Conceptual Study on Implication of ICT in Commerce Education

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Abstract*: ICT has recently advanced dramatically, especially in business school, where paper entry has been replaced by computers. ICT offers both teachers and students many practical ways to increase their efficacy, gain more intelligence, and add value to business education. Because of cost savings and operational efficiencies, the system perceptibly replaces essential human-performed functions, elevating utilitarianism for much more iconoclastic reformation. In-depth research is being done to assess the effects of employing ICT in the Purulia area of West Bengal, India's business education teaching-learning strategy. The quality of the performance of educational duties is arrogantly impressed by ICT application. Although there is a significant relationship between ICT and business education, both teachers and students need to be more aware of its use, according to the study's key findings, which were obtained through the distribution of questionnaires to 200 business education students and teachers in Purulia who were chosen at random. The document makes several recommendations, including the need for well-equipped ICT facilities at educational institutions and regular training sessions for instructors on how to use ICT effectively in the classroom.*

Keywords: Institutions, Learning, Teaching, ICT, and Commerce & Business Education

I. INTRODUCTION

ICT, or Information and Communications Technology, provides the most up-to-date teaching methods and atmosphere for business subjects. The traditional method of teaching business education still suits the needs of modern students. New technologies affect pedagogy, learning methodology, and information appropriation by extending the feasibility to perceptibly surpass schooling. Application for business administration and management, teaching and learning of ICT-related proficiency to strengthen the presentation of classroom tasks, teaching/learning of intellectual, problem-solving aptitudes, inciting creativity for research and communication tool by teachers and students are all examples of how ICT is used as a tool within the academic environment in business education. The teacher standing near to the student and imparting knowledge to them without the pupils showing any discernible interest falls short in the teaching and learning of business education courses [1]. Business education has made quick work of adapting its curriculum to the most effective global strategy. In order to determine the extent to which the use of ICT in the teaching and learning of business education could encourage students' intellectual development, the researcher decided to conduct the current study.

II. CONCEPT FOR BUSINESS EDUCATION

The skills needed to manage business affairs and use the services of the business world are taught in business education. Business education at colleges primarily focuses on the growth of relevant expertise and knowledge that enable a person to function productively in the workplace [2]. Beneficiaries of business education acquire the skills needed to manage business affairs and utilise industry services [3]. A business education student can readily develop the capacity for entrepreneurial endeavours, particularly during the current period of economic distress.

ICT-CONCEPT: ICT refers to a technology that gathers, assesses, feels, manages, and offers digital information communication. ICT thinks more about communication, including the internet, wireless networks, and other forums across a wide range of domains, to improve the effectiveness of information. ICT refers to computer-based tools that

people use to meet the needs of an organization's information and communication processing. ICT is a collection of technologies used for communication and information access [4].

III. ICT'S RESULTS FOR BUSINESS EDUCATION

The global business climate has been significantly impacted by technology. The use of technology in management promotes accessibility to crucial information no matter where you are and opens up possibilities for working outside the workplace. The environment has been drastically transformed by modern technology, producing entirely new economic areas. Managers operate their businesses from laptops, tablets, and smartphones; they never even consider setting up a physical location. Teleconferencing allows for online gatherings of people for business meetings, eliminating the need for long commutes. Social networking, artificial intelligence, and e-commerce are examples of digital technologies that allow businesses to more effectively improve customer experience and reach a worldwide audience. To measure sales, manage customer interactions, guarantee data security, and improve corporate processes, corporations also use sophisticated software. The global knowledge economy offers opportunities and difficulties for developing nations. Technological capabilities at the firm level do not emerge spontaneously. These capabilities go beyond a single company to a larger network in which the company is entrenched. Technology inevitably brings about changes in a number of business-related sectors, including performance measures, customer relationship management, strategy development, business environment, and human resources. To guarantee buy-in from all important stakeholders, decision-makers should understand the nature of changes, their potential impact, plan for them, and manage the change process. Technology plans must be created as a component of company strategy and must take into account how technology affects people, processes, and governance. Redesigning processes, realigning organisational structure, creating new job descriptions, and reviewing and revising policies are all necessary before e-business applications can be implemented. The COVID-19 pandemic crisis around the world is specifically disrupting all the laws and business structures thanks to e-commerce. The secret to raising an organization's productivity is its capacity to adopt new business models and technological advancements. The entire value chain must be digitalized to get the full benefits of e-business. The decision to execute an e-business effort should not be made hastily, and the advantages that can be realised from such a venture should be carefully considered before moving forward.

