

Constraints Militating Against Utilization of ICT in Teaching of Business Education in Nigerian Universities

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Abstract

This paper discusses the constraints militating against the utilization of information and communication technology in Nigerian universities where business education programmes are being offered. The paper also examines the teaching and learning of information and communication technology. In addition, the paper discusses benefit of using information and communication technology by the teachers as well as the benefit of utilization of information and communication technology by the students. Some of the constraints which were highlighted and discussed were lack of computers, lack of qualified teachers to teach ICT in schools, lack of provision of electricity in schools, fear of indispensable, lack of internet connectivity and obsolete computers etc. Some recommendations were made thereafter, among which are university authorities to improve course management (both in the regular curriculum and in distance education), Collaborate in online teaching and learning with others faculty and students from around the world, recruit qualified business education ICT teachers, provide electricity as well as solar generating sets for all the universities and connect all the universities, faculties as well as departments to ICT nationwide.

Keywords: *Constraints militating, Utilization of ICT, Teaching of business education, Nigerian university*

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Background to the Study

According to Gbenga (2006) most Nigeria tertiary institutions are already having computer study as part of their academic programmes, most of them are still theoretical in nature to impact meaningfully on the society. The Nigerian universities commission recently established a virtual learning website but its impact is yet to be seen and it is too early to assess. In fact, information and communication technology has had more impact on administrative services such as admission, registration, fee payment and purchasing than on the fundamentals of classroom teaching and learning. But even if information and communication technology has not revolutionized the classroom yet, it is changing the learning experience of students by relaxing time and space constraints as well as providing easier access to information online journals and ebooks, students portals etc. an achievement that should not be downplayed (Gambari and Okoli 2007).

UNESCO (2002a) while we recognize that the use of instructional technology in the higher education teaching and learning process is still in its infancy in Nigeria. Information and communication technology instructional use is vital to the progress and development of faculty and student alike. Higher education institutions especially those in the west, have adopted information and communication technology to impact upon students the knowledge and skills demanded by 21st century educational advancement.

Lack of Computers

Desktop and Lap-top are still very expensive in Nigeria such that more than 85% of business education students are unable to acquire one for their academic utilization. It is unfortunate to note that government agencies, non-governmental agencies (NGO) corporate organizations and individuals have not in any way been able to assist business education students by donations. There are still large percentages of business education students who are still unable to purchase computers for use. Currently new computers are as from N200, 000.00 upwards. This assertion is in line with Joshi and Chugh (2009) that stated that information and communication technology has immense potential to motivate and engage students in learning. Innovations in technology can be used in enhancing existing teaching and learning tools in the classroom in order to facilitate the development of computer-related competencies in business education. Technology allow students to have control over their learning environment and to act as self-directed learning's promoting more active learning.

Lack of Qualified Teachers to Teach ICT in Schools

The quest for information and communication technology in Nigeria today is on the high side and the number of qualified information and communication technology teachers is on the very low side. Though there are so many business education students willing to be taught computer skills than there are qualified teachers to transfer the skill. Therefore the lack of knowledge on the part of business education teachers on the usage of information and communication technology to teach students poses a serious problem to the teaching of business education courses in Nigerian university system where business education courses are offered. Hence Agbamu (2004) stated that business education teachers might find it difficult to deliver the appropriate education and training to their students. This is because the more a business education teacher is able to utilize information and communication technology to teach his students, the more he will impact on these students.

Lack of Electricity

Nigeria being a developing nation cannot boast of twenty four hours electricity supply to its citizens. The institutions are directly connected to Power Holdings Company of Nigeria, yet no electricity of power is supplied to the institutions. It is on a sad note that some of the faculties and departments of the institutions cannot afford a generating set such that can power the entire computer for teaching and learning. Consequently, both the teachers and students are handicapped and may not be able to offer the computer lesson.

Fear of Indispensable

The teachers may be afraid of being rendered irrelevant due to the introduction of computers in all aspect of education. The 'feel' that the teacher still remains an authority and 'know it all' in the class which the teacher cherish which makes them otherwise is deemed an enemy of the class.

Lack of Internet or Slow Connectivity

Some of the Nigerian universities are not able to connect to the world wide web, even if the universities are connected, department of business education where students are to be taught information and communication technology are not connected due to the high costs involved in the connection.

Lack of Initiative by the Community to Connect ICT

The communities do not see the need to purchase and subsequent installations of computers to their universities as a priority. They consider water, health care provision, provision of water and other amenities most essential than purchasing computers for the universities.

Obsolete Computer

Nigeria being a developing nation with high rate of poverty has become a dumping ground for allsorts of old and dead computers. All sort of obsolete computers which my children popularly referred to as 'Mary-Slessor' meaning very old and obsolete computers used by the great, great fathers of developed nations like America such as earlier than windows 93, 98, 95 etc.

