



INFERENCE OF ICT ON BUSINESS EDUCATION

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Abstract

The research aimed at exploring the use of Information and Communication Technology (ICT) in teaching business education. The aim of the paper is to determine the inference of Information and Communication Technology (ICT) on business education. The application of Information and Communication Technology in business education would positively enrich the system. ICT enables the use of innovative educational resources and the renewal of learning methods, establishing a more active collaboration of students and the simultaneous acquisition of technological knowledge. Technology has important effects on business operation. ICT makes a business more efficient and effective.

Information and Communication Technology on business education will lead to numerous benefits to both the learners and the teachers towards ensuring quality instructions in business education. The application of ICT would develop teachers and students business ability, concept and attitude. The essence of research is to analyze whether the information on internet provides authentic ideas or not, whether the teacher use ICT facilities in teaching and to see whether the use of ICT like internet, Google search make teaching learning business education real or not.

Keywords: Business Education, ICT, Inference of ICT on Business Education.

Introduction

ICT or Information and Communication Technology offer latest learning mechanisms and environment for the teaching of business studies. Business education is education for and about business or training in business skills. Business education is aspect of the total educational programme that provides the knowledge, skill, understanding and attitudes needed to perform effectively in the business world as a producer and or consumer of goods and services that business offers. Information and Communication Technology (ICT) in education is the mode of education that uses information and communications technology to support, enhance, and optimize the delivery of information. The information and Communication Technology in business education would positively enrich the system. Through ICT, the commercial world would be influenced by the information age where the ability to excel would be determined by the source, availability, quality and value of information. ICT is the most attractive tool for successful development of the education sector and industries that would gear the awareness and facilitate craftsmanship in business world for the younger generation. Therefore, there is need to migrate towards gaining relevant knowledge, skills and establishing networks for economic partnership.

Effective business education programme would ensure competencies in skills, knowledge and Information and Communication Technology and proficiency in the world of work. With proper integration of ICT in business education programme, it will help to improve the academic training of business education and holds out the opportunity to revolution 3 i.e. Office automation, pedagogical methods and expand access to quality education. An individual who receives training in business education can easily develop potentials for entrepreneurship pursuits especially in this era of economic meltdown and unemployment. ICT includes all digital technology that assists individuals, businesses and



organization in using information. It covers all electronic products that deal with information in a digital form. Therefore, ICT is concerned with digital data storage, retrieval and transmission.

Concept of Business Education

Business education is a branch of education that involves teaching the skills and operations of the business industry. This field of education occurs at multiple levels including secondary and higher education institutes. An education in business varies greatly in its curriculum and popularity around the world.

Business education is a term that encompasses a number of methods used to teach students the fundamentals of business practices. These methods range from formal educational degree programs. Business education programs are designed to provide students with the basic theories of management and production. The main goals of business education programs are to teach the processes of decision making, the philosophy, theory and psychology of management, practical application, and business start-up and operational procedures.

Business education is directly connected to business and society as the entities having a strong influence on higher education institutions. Business education programme is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and business world. The main objective of business education is to enable the students to gain experience with skills such as leadership and communication to provide students with information about all aspects of business.

Concept of ICT

Information and Communication Technology (ICT) is a technology that supports activities involving information. ICT is a combination of information technology with other, related technologies, specifically communication technology. Information and Communication Technology will be used, applied, and integrated in activities of working and learning on the basis of conceptual understanding and methods of informatics.

Information and Communication Technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. ICT in education is the mode of education that uses information and communication technology to support, enhance and optimize the delivery of information. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods.

ICT tends to expand access to education, through ICT learning can occur anytime and anywhere. ICT develops student's new understanding in their areas of learning and provides more creative solutions to different types of learning inquiries. Thus, ICT makes knowledge acquisition more accessible and concepts in learning areas are understood while engaging students in the application of ICT.

