The Implication of ICT on Business Education

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ABSTRACT

This article outlines the significant difficulties and delivers a glimpse into the future of education and ICT. In the introduction, we learn about the so-called "knowledge-based society" and how technological advancements have opened the way for educational progress and spurred the creation of new data. The article tends to discuss the significance of Involvement in the modification of the teaching-learning process by each educational agent (student/teacher). This research over the impact of ICT in education is focused on the doctrinal methodology. It makes use of several research articles from books and journals to formulate the final opinion. The analysis conducted by the researcher prominently makes use of primary sources of information.

The teaching and learning processes in Business Education at higher institutions in several countries, including India, are still primitive. Due to the widespread lack of enthusiasm for innovation, both professors and students continue to rely on textbook knowledge and lecturer-led class verbalization. Both academics and students believe that the administration has ignored education. As a result, many Business Education teachers and students have not yet wholly embraced ICT for teaching and learning. As a result, we are soliciting research in this area. Incorporating ICT into education can aid in developing a new model of learning and teaching in a world reduced to a small village by technology. Every industry and government has been transformed by the widespread use of information and communication technology (ICT) over the past two decades.

Keywords- ICT, business education, education.

I.   INTRODUCTION

Our culture has been labeled a "knowledge-based society" because of the tremendous amount of data that is now being generated. To relate it to technology, some researchers call it the digital society or the information society; nonetheless, both terms hold the idea of living in an era in which the accumulation of knowledge offers a push to social interactions.

More and more people want to include cutting-edge technologies like information and communication technology (ICT) in business education. Computers and other electronic devices are used to process data in ICT. All technologies or facilities involved in electronic communication and information processing must be managed with competence and experience to maximize their educational potential. As a result of ICT's creative instrumental tools, educators can adjust the teaching and learning processes to improve the interest of pupils. When it comes to expanding educational opportunities for the general public and raising the standard of classroom instruction, ICT is seen as a critical tool.

In business studies, students learn about real-life business practices. This helps them become more aware of how businesses work. The class is meant to teach students about the basics of business, like how to run a business. People who study business are interested in how to get and keep money and move it around. Business studies prepare students for many different jobs or help people in that job become more efficient and move up in speaking and writing so that they can do their jobs better.[1]

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[1]*THE USE OF ICT IN TEACHING AND LEARNING BUSINESS STUDIES*. (2022). Modish Project. Com. Retrieved   April   6,   2022,   from

II.   REVIEW OF LITERATURE

The paper titled "Impact of ICT on Education: Challenges and Perspectives" by Ronald M. Hernandez outlines the major obstacles and discusses the future of ICTs and their relationship to education[2], training, information, and ICTs, as technical instruments, have enhanced the importance and educational conception by building new models of communication, as well as creating spaces for debate, training, information, etc., and also breaking down traditional classroom barriers.

As per Daniel, there are two broad groups of Information and Communication Technologies used in education: ICTs for education and ICTs in education.[3]Developing ICTs for teaching and learning is called "ICTs for education." In contrast, the term "ICTs in education" refers to the incorporation of generic ICT components into the process of teaching and learning.

The study by OkoroJames focussed on the application of ICT in business education[4]According to the findings of this study, several tactics may be used to improve the teaching of ICT in the Business Education curriculum in Nigerian universities. Using ICT as a teaching tool has the potential to benefit students, professors, and the business community as a whole. Study findings include a lack of suitable facilities and equipment, frequent power outages of ICT facilities, and a lack of effective application of ICT policy.

Conor Vibert's paper titled "Creating Value in ICT-Enabled Business Education."[5]discusses the manner in which ICT-enabled education has failed to bring about a much-heralded and highly anticipated transformation of business education based on the emergence of new and compelling sources of educational value. A strategy for identifying better methods to employ ICT in business education in the future is proposed in this article.

https://www.modishproject.com/use-ict-teaching-learning-business/

[2]Hernandez, R. M. (2017). Impact of ICT on Education: Challenges and Perspectives. *IEHE*, *5*(1), 325–327.https://doi.org/10.20511/pyr2017.v5n1.149

[3]UNESCO. (2002). *"Foreword" in Information and Communication Technology in Education- A Curriculum for schools and programme for teacher development*. Daniels J.S.

