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Achieving Effective Delivery in Business Education Programme through Proper Adoption of Modern Office Technologies

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Abstract

The rapid pace of innovations and changes in technology has affected almost all disciplines of academics and it has become necessary to implement paradigm shifts in order to produce graduates that are relevant and competitive in the world of work. Changes in technologies have introduced a new method of instruction in business education, from classroom teaching to technological based teaching and learning. This is because technology has taken a center stage in the activities of a modern office. At the moment, there seems to be a shift from the manual equipment to electrical and electronics equipment. Business education programme is designed to prepare skilled manpower in our society, but due to changes in technology, this programme is gradually losing its viability, relevance and responsiveness. Therefore, there is an urgent "need for the introduction of modern office technologies in the teaching and learning of business education courses." These modern technologies will aid business education students in learning new skills, new knowledge, and application of new methods and processes of work execution and business operations. Therefore, the concern of many organizations today is how to get workers that are proficient in the use of modern technologies. It is against this background this paper examines the modern office, technology adoption in business education programme, importance of modern technologies to business education, and "barriers to the adoption of modern technologies in business education" in Nigeria. The paper therefore recommends that facilities and equipment needed for business education programme should be provided and the obsolete ones changed where necessary, business educators should update their skills in other to fit in properly with the current trend, among others.

Introduction

The trend in office technology has taken a different direction of what it used to be in the past. Trend is simply the direction in which something is developing or changing. This is owing to the fact that corporate operations are becoming more complex on a daily basis as a result of recent breakthroughs in technological and scientific advancements. A pretty standard Office painted a bleak picture a few decades ago. There was a tiny amount of paperwork that was managed manually by just a handful of clerks without recourse to machinery or labour-saving tools. The clerks had to write everything by hand because typewriters were not very common. Cell phones and automated voice devices could not be commonly used, and documents were written before being sent. All international and domestic correspondence was executed or undertaken out by human agency. The owner of a company or perhaps the chief clerk might typically be found sitting mostly in office space, monitoring and directing office operations as well as actively handling clients or guests. Either people were unaware of or did not use scientific methodologies. "During that time office work was boring, slow and labour intensive" (Ejeka, 2015) [3]. The introduction of the manual typewriter in 1870 brought about a miniaturized transition in the old office. Osuala (1998) [19] observed "that the most common office equipment before the office revolution were typewriters, telephones and filing cabinets."

These all offer the measure for carrying out the three primary information activities of document creation, communication, and archiving. These three classic methods, in Osuala's opinion, are still an integral feature of corporate life today, but the virtual world has brought about a variety of inventions that have either supplemented or supplanted them. Etonyeaku (2009) [8] noted "that secretaries in the organizations of yester years were dealing with papers worked with manual machines, relied on postal services for external communications and kept office records in the cabinets. The desk, the typewriter, the filing cabinet and the plethora of paperwork is evident in the old office." The old office concentrates more on manual operating devices/machines such as typewriter, perforating machine, stapling machine, cyclostyling machine and other consumables equipment used in carrying out activities in the office (Evroro, 2006) [9].

The emergence of modern technologies in offices and other sectors of the economy have necessitated the need for change in methodology, approach, practice and training. This is the reason why Nwadiani and Egbri (2016) [16] noted that modern technology has altered the way things are done globally. Modern technologies have brought visible changes in the ways people view and do things. It is crystal clear that change is the only constant factor in life and it must be noted that the methods of instruction and learning used in business education must constantly develop to reflect that which is feasible mostly in workplace. However, it is highly regrettable that the graduates of business education of today are not taught with modern technologies and this ugly trend may hamper their chances of securing gainful employment in labour market. In response to the needs of the individuals and the communities, it is urgently necessary to modify the operations of business education in Nigeria.

A component of Vocational Technical Education (VTE) is business education, it is "a training that gives an occupational identity. This training provides individuals with knowledge, skills, understandings and attitude for employability and advancement in office occupations as well as the teaching business subjects. It is training designed to furnish its recipient with business skills and competencies required for use in offices, business environment and business policy analysis." As postulated by National Policy on Education (FRN, 2013), "business education is considered as a veritable instrument for preparing students for the enterprise as employees, employers and entrepreneurs." Osuala, (2009) defined business education as "a programme of instruction which consist of two parts, via office education, a vocational education programs for office career through initial, refresher and upgrading education leading to employability and advancement in office occupation and General business education, which provides students with information and competencies which are needed in managing personal business affairs and in turn using the services of the business world."