Inference of ICT on Business Education

Technology has had a dramatic effect on the global business environment. ICT makes a business more efficient, effective and promptly respond to customers' needs. ICT can assist business activities including design, manufacturing, Research and Development (R& D), distribution and sales and feedback. Contrary to the prevalent predict that ICT will decrease the demand for face to face communication and will result in greater dispersion of economic activity. Modern technology has completely changed atmosphere creating entire business riches that never even existed before. Managers



run their business from laptops, tablets and smart phones. 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. Technology invariability brings changes on various aspects of business areas such as human resources, strategy planning, customer relationship management, business environment, service management and performance metrics. 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 and 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.

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 Technologies and 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. The use of ICT is an immeasurable intervention of this modern time which prompts a swift shift from the use of ancient instructional equipment to modern technological devices so as to move on with the tide of global technology advancement.

Review of Literature

Challenges in using ICT in teaching and learning

Integrating ICT into teaching and learning is a complex process and one that may encounter a number of difficulties. The following are some of the key challenges that have been in the literature regarding teacher's use of ICT tools in classroom:

a) Limited accessibility and network connection

Several research studies indicate that lack of access to resources, including home access, is another complex challenge that prevents teachers from integrating new technologies into education. Teachers complained about how difficult it was to always have access to computers. The inaccessibility of ICT resources is not always merely due to the non-availability of the hardware and software or other ICT materials within the schools.

b) School with limited Technical support

Without both good technical support in the classroom and whole school resources, teachers cannot be expected to overcome the obstacles preventing them from using ICT, found that in view of primary and secondary teachers, one of the top barriers to ICT use in education was lack of technical assistance. Technical barriers included waiting for websites to open, failing to connect to the internet, printers not printing, malfunctioning computers, and teachers having to work on old computers. If there is a lack of technical support available in a school, then it is likely that technical maintenance will not be carried out regularly, resulting in a higher risk of technical breakdowns.

c) Lack of effective training

The challenge most frequently referred to in the literature is lack of effective training. One finding of study was that there were not enough training opportunities for teachers in using ICTs in a classroom environment. Similarly, found that one of the top three barriers to



teacher's use of ICT in teaching was the lack of training. Recent research found that the main problem with implementing new ICT in business education was the insufficient amount of in service training for teachers who taught business education. The issue of training is certainly complex because it is important to consider several components to ensure training effectiveness

c) Limited time

Several recent studies indicate that many teachers have competence and confidence in using computers in the classroom, but they still make little use of technologies because they lack of time. A significant number of researchers identified time limitations and the difficulty in scheduling enough computer time for classes as barriers to teachers use of ICT in their teaching. The most common challenge reported by all the teachers was the lack of time they had to plan technology lessons, explore the different internet sites or look at various aspects of educational software.

The problem of lack of time exists for teachers in many aspects of their work as it affects their ability to complete tasks, with some of the participant teachers specially stating which aspects of ICT require more time. These include the time needed to locate internet advice, prepare lessons, explore and practice using the technology, deal with technical problems and receive adequate training.

4. Lack of teacher's competency

Another challenge directly related to teacher's confidence is teacher's competence in integrating ICT into pedagogical practice. Many teachers lacked the knowledge and skills to use computers and were unenthusiastic about the changes and integration of supplementary learning associated with bringing computers into their teaching practices. The teachers who do not use computers in classrooms claim that "lack of skills" are a constraining factor preventing them from using ICT for teaching. Hence, lack of teacher's competence may be one of the strong barriers to integration of technology into education. It may also be one of the factors involved in resistance to change.

Purpose of Study

ICT facilitates interaction between teachers and students; ICT enhances effective storage of business information and facilitates the retrieval of business information. Through ICT, business students would be able to seek explanations, compare experiences, reason and learn many concepts in school curriculum and also enhance problem-solving skills among the students in a school.

Information and Communication Technology (ICT) can impact student learning when teachers are digitally literate and understand how to integrate it into the curriculum.

The purpose of the study is to examine the effect of information technology on the teaching and learning of business education in Andaman and Nicobar Island.

Research Questions

1. Are the ICT in business education will improve the quality of teaching?
2. Whether ICT provides opportunities to the students to interact with peers in other schools?
3. Does ICT encourage students to learn?

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 used to collect information and



opinions of an individual. The survey covers 50 students and 20 teachers of business education in Andaman and Nicobar Island. Respondents are expected to opt the best congruous direction which embraces: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Survey is carried out with the help of a questionnaire.