[4]James Okoro. (*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, Vol 6*, 10*.

[5]Conor Vibert (2005)*Creating Value in ICT-Enabled Business Education*, FRONTIERS OF E-BUSINESS RESEARCH.

III.   RESEARCH OBJECTIVES

Student responsibility for their own learning has taken a major step forward because digitalization has become a significant revolution. New technologies have been incorporated into educational and pedagogical paradigms, creating a new learning environment where students can learn at their own pace. A primary objective of this research is to examine how ICT can be used to enhance education.

Prior to executing this project across the learning community, I was interested in examining the following questions through my research:
1.   The impediments to integrating ICT into the curriculum and the manner in which they are to be defeated.
2.   The link between business education professors' use of ICT and business education instruction in tertiary institutions.

IV.   CONTENT

Integration of Education and ICT

To properly appreciate the value of ICT in education, it is necessary to grasp what ICT is. The abbreviation ICT refers to information and communication technology. Many different tools and resources for communicating, generating, transmitting, and managing information make up this type of technology. Many countries today regard ICT skills and concepts to be critical components of education in many of these countries.

The knowledge-based society has undergone significant transformations as a result of ICT. Since its inception, it has spawned numerous offshoots that have had a far-reaching impact on society as a whole, with the most significant of them being an increased emphasis on education. Transforming education through the use of information and communication technologies is a massive undertaking with far-reaching repercussions. Pedagogically speaking, the use of technology in education and how it can be used to construct and consolidate meaningful learning is now being studied.[6]

With the rise of a knowledge-based economy, we are living in a more competitive world. These ideas and the technology edge are the basis for school educational procedures. The way people connect, communicate, study, and investigate has been profoundly altered by technological advancements in education. Consequently, technology has become a catalyst for opportunity, opening the door to educational innovation, with the results of this scientific improvement aimed at addressing social and educational issues that are beneficial to growth. The invention of

[6]Mohammed Al-Kamel, *The Use of ICT Tools in English Language Teaching and Learning: A Literature Review*. (2008).

calculators, televisions, and voice recorders, among other devices, sparked this trend early on.

However, technological advancements have made it necessary to incorporate technology into education to promote student learning. Lastly, the entire teaching-learning process culminates in the act of instructing.

Information and Communications Technology (ICT) Poses Unique Educational Challenges

Undoubtedly, ICTs contribute to education and society as a whole through their adaptability and flexibility in an ever-changing context. While labor was once the primary beneficiary of this process, the time has demonstrated that society relies on a technical approach to produce and acquire knowledge. It is important to remember that the main challenge now is how to deal with this new technological approach to teaching and learning." The fields of knowledge are changing rapidly due to the rapid advancement of technology and its contributions. Here, it can be seen that education as a discipline is taking on new challenges that deserve further investigation.

A teacher's ability to organize the classroom is critical to a successful ICT integration in the classroom. Taking the "jump" forward and "breaking up" old formulas through collaborative and team-based education is a hot topic right now.[7]

However, the use and utilization of ICTs in education have not yet been recognized as a means of providing meaningful learning. As a result of these misconceptions, traditional education continues to be plagued by the notion that ICT is a means for accessing and transmitting the information.

ICT in Business Education

ICT refers to the application of computer technology, which encompasses media, delivery systems, hardware, peripheral devices, and software. ISTE NETS guidelines and UNESCO use this term to describe the use of technology in the classroom[8]

Academic programs in business education are designed to help students acquire the skills they need to succeed in their careers, manage their own businesses, live more comfortably in society, and help build a better nation. As a result, its constituent parts combine general education and business elements. Since the industrial revolution in the Western world and indigenization policies, the demand for business knowledge has continued to rise and increase.[9] Higher demand for business education is on the rise to fill the void left by

increased unemployment. Youth restlessness and social vices cannot be avoided if the skills gap among those who have graduated from the nation's higher education institutions is not closed.

