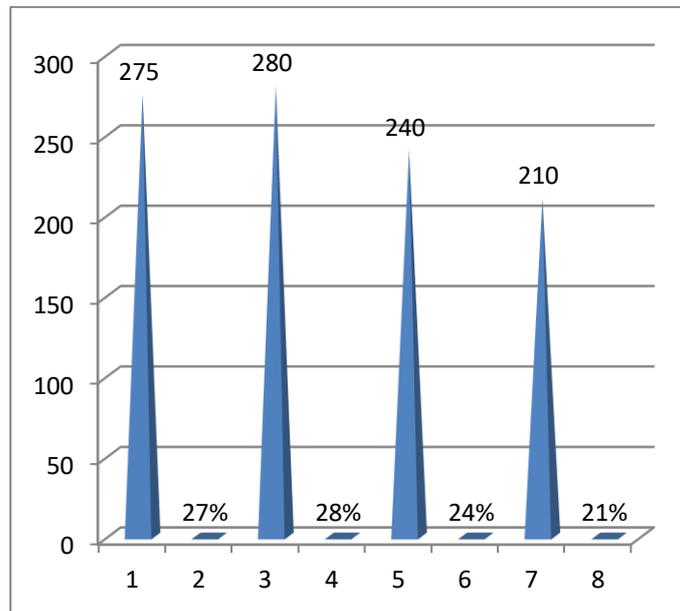


Figure 1:SA,A,D& DA

N.B.: 1=SA; 2=A; 3=D & 4=SD

Interpretation : Table 2 and Figure 2 evidence that relationships between exposure of teachers and students to ICT facilities in business education are SA(26%),A(34%),D(17%) and SD(23%). Relationship varies from D(17%) to A(34%). SA and A in total consist of 60% indicating significant relationship between exposure of teachers and students to ICT facilities in business education.

Table 2 Relationship between exposure of teachers and students to ICT facilities in business education

SL. NO.	ITEM	SA	A	D	SD
1.	Teachers ability to use ICT depends on their experience to use latest software to enhance teaching and learning in business education.	70	60	20	50
2.	A well trained and innovative teacher adopts the use of ICT than poor trained teacher.	65	85	30	20
3.	Teachers length of teaching and experience does not influence the use of ICT in business education.	40	35	45	80
4.	Students competency to utilize ICT facilities do not impress their understanding in business education.	85	65	35	15
5.	Periodic training of teachers in the use of ICT facilities do not improve exposure of students to their use.	55	75	25	45
	TOTAL	245	320	155	210

Sophisticatedness and application of modern technology is contemplated substantially by-blow of society’s ability to build and implement high-tech devices. These, in turn are closely associated with the academic achievement. In ICT, scientific cognition and intelligence deliberately shape novel growth paradigm and value chain and manifest potentialities to mitigate destitution more competently.

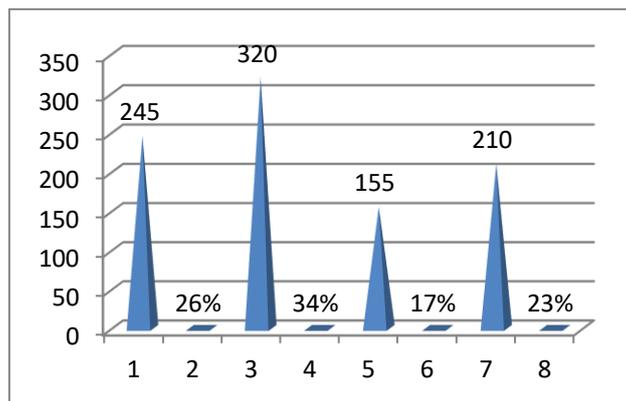


Figure 2: SA,A,D& DA
N.B.: 1=SA; 2=A; 3=D & 4=SD

IX. CONCLUSION

Research study evidences that most institutions have either insufficient or no ICT tools to meet the needs of students and if available, they are by implicitness apropos of unapproachable to the students. Adequate funding to purchase ICT facilities should be available from authorities. Institutions and individuals must evolve a society of cultivation resting a big level on ICT. The study also reveals that maximum teachers sedulous cardinal dexterity to operate computer and other ICT devices in their teaching/learning practice of business education. Hence, all business spheres encompassing lecturers and students should be acquainted with appropriate skills about latest technology. Successful solidarity of ICT in business education depends much on the availability and proficiency and the motive of teachers towards modern technologies in teaching and learning.

RECOMMENDATIONS

- ICT laboratory should be provisioned for all educational institutions to fabricate teaching factual to learners.
- A computer-mediated social reciprocity forum should be instituted in institutions.

- Government should balloon support of educational programmes mainly with specific engrossment in ICT.
- Business education teachers should effectuate training and retraining in ICT programme systematically congruent with new technological novelty to hold further competencies.
- Majority of the institutions are not having sufficient ICT laboratory; it may impact in the process of learning ICT. Apposite ICT facilities with advanced ICT equipment should be arranged by the authorities to facilitate teachers perpetrating their teaching of ICT dexterously.
- Passable qualified ICT staff should be employed by authorities for enhancing the teaching of ICT in business education department.
- Government should increase funding of educational programmes generally with particular interest in ICT. A part of Education Cess should be spent in acquiring computer.
- Efforts should be made to strengthen the knowledge of business education teachers through seminars, workshops, training, etc. on ICT programme.
- Administration must focus more on individual student to develop their ICT knowledge.
- Every institution should energize and build interest among the students for learning ICT knowledge. It should be supportive to students for pursuing their higher studies.
- Relevant body should reevaluate the pedagogy aiming to accommodate the contrivance of ICT pragmatism in the teaching-learning practice to fathom ICT-based directive, and also to ameliorate their modern techno-based education.

Additional recommendations:(1)Government should employ much teachers and emplace them to educational institutions where expert teachers are not sufficient. Further, there is essential to curtail unending and haphazard leaves.(2)Authorities should distribute more classes for computer and supervise accordingly.(3)Teachers should prepare lessons in a timely manner, use teaching materials, avoid storytelling and interruption to reach destination.(4) Students should pay attention in class, ask questions and do further studies at home.(5) Guardians should support latest computer, relevant textbooks, materials and conducive atmosphere for studies of their wards.(6)Examination authorities should employ the teachers for marking of answer scripts, evince them on topics where more deliberations are required.

X. RESEARCH REMARKS

Institutions must focus on training teachers in modern skills and introducing creative and innovative pedagogies by lessening the digital gap and quality of education between rural and urban populace. Justice of ICT must be to cultivate self-concept and self-governing learning and developing sophisticated policy for academic progress and social equity. Education is universal in nature and needs surveillance and for the purpose of achieving it, concerted efforts must be organized. Opportunity remains trivial if the students lack the competencies to domesticate the opportunity.

XI. IMPLICATION OF THE STUDY

The importance of having ICT awareness is very essential to every student business education. Students must utilize computer and Internet in their learning process. It helps acquire broad knowledge about the subjects related and improve their skills also.

XII. FURTHER SCOPE OF THE STUDY

The study is based on few students in specific area. The exploratory study may further be elevated taking a large number of students belonging to other districts also based on their computer lab operation strategy to generalize the conclusion. The researcher feels that the scope in this area requires extensive study to arrive at more worthwhile conclusion.

XIII. ACKNOWLEDGEMENT

The paper is dedicated to **ALMIGHTY GOD** who shows **HIS** blessings in all walks of my life.

Funding

This research received no external funding.

Data Availability Statement

Already mentioned in appropriate sections.

Conflicts of Interest

No conflict of interest.

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