Results and Discussion

Interpretation

Table 1 shows the areas of inference of ICT in teaching and learning of business education. The survey is conducted and covers 50 students. SA stands for Strongly, A stands for Agree, D stands for Disagree and SD stands for Strongly Disagree. According to the questions the teachers and students had chosen the appropriate choices.

Table 1: Areas of inference of ICT in teaching and learning Business Education

S.No	Items	SA	A	D	SD
1.	ICT usage in teaching will improve quality of Business Education learning in school	20	15	10	5
2.	ICT and internet usage boost the quality of books and references in business studies	20	12	10	8
3.	ICT usage open opportunity to students to reach out with their peers in other schools	10	15	12	13
4.	ICT help in having access to database not found in the local library	30	20	-	-
5.	PowerPoint in teaching Business Education will help teacher to use different modern instructional materials	25	20	5	-
6.	Does the use of ICT encourage business education to learn	25	20	5	-
	TOTAL	130	102	42	26

The above table deals with the various inference of ICT in teaching and learning of business education. It is clear from the above table that the ICT will positively affect the teaching leaning process as many students strongly agrees that the ICT will improve the quality of education while only few students disagreed the same. The table shows that ICT will boost the brain of students and also helps the students to access a lot of information regarding learning. ICT encourage students to learn in a effective manner. ICT provides opportunities to students to learn new things and it also helps the teacher to use different instructional material with the help of power point presentation.

Thus, from the above table it is concluded that the students have agrees that the ICT will positively influence the students and hence, students learn in an effective way and the teachers use ICT in a modern way to motivate the students to learn in an effective and efficient manner.

Interpretation

Table 2 shows the factors affecting the adoption of ICT in teaching and learning business education. A survey covers 20 teachers and the choices are given to teachers to agree or disagree as the teachers adopt ICT in learning and motivate students to learn in a different way.



Table 2: Factors affecting the adoption of ICT in Teaching and Learning Business Education

S.No.	Items	SA	A	D	SD
1.	The cost of procurement (Computer Lab) affect the usage of ICT in teaching business education	10	8	1	1
2.	Cost of internet subscription	5	5	4	6
3.	Irregular power supply is really a major problem in adopting ICT	15	5	-	-
4.	Lack of qualified and competent manpower in computer is another major factor	2	3	10	5
5.	Uncontrolled population of students admission into classes can affect the usage of ICT	9	9	1	1
	TOTAL	41	30	16	13

The above table shows the various factors which affects the adoption of ICT in teaching and learning business education. According to the above table, there is a difficulty in using ICT in school as the procurement cost effects the usage of ICT in teaching business education and the another main problem is irregular power supply which is a major problem faced by the teacher. Here students wants ICT in education and they like to use ICT in education but the problem is faced by the teacher as the teacher find difficulty in using ICT in education. Due to large number of students in a classroom it is difficult for the teacher to use ICT. Due to the above said reasons the teachers disagrees to adopt ICT in teaching business education.

Recommendations

- Business education teachers should undergo training in ICT programme to have more skills and competencies.
- School should have more ICT resources constructing well furnished ICT labs.
- The school managements should control the influx of students/admission into classes by following the standard teacher-teacher ratio in-line with available infrastructure.
- Constraint electricity supply in the school to help generate power for computer equipment and gadgets.
- School should have modern ICT equipments for enhancing effective teaching of ICT in business education.
- ICT facilities should be maintained regularly.
- Administration must focus more on individual student to develop their ICT knowledge.
- Schools should employ an ICT technician for proper maintenance and repair of the ICT equipments.

Conclusion

Information and Communication Technology is an effective tool that could enhance teaching and learning in business education programme. ICT improves teaching and learning and it's important for teachers in performing their role of creators of pedagogical environments provided that both the teachers and students should be acquainted with relevant skills and competencies that ICT provides. ICT is good in increasing the quality of an education but without proper connection or irregular power supply it is meaningless, there should be a proper maintenance of ICT as it helps to acquire broad knowledge about the subjects and improve student's skills.



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