As a result, it is necessary to use contemporary techniques to give lessons in business education. This is because, for a programme to remain vibrant and relevant, it must be capable of meeting the demands of its recipients and the society. It must provide the needed knowledge, skills, aptitude and ability of the learner.

Modern office technologies

The modern office makes use of modern technologies in carrying out their activities. These contemporary inventions ought to be incorporated into business education's curriculum. Owing to the highly skilled expertise gained, engaging learners to new technologies will aid in employment security, allowing degree holders of business education to launch their own companies upon graduation. A student is technologically empowered when he/she is aware and has access to modern technology resources. Modern teaching and learning technologies for business education programs include the following: "Voice System, Word Processing, Optical Character Recognition (OCR), Data Processing, Reprographics, Micrographics, Facsimile transmission, Graphic Systems, Telecommunication (a) Teleconferencing (b) Videoconferencing (c) Computer conferencing (d) Tele-presence (Latest Innovation by CISCO Inc.), Electronic Mail, Photocomposition, Computer Networking, and Robotics," among others.

Osuala (2009) noted that modern technologies "available for teaching and learning in business education include media typewriter or processor, video tape recorder, sound on pepper system, e-commerce, advanced calculators, dial access system, digital library, individual audio application and audio-visual retrieval system. Although these technologies are not new in many advanced countries, they are relatively new in Nigeria. While some of them are already being utilized in some schools, they are yet to be used in many of Nigeria's tertiary institutions offering business education programme." While Ezenwafor (2012) [10] gave the following as modern technologies used in business school programs for teaching and learning:

1. "Using broadcast materials or CD-Rom for information collection and storage;
2. Using micro-computers with soft-ware applications to write or produce documents,
3. Skillful keyboarding,
4. E-mail and Messaging,
5. Internet browsing using search engines, windows messenger, yahoo chat room and so on.
6. Using opaque projectors, slide projectors and multimedia projectors.
7. Utilizing e-banking, e-commerce, e-economies, and so on and
8. Utilizing different computer software, and applications such as word processors, spreadsheets, power-point, desktop publishing, and graphics among others."

A significant shift away from obsolete practices that have been developed for more than a century and toward innovative, cloud - based solutions utilizing electronic and cutting-edge microprocessor technology is beginning to take place in the present-day office. Paperless offices, automated offices, and virtual offices are however all part of the modern office.

The Paperless Office

An organization that has abandoned worksheet in favor of computerized, visual, micrographic, and microprocessing techniques and devices is known as a "paperless office." According to Esene (2012) [7] "the modern offices of today, lay due emphasis on paperless office as a way of facilitating the process of correspondence handling and operation. The 21st century Offices is an electronic wonderland where expensive paper based routine work is been replaced by result-oriented and advanced information technology. Office automation, with its micro circuitry and visual display screens, is surely to take over the old and worn-out methodology, in Office management." Most likely, in the upcoming five years, corporate data sources will be deployed and evolved to the point where they substitute desks, typewriters, filing cabinets, and mountains of papers. The offices who hesitate to see the significance of contemporary digital technologies shall be left backwards as a result of the adoption of an entirely new office culture that is built on pace, correctness, and productivity. They would be more susceptible to the technical assault of rivals who had more resources.

The following are included in the idea of a paperless workplace:

1. "The omnipresent desk will now be replaced by the multifunctional workstation with a personal computer linked to other personal computers via a high-speed Local Area Network (LAN) system. The workstation

can be further linked to the main station so that the staff positioned at the workstations can contact and manipulate information from the Office records.

2. Computers, equipped to process words as well as figures, will totally replace typewriters. The present day, word processor will slowly give way to personal computers.

3. The electronic-magnetic or optical-filing is the one to succeed the paper filled filing cabinets in our offices. Microfilming will also reduce paper records and facilitate retrieval of records.

4. For outward communication, fascimile (FAX) system will replace despatch section.

5. For inward communication, shorthand notebooks and typewriters will give way to dictating machines and printer computers, etc.

6. Desktop Publishing System will look after the entire printing work of office. It will write and format documents, create and incorporate graphics, prepare camera ready copy for printing, keep data bases of mailing and subscription lists, create official advertising files and brochures and keep all financial records — no matter how large or small it is.

7. Various machines like accounting machines, billing machines, payroll machines, addressing and mailing machines, punched card machines, etc., shall be replaced by computer network (LAN) system.

8. The automatic answering devices and automatic electronic branch exchanges will reduce the workload of the reception counter of the office.

9. The new emphasis will be on LAN system — a low cost method of connecting micro-computers, printers and data storage devices on a single site." Innovative software development use opens up new possibilities. Administrative expenses are reduced, data is sent more quickly and easily, and less time is wasted on desk tasks and superfluous activities.