Both teaching and learning should successfully create their own demeanour of dexterity and become omnibus experts in the spirit of ICT. ICT should, among other things, be incorporated into the pedagogy of the study plan and other cooperative universities in the development of academic software and the use of the internet for effective perception-improving instruction should be organised by the appropriate bodies. Education today is an economic good based on ICT. How business education teachers use ICT during teaching and learning has a significant impact on how ICT is used with students. ICT has a minimal impact on teaching methods according to teachers. Teachers of business education have recently realised its value for experiential learning. ICT has a greater impact on e-mature institutions, and e-confident teachers predict that the blessing will be significant once the introduction is defined. Therefore, the objective is to empower all educators and learners to mature digitally. Understanding this new development is a good example of how the era of teaching without ICT expertise is over.

Learners' prior experiences: This has a significant impact on learners' perceptions of phenomena and their desire for careful delineation. Therefore, before reshaping their thoughts, it is necessary to study the students' viewpoints on learning and take them into consideration. Before pupils are allowed to discern minute materialisations, teachers must substantiate concurrent discernment with them.

Society's disparity Effective application of a few techniques demonstrates not only age and social context appropriateness disparity but also certifies students to link recent information to prior knowledge. Learner misconceptions: Sometimes, students seem to have false beliefs about learning new skills. This instinctual inclination resists perception, which hinders their conception.

IV. REVIEW OF LITERATURE

A thorough evaluation of the literature is necessary to provide justification for the scope of the investigation and future prognostication. Around the world, academics, researchers, welfare providers, etc. conduct in-depth studies to identify a direct link between ICT use and academic study. ICT has established an essential place in the teaching-learning process

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in the academic sphere [5]. Higher education institutions are not making the most of digital technology's potential. Most students prefer using digital tools because of their flexibility and freedom in regards to their education [6]. Higher education institutions must acknowledge the importance of intellectual capital in both society and on a global scale [7]. ICT significantly influences teaching and learning and improves student achievement [8]. ICT offers better ways for business professors to deliver lessons [9]. There is no discernible difference between teachers' and students' observations of ICT use [10]. Important tumultuous features include the usage of outdated computers, a poor maintenance culture for ICT facilities, an outdated manner of content transmission, etc. [2]. ICT educational resources for curriculum and assessment methodologies are not available to teachers [11]. Most of the time, students in business education respond ineptly in ICT classes [12]. ICT has a beneficial impact on language and knowledge achievement. The success of ICT in the teaching-learning approach used in business education is best exemplified by the students' performances [13]. ICT is impressive for both academic learning and learning how to use technology [14]. ICT is used to improve teaching and learning through digital multimedia and revive its dependability by utilising the internet and video [15]. The effects of ICT on education have been outlined by Falobi, Ajisafe, and Krubu&Osawaru (2011) in even the most isolated locales and libraries. The needs of the contemporary novice are still satisfied by traditional techniques of business school teaching. The gradual patricianization of education through the use of new technologies has an impact on teaching and learning methodologies, scientific research, and insightful information [9,10&16]. The information, skill, understanding, and attitudes that are necessary to operate successfully in the business sector as a producer and/or consumer of the goods and services that business has to provide are taught in business education [17]. ICT has had an outstanding impact on Nigerian educational practises, and this impact will only grow in the future [18].

In order to fulfil their academic commitments, universities in Ekiti State successfully afford accounting instruction utilising ICT facilities [19]. The results of a study carried out at the Federal University of Technology Yola, Adamawa State, Nigeria, show a strong association between the use of ICT by students in their academic endeavours. Additionally, it highlights students' negative attitudes towards using ICT for academic purposes. The study suggests that the government create ICT regulations and policies to promote all educational levels [20]. The availability of ICT can improve the quality assurance practises used in Nigerian universities. In line with the required norm, ICT must be used to support the adoption and upkeep of fundamental quality assurance procedures in Nigerian universities [21].The importance of ICT in education has increased as the globe moves more and more towards digital media and information, and this role will only continue to develop and flourish in the twenty-first century [22].ICT has created new methods for conducting research and teaching, as well as chances for collaborative online teaching and learning [23]. According to a study based on Skinner Theory (Operant Conditioning), people learn more effectively when their environment is controlled by reinforcers that support learning ethics and instructional strategies [24]. ICT has created a brand-new opening for liberalisation. Higher education can effectively address the majority of its difficulties thanks to the implementation and consolidation of ICT facilities [25].

V. CONCLUSION

Research shows that most schools lack the necessary ICT resources to meet students' demands, or if they do, those resources are implicitly out of reach for students. The government should provide enough money to buy ICT facilities. A society of culture leaning heavily on ICT must be developed by institutions and people alike. The report also shows that most teachers are meticulously skilled in using computers and other ICT tools in their business education teaching and learning practises. Therefore, it is important for everyone in business, including professors and students, to be knowledgeable about the most recent technological advancements. The availability, competence, and motivation of teachers towards using contemporary technology in teaching and learning are key factors in the success of ICT integration in business education.

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