Broken down Computers

In view of the fact that computers have just recently found their ways into Nigeria a developing nation, more especially, these computers were purchased as second hand made it impossible to have competent hands for the services and repairs of the computers. Instead of the few computer engineers to service the computers, they damage the computers the more or damaged it beyond repairs. The authors of this research are victim of circumstance with their laptops and desktops computers. The few computers that are found in our lab are full of broken down computers, some repairable while others are not, This has immensely actually affected the business education programme in Nigeria thereby contributing to the major problem of utilization of computer in Nigerian universities.

Fear of Redundant by Older Teachers

There is the fear from the older teachers that they cannot undergo the training of the utilization of information and communication technology. Therefore, they may likely be disengaged from services. Hence they are afraid that management may recruit highly skilled young teachers to operate the information and communication technology while this may not be the case. They

equally have the fear that their students will know information and communication technology more than them through the younger teachers. Again the fear that their students will be exposed to undesired sites e.g. 'internet fraud' increased moral degradation, internet pornography, cyber bullying and other anti social behaviours is a worrying emerging problem, through the use of the internet, the fear of infection of viruses to their computers leading to data loss, while this may be true to some extent, proper education on the safe use of computers and help alleviate some of the fears.

Lack of Finance

Lack of finance and distributive capacity are some of the major dilemma utilization of information and communication technology is faced with. Nigeria has not been able to employ qualified business education teachers, and provided resources to keep up with this demand. This brings about compromised quality of education. Many Nigerian universities are faced with predicament of educational expansion that corresponds with economic development. Information and communication technology can play a very significant role in equalizing opportunities for marginalized groups, communities and universities. But the paradox is that for those groups' communities and universities those are unable to cross the information and communication technology, is yet another means to further marginalize them. Education has a major role to play in resolving this problem. Until information and communication technology becomes part of both the delivery and content of education, the disadvantage will deepen and development will suffer.

Teaching and Learning ICT

Association of African Universities (2000) and Yusuf (2005) identified the following application of information and communication technology in teaching and learning but unfortunately business education is:

1. Unable to provide basic computer literacy skill.
2. Unable to provide basic computer literacy skills relevant to respective academic disciplines.
3. Unable to improve student's motivation.
4. Unable to improve access to remote resources.
5. Unable to improve communication skills.
6. Unable to improve higher order thinking skills.
7. Unable to provide content (e.g CD-rom, [www.etc](#)).
8. Unable to support teaching methodology (e.g. group work tools for group assignment on the internet).
9. Unable to improve course management (both in the regular curriculum and in distance education).
10. Unable to collaborate in online teaching and learning with others faculty and students from around the world.

Obajemu and Ibegwam (2006) pointed out that libraries in Nigeria are still on the race to make their services totally information and communication technology.

Challenges in Nigeria's Educational System

The Nigerian education system is not without a number of challenges that have resulted from different political systems, population growth, international and national decrees and a new

socio-economic dispensation. Below is snapshot of issues that characterize the Nigerian education system in relation to access, quality, equity and relevance:

1. Inadequate infrastructure and info-structure (poor infrastructure, inadequate classrooms, teaching aids, and poor learning environments due to neglect of the physical facilities).
2. Low rate of growth of teaching staff population.
3. High rate of growth of students'
4. High student to teacher ratios
5. Lack of qualified teachers
6. Lack of incentives in the system for the teaching workforce
7. Lack of adequate staff development programmes for sustainable career structure
8. Inadequate instructional materials, books and learning materials
9. Gender disparity which is more pronounced in the rural areas
10. Declining standards in quality with learner achievement test results comparing unfavorably with other countries in the region
11. Lack of funding. (It has been observed that recurrent budgetary allocation has never exceeded 10% in Nigeria)
12. Lack of effective monitoring of the management of funds presently being allocated to the sector
13. Inadequate directional, relevant and functional curriculum
14. Inadequate teaching and learning facilities leading to poorly prepared students, examination malpractices and lack of self confidence in student graduates
15. Lack of correct and reliable operational data and statistics for education Planning.
16. Inadequate funding
17. Inadequate administrative procedures
18. Multiplicity of initiative especially in ICT and education without any coordinating mechanism resulting in duplication of efforts and wastage of resources
19. Lack of a systemic and systematic approach in ICT use in education settings in order to tap into the potential of ICTs to address the challenges in the education system

Constraints of utilization of ICT in Universities

According to (World Bank, 2000 as cited by Ololube, Ubogu & Ossai, 2007) empirical studies have indicated that even teachers who have competence in the use of ICT do not integrate them in their teaching. Constraints of quality and lack of resources are compounded by the new realities faced by higher education institutions battle to cope with every increasing student's numbers. Not only have higher education systems expanded worldwide, the nature of the institution within these systems has also been shifting, through a process of differentiation.

Pelgrum (2001) opined that obstacles for ICT implementation include the following: Insufficient number of computers, teachers' lack of ICT knowledge/skills, difficult to integrate ICT to instruction, scheduling computer time, insufficient peripherals, not enough copies of software, insufficient teacher time, not enough simultaneous access, not enough supervision staff and lack of technical assistance. Similarly,

Lewis and Smith (2002) summarized these barriers as limited equipment, inadequate skills, minimal support, time constraints and the teacher's own lack of interest or knowledge about computer. Kwacha (2007) also noted that the most common constraints associated with the effective implementation of ICT are lack of qualified ICT personnel, cost of equipment, management attitudes, inconsistent electric power supply, inadequate telephone lines, particularly in rural areas and non inclusion of ICT programmes in teacher' straining curricula and at the basic levels of education.