As a result, it is imperative that students receive business education via a teaching and learning approach that maximizes the use of ICTs. Until then, the program's lofty ambitions could not be met. ICT is increasingly being used to enhance people's quality of life nowadays. In recent years, its use has increased significantly. Numerous language institutes worldwide have recognized the critical role of ICT in the teaching-learning process.[10]Information and communication technologies (ICT) are critical in communicating, establishing, and managing data.

ICT has been widely recognized as one of the most effective tools to be used in the teaching and learning process. Throughout this research, the term "electronic technologies" refers to a wide range of technological tools, electronic technologies, and resources that are utilized to transmit, disseminate, manage and store information in the course of teaching and learning. The idea of the impact of ICT on learning is that it enables learning to take place anywhere, at any time, and in any way. Based on the findings that students without phobias do much better than students with computer phobias, undergraduate students should not have a fear of information and communications technology (ICT). Students in higher education institutions in undeveloped or underdeveloped countries have access to information and communications technologies (ICTs) in an insignificant quantity.

According to the mean responses of business educators in universities compared to their counterparts in colleges of education, there is no statistically significant difference in their educational effectiveness and cost-effectiveness in using ICT in Business Education in tertiary institutions in India.[11]It was found that effective use of information and communications technology (ICT) in business education programs, including the integration of ICT equipment and tools into the teaching-learning process as a media and methodology, is required. It was recommended, among other things, that the government and other significant stakeholders should direct their attention and resources toward tertiary institutions to address issues related to the use of information and communications technologies (ICTs) in business education at the tertiary level. Consequently, more competent business education graduates will be produced, who will be able to embrace

[7]Bingimlas, K. (2009). Barriers to the integration of ICT in Teaching and Learning Environments: A review of Literature. *Eurasia Journal of Math, Science & Technology*, 5(3), 235–236.

[8]UNESCO. (2007). *ICT in Education Program*. Ed Ellie M.

[9]Osuala, E. C. (2009). Business and Computer Education. Enugu: Cheston Agency Limited.

[10]E. Okon, E., & I. Okon, F. (2013). ICT Utilization and Teaching – Learning in Business Education in Tertiary Institutions in Cross River State. *Mediterranean Journal of Social Sciences*, 4(5).

[11]Anthonia Chinyere Okoye, & L.N.N. (2020). *ISSUES IN THE USE OF ICT IN BUSINESS EDUCATION IN TERTIARY INSTITUTIONS IN ANAMBRA STATE.*

the usage of ICTs and compete worldwide in the world of work.

Slow Progress of ICT-Enabled Education

In order to explain the apparent failure of information and communications technology (ICT) to revolutionize business education over the past decade, it is necessary to consider aspects that are common to all ICT-enabled education. Even if we disregard the elements that contribute to the failure of particular programs (for example, technical malfunction, poor organization, and weak design), The lack of progress in business education ICT appears to be due to three main factors-

1. The failure of initiatives that were leading the charge toward the introduction of ICT in education has had a significant impact to begin with. The media pays close attention when such tragedies strike high-profile ventures in a particular industry. A significant blow to the online education industry's reputation was dealt with by the failure of several prominent companies in this field. Customers' opinions of the value of what was on offer in ICT-enabled education were influenced, and demand for such services slowed.

2. A second argument for the slow advancement of ICT-enabled education is based on the institutional considerations that have slowed the pace of change in the field. In such cases, unrealistic deadlines are invoked, as well as the difficulty of individuals and organizations to relinquish existing (and, in many cases, centuries-old) institutional and real capital in the quest for speculative gains.