The Automated Office
Relevant data was formerly sent and stored on paper. Geoffrey (2003) [13] opined that "office automation is an aid to the secretary who makes constant use of the machines, hence the machines can carry out routine work or clerical jobs quickly, accurately and automatically more than the ordinary human being can do, thereby freeing the secretary in working out payroll, and other numerous letters and calculations which need an expert and excellent touch to be done correctly." With internet and digital processes and systems gaining popularity, "in use in modern Automated Office, the so called 'Paperless Office' is becoming a near reality. 'The Office is now in a period of transition' where more and more information processing functions are being automated through sophisticated electronic systems, the Paperless Office is attainable today." Ejeka (2006) [4] noted that the "automated office functions effectively and efficiently with little or no stress at all."

Virtual Office
An integrated set of apps known as a "Virtual Office" can be accessible 24/7 online (Chopra & Priyanka, 2008) [2]. It can sync with phones and offers 18 programs, including a calendar, address book, webmail, and others. Daily, one can get the agenda by SMS or Text Message and can send SMS or Text Messages directly from the Virtual Office. One can

use a pocket PC or a mobile phone to enter the cloud - based system. A Digital Office can be established by one person, or it can be made available to a group of workers, coworkers, clients, or anybody else inside or outside the company. One can choose who participates, what to share, and with whom such information is transmitted. If permitted, the Virtual Office is accessible to anybody with Internet connections.

Technology Adoption in Business Education Programme in Nigeria
Massy and Zemsky, (1995) [15] gave the following as the "three levels of technology adoption: (a) personal productivity aids (b) enrichment add-ins, and (c) paradigm shift. Personal productivity aids are applications, which allow teachers and learners to perform familiar tasks faster and more effectively such as word processors and spreadsheets." Virtually, most tertiary institutions in Nigeria offering business education programme are familiar with personal productivity aids but some schools are not making use of these packages in the learning outcomes in a programme for management studies. Without altering the fundamental method of instruction, reinforcement add-ons integrate fresh content into the "traditional" methods of education. Instances involve e-mail, web sites and search queries, as well as audiovisual, simulations, and clip to improve seminars and exercises in the classrooms. This variable is fairly typical. As most business educators and students have e-mail, whatsapp and telegram channels for interaction and sharing of files and feedback.

The new paradigm occurs when academic staff members and their organizations redesign teaching and learning processes to fully utilize contemporary technologies. The outcome combines the finest of the old with the contemporary. A paradigm shift, as defined by Merriam Webster, is a significant change that occurs when the conventional method of conceiving about or performing a task is substituted for a new and distinct one. Learners are able and acquire new abilities as a result of the educational radical shift that duplicates global marketplace with modern technology, which in turn help students to sustain their carrier to build life after graduation. Most tertiary institutions in Nigeria offering business education programme have operated almost entirely on old technologies. Utoware and Amiaya (2014) [20] opined that the curriculum of business education should cope with the rapid changes, hence the urgent need for the introduction of new technologies into the classroom. They further stated that it is necessary that business education curricula are based on technological developments in industry/business such that it will furnish its recipients with new and current skills.

Importance of Modern Technologies to Business Education
1. Technology boosts effectiveness
Why the need to dispute the reality that digitalization improves office productivity. This is not limited to the work in an office but helps majorly in teaching and learning. With technology, teaching and learning in business education will be highly enhanced and interesting. Students will be equipped will relevant skills that will make them efficient now and in the future. Efficiency is a major key in reducing the rate of unemployment in business education in Nigeria;

This is true since a business education provides trainees with the necessary abilities to pursue both a career in the workplace and self-employment. The successful usage of ICT into business education will provide time savings and boost efficiency.

2. Technology simplifies access to educational resources:
In our country Nigeria, students now rely on technology in their everyday activities. They are frequently using their smartphones and tablets outside school and school hours to browse irrelevant information and as well watch videos online that can captivate and sustain their interest for hours. Therefore, business education students should be encouraged to use modern technologies within their reach to carryout school activities such as submission of assignments and projects, relating with lecturers on supervision. Business educators in Nigeria should be ICT complaint to make this a reality. Furthermore, modern technologies help students to stay engaged during class activities when technology is involved.

3. Technology offers an endless stream of knowledge.
The possibilities for what learners and educators may attain with digitalization are endless. It offers an unending source of information and insightful suggestions. Both staff and students can now carry out research with ease. You'll be in an advantageous state to complete your work effectively if you have useful ideas. The expectations of your trainees and of society in general can be met by you with ease. Apart from that, technology helps you keep a build your capacity and as well put a close eye on your on changes that may occur in technology in future.