Accorlding to Patil, (2012). The following are ICT benefits to the students

1. Computers can improve independent access for students to education
2. Students with special educational needs are able to accomplish tasks working at their own.
3. Create greater enthusiasm for learning amongst students,
4. Visually impaired students using the internet can access information alongside their sighted peers.
5. Give greater exposure to vocational and workforce skills for students,
6. Students with profound and multiple learning difficulties can communicate more easily.
7. Students using voice communication aids gain confidence and social credibility at school and in their communities.
8. Increased ICT confidence amongst students motivates them to use the Internet at home for schoolwork and leisure interests.
9. Provide distance learners country-wide with online educational materials.
10. Provide learners with additional resources to assist resource-based learning.

ICT benefits for teachers, non-teaching staff:

1. Reduces isolation for teachers working in special educational needs by enabling them to communicate electronically.
2. Provide opportunities for multiple technologies delivered by teachers,
3. Offer the opportunity for more student centred teaching,
4. Improved skills for staff and a greater understanding of access technology used by students
5. Enhances professional development and the effectiveness of the use of ICTs
6. With students through collaboration with peers
7. Materials already in electronic form (for example, from the Internet) are more easily adapted into accessible resources such as large print

Benefits of Information and Communication Technology

Bransford (1999) stated that research has shown that the appropriate use of ICTs can catalyze the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century. If designed and implemented properly, ICT-supported education can promote the acquisition of the knowledge and skills that will empower students for lifelong learning. The following are the benefits derived from the use of ICT in education:

Active learning: ICT-enhanced learning mobilizes tools for examination, calculation and analysis of information, thus providing a platform for student inquiry, analysis and construction of new information.

Learners therefore learn as they do and, whenever appropriate, work on real-life constraints in-depth, making learning less abstract and more relevant to the learner's life situation. In this way, and in contrast to memorization-based or rote learning, ICT enhanced learning promotes increased learner engagement. ICT enhanced learning is also “just-in-time” learning in which learners can choose what to learn when they need to learn it.

Collaborative learning: ICT-supported learning encourages interaction and cooperation among students, teachers, and experts regardless of where they are. Apart from modeling real-world interactions, ICT supported learning provides learners the opportunity to work with people from different cultures, there by helping to enhance learners' teaming and communicative skills as well as their global awareness. It models learning done throughout the learner's lifetime by expanding the learning space to include not just peers but also mentors and experts from different fields.

Creative Learning: ICT-supported learning promotes the manipulation of existing information and the creation of real-world products rather than the regurgitation of received information.

Integrative learning: ICT-enhanced learning promotes a thematic, integrative approach to teaching and learning. This approach eliminates the artificial separation between the different disciplines and between theory and practice that characterizes the traditional classroom approach.

Evaluative learning: ICT-enhanced learning is student-directed and diagnostic. Unlike static, text- or print-based educational technologies, ICT-enhanced learning recognizes that there are many different learning pathways and many different articulations of knowledge. ICTs allow learners to explore and discover rather than merely listen and remember.

According to Organization for Economic Co-operation and Development (2005) and Gbenga (2006) information and communication technology can work in a number of general ways;

1. It can be used to help in school administration.
2. It can be used to train students in skills which they will need in further education and as an ongoing learning process throughout the rest of their lives and for their future jobs, e.g. word processing, email communications etc.
3. It can provide access to information and communication outside the classroom e.g. via the Internet.
4. It can be used to support teacher development via external networks.
5. It can support and potentially transform the learning and teaching process.
6. ICT has a number of features which it particularly suitable for tertiary education:
7. It combines and integrates a full range of media essential for effective learning. The ICTY uses sounds, vision, text and numeric data.
8. It provides lecturers with new opportunities and in particular, distance learning and involvement in the real-world.
9. There is an opportunity to increase the interest and involvement of students by the one to one relationship provided by the student and computer.

10. It provides students with an opportunity to work and learn on their own.

Conclusion

Information and communication technology is indispensable teaching and learning tools, therefore for any successful teaching and learning to take place both the government and universities authorities must make frantic efforts to provide all the necessary facilities and human resources.

Recommendations

The authors however recommended that various governments and universities authorities should

1. Provide basic computer literacy skill.
2. Provide basic computer literacy skills relevant to respective academic disciplines.
3. Improve student's motivation by providing both desktops and laptops for them.
4. Improve access to remote resources.
5. Support teaching methodology (e.g. group work tools for group assignment on the internet).
6. Improve course management (both in the regular curriculum and in distance education).
7. Collaborate in online teaching and learning with others faculty and students from around the world.
8. Recruit qualified business education ICT teachers.
9. Provide electricity as well as solar generating sets for all the universities.
10. Connect all the universities, faculties as well as departments to ICT nationwide.

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