3. Teaching and learning studies in the field of education have discovered a third factor for the slow growth of ICT-enabled learning. An effort has been made to figure out how to employ all forms of information and communications technology in business education to their full potential. Even though it stretches back to the very beginning of the information and communications technology era, this body of Literature continues to increase with each passing year. Reports on all manner of trials and experiments, as well as hypotheses and stories regarding what works and what does not in ICT-enabled education, may be found in abundance. It is clear that there is a dearth of a solid foundation of theory and practice in ICT-enabled education and that there is no trustworthy framework for evaluating whether it can make an excellent contribution to educational results. A more dependable body of knowledge on which to base future decisions has been demanded due to this.

An approach to recognizing value creation in ICT-enabled business education based on heuristics

The issue of value creation is intriguing in the context of ICT-enabled business education. Few students go into business for the purpose of the business study; instead, they study to get a job with better terms than they would have obtained if they had not gone down this path in the first place. Therefore, business education (like with other professional courses) includes two kinds of customers: An individual student, who is considered to be the first client, and their employer, who may be considered the last customer. Furthermore, they are willing to pay a premium in exchange for the student's access to his or her accumulated skills and information. Since business school graduates are no more effective at their jobs than non-graduates, there is no benefit to attending a business school. A gap between perceived benefit and resource cost cannot exist if there is no difference between perceived benefit and resources required to provide the study program. Employers or students will pay no premium to hire recent graduates in this situation.

Until now, business schools have ignored the instructional potential of information and communication technology (ICT). For many years now, the relevance of education has been widely accepted, but attention has been focused on the novelty of ICT rather than its capacity for creating value. There have not been many efforts put into developing ways to connect the particular capabilities of ICT-enabled education with the provision of educational value.

ICT-enabled education was assumed to have a bright future when it was assumed that new pedagogies would emerge to assist the use of new technology and encourage market acceptance of ICT-enabled education while also encouraging the academy to develop new, appealing learning products.[12] This did not take place. The future of ICT-enabled education depends on putting students at its center. Online learning systems must be able to facilitate two-way communication, collaboration, and participation in order to be truly effective. Rather than trying to imitate the past, new technologies are being developed that focus on the present and the future of learning. Technology that manages online learners is being replaced by an emphasis on facilitating and scaffolding the learning process. Instead of focusing on shovelware, the emphasis is now on mindware.

V. CONCLUSION AND SUGGESTION

Technology in education has extended throughout society due to the widespread usage of information and communication technology (ICT). It will positively impact how students, teachers, and educational institutions all work together. Examining a variety of educational viewpoints reveals an undeniable trend toward an educational system that is both transformational and adaptive through the use of technology, which is a clear sign of its expanding relevance in the field. Whenever the educational system can build meaningful learning based on experiences and reflective content, capable of having both students and

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[12]Bonk, C.J. (2004). *The Perfect E-Storm. The Observatory on borderless higher education.* http://www.obhe.ac.uk/products/reports/publicaccesspdf/Bonk.pdf.

teachers develop knowledge, ICT should be used. The aforementioned is not just for the classroom. Every moment and place where learning takes place must consider the idea of becoming this noteworthy achievement.

The study examined the association between Lecturers and Students in the use of ICT in Business Education. The findings indicate that if ICT is fully utilized, it will help close the skills gap among graduates of postsecondary schools. According to the conclusion reached, Teachers and students at postsecondary institutions should attempt to obtain personal computers so that they can use them in the classroom and other ICT devices and use them equally for teaching and learning.

Finally, it is concluded that information and communications technology (ICT) facilities assist a successful teaching and learning process in Business Education. Based on the findings, it is recommended that institutions and departments delivering Business Education make ICT resources available to their students. More than that, Personal computers (PCs), Internet-enabled mobile phones, and other technology should be available to students and faculty alike to supplement the severe lack of ICT resources in the school system.

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