4. Technology boosts Commitment
Digitalization has a reputation for keeping workers interested in their work. It enables workers to work remotely together and encourages collaboration for the goal of conveying records and other crucial information. Additionally, technology will assist business instructors in lowering the anxiety levels associated with both learning and classroom instruction. Business educators can also enjoy the flexibility in their teaching and learning when technology is involved. They can stay connected to the institution and their students via smartphones and laptops.

5. It improves learning experiences
By incorporating modern technologies in teaching and learning activities, teachers can be more innovative and creative in planning their lessons to stimulate the attention and interest of the students in business education. The teacher (business educator) stands to benefit a lot by employing modern technologies in their teaching such as develop new methods of teaching, regarded as a professional in the use of modern technologies, equip student with relevant and viably skills etc.

Barriers to Modern Technology Adoption in Business Education in Nigeria
Despite how beneficial current technology is to the corporate world, degree holders of business studies in Nigeria do not seem to possess the necessary skills for using and utilizing these innovations since some of them were probably not schooled using them. Degree holders of business programs are experiencing a high level of joblessness as a result of this circumstance. In other to revamp this ugly situation, it is necessary to identify the challenges that confront the adoption of modern technology in business education programme;

1. Inadequate ICT courses in the curriculum: there are few ICT courses "in the curriculum of business education in Nigeria," and often time, these courses are taught theoretically without the use of modern technologies. Federal Government of Nigeria (FRN, 2004) categorically stated "that students in Nigeria are only taught theory without the practical aspect of the courses" they offered. Nwaiwu, Onwuagboke, Dikeocha and Ikwugbado (2016) [17] observed that even with the few courses that incorporates technology in business education, much have not been achieved in equipping the students with adequate knowledge.

2. Inadequate modern technology: inadequate facilities and machine is a major challenge to the proper adoption of modern technology in business education programme. Modern technologies like interactive board, teleconferencing, digital library, multimedia system, digital classroom, wireless application, internet, e-mail facilities and facsimile transmission. Madu *et al* (2015) [14] observed that "technologies such as multimedia circuit TV, closed circuit TV, e-mail facilities, e-banking/commerce facilities, media typewriter and cyber cafe internet are not available in our tertiary institutions. Many tertiary institutions in Nigeria do not give adequate priority and attention to the adoption and utilization of modern instructional technologies needed for teaching and learning. The dearth of these modern technologies makes it difficult to teach and prepare business education students for the use of modern technologies now and in future world of work."

3. The model office: This is an office that duplicates a modern office with state of the art facilities. It is a place where students' carryout drills and exercises. Without the practical aspect of the programme, what is left therefore is theory, and this is a major reason for inadequate skill acquisition among business education graduates.

4. The Teacher: The teacher is faced with a lot of challenges such that he has to adjust with the way or new method of teaching with modern technologies. This requires continuous development and retraining which some business educators are not willing to embark on. Bongotons and Onyenwe (2010) [1] asserted that most business educators are not proficient in the use of modern technologies and this has hindered the teaching of ICT related courses effectively. This is the major reason why ICT courses are not well or adequately taught in our universities.

It is highly regrettably that a country like Nigeria is confronted with inadequate electricity supply and infrastructural facilities which are capable of distorting the usage of technology in teaching and learning situation. Also, the awareness and utilization of modern technologies in business education is still at the infant stage, what a pity for a generation that is witnessing advanced technological revolution and there is nothing to display or showcase during teaching and learning.

Conclusion
There is urgent need for business educators to adopt the use of modern technologies, because change is the only thing that is constant in life. This is so because modern technologies enable educational programmes to be relevant

and vibrant to its recipients and the society. Therefore, the adoption of modern technology in business education is of paramount importance today, since students are willing to become digital citizens in Nigeria, as well as global citizens. The transformation model for students training in business education must include the organized symbiosis of modern technology and practical exposure of students to office activities during SIWES which are extremely vital for quality training in business education.

Recommendations
The following are the recommendations:
1. Facilities and equipment needed for business education programme should be provided and the obsolete ones changed where necessary.
2. Business educators should update their skills in other to fit in properly with the current trend
3. Business educators should be sponsored and encouraged to attend international conferences, workshops and seminars so as to update their knowledge and skills.
4. Government should allocate adequate funds to education for these "facilities and equipment to be provided for teaching and learning."
5. Business education curriculum should be reviewed when the need arises with current skills required in the world of work. As a result, the individuals' experience and skill sets will be enriched through schooling, better preparing graduates for the job market.

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