PLANNING STRATEGIES FOR INTEGRATING TECHNOLOGY INTO BUSINESS AND ENTREPRENEURSHIP EDUCATION

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Abstract
The success of every economy lies in its labour force which is the aftermath of the education and skills they possess. The paper is aimed at identifying planning strategies for integrating technology into business and entrepreneurship education using content analysis of the literature. The concept of technology, technology integration, Business education, entrepreneurship education and the relevance of technology to business and entrepreneurship education were x-rayed. In addition, provision of business and entrepreneurial education technology (BEET), and provision of alternative electricity supply were among the strategies enlisted. The paper concluded that business and entrepreneurship education are key and important aspects of education aimed at producing labour force for economic development and advancement of any nation. The paper recommended among others that efforts should be made by critical stakeholders concerning the provision of business and entrepreneurship education technology (BEET), and provision of alternative electricity supply thereby, ensuring adequate integration and implementation of these technological tools in order to produce labour force who can withstand the current trend in technology thereby advancing business and entrepreneurship growth.
Keywords: *Planning Strategy, Technology, Business Education, Entrepreneurship Education*

Introduction

The success of any nation can be measured in terms of its technological advancement and entrepreneurship drive. Today however, technology has affected every spectrum of our lives and businesses which has led to huge effect in the way we carry out daily routine. Rusmana, Murti and Harini (2019) are of the view that the 21st century competence consists of collaborative work skills, lifelong autonomy skills, information and communication technology (ICT) skills, critical and creative thinking skills, English Language skills, and entrepreneurship skill. Anirch and Amadi (2020) asserted that every nation today aspire to provide not just good education to its citizenry, but a functional education that will enable an individual realize his/her full potential and as well as become self-reliant and contribute towards national growth and development. With a purposeful planned education and possession of the appropriate knowledge and skill, an individual develops the capacity to become the desired person in life and fulfill life role in the society, Through the educational system, characters, attitudes, behaviours, skills, talents and values are modified and transform towards achieving specific or targeted objectives.

Business education can be seen as education or training that equips an individual with knowledge and skills which enables them to fit into the world of work. Business education is *a* purposeful planned system of education which is aimed at updating the skill of the labour force, hence it must prepare its recipients to fit into the dynamism of the world of work.

Today's world of work has makes it compulsory for everyone to key into the technological trend which is evident in the operation of almost all formal and organized offices. Technology has helped lo simplify jobs of the secretaries and accountants as a result of sophisticated machines and equipment. The revision of the programme is enhanced by knowledge, attitude and skills previously acquired in the course of the study were inadequate to equip the graduates with the competencies needed to adjust to the rapidly changing needs of the office (Azih, 2011). It is worthy of note that only businesses and professions that are technologically driven can withstand and compete actively and favourably in today's world of business. It is in view of the forgoing that business and entrepreneurship education must move with the new trend by ensuring proper and adequate integration of technology in the dissemination of instructions to the recipients which will lead lo effective preparation and graduation of functional individuals who can perform effectively in the present technologically driven business world.

Technology

The concept technology can be seen as the practical application of scientific knowledge for the simplification of daily routine and to ease life. Technology is the breakthrough in science that allows for *a* belter or automated solution (Bryant, 2015). The tools include internet, personal computers, scanners, printers, CD-ROMs, flash drives, floppy diskettes, photocopies, fax machines, audio/video tape players, digital projector/screen digital camera and TV (Anyaogu, 2007). In their opinion, Ezenwafu and Okeke in Njoku, Dikeocha and Onwuaghoke (2020) technology as the process by which machines and equipment are introduced in the work place to facilitate administrative process.

Odesariya, Maikano, Mohammed, and Uche (2014) refer to technology as an aspect of managing and processing information through the use of electronic computers and computer software to convert, store, protect, process, transit and retrieve information. Technology is mainly concerned with the storage, retrieval, manipulation and transmission or receipt of digital data. It includes all types or components of technological tools used to provide, store, disseminate and retrieve information for effective library service delivery.

Technology Integration

Integration has to do with the incorporation or inclusion of a particular thing, while technology integration can be seen as the inclusion of technology in a particular area or phenomenon. In the context of this paper, technology integration can be seen as the process of applying products of technology in enhancing teaching and learning of entrepreneurial and Business education content which includes the application and manipulation of these products of technology. Reigehuth and Joseph in Ile, Udegbunarn, and Odimmega (2015), view technology integration as focusing on how to use technology to support the way teaching arid learning are currently being carried out in the business world.

Business Education

The National Policy on Education (2013), indicated that Technical and Vocational Education is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes and understanding of any knowledge relating to occupations in the sector of economic and social life. Business Education is regarded as one of the major components of Vocational and Technical Education. Osuala (1989) sees Business Education as an essential part of the preparation of youths for life and living. In 2004, Osuala gave another definition as a programme of instruction which consist of two parts (1) Office education - a vocational programme of office career through initial, refresher and upgrading education and (2) General business education - a programme to provide students with information and competence which are needed by all in managing personal business affairs and in using the services of the business. Osuala (1987), Popham (1975) and Njoku (2006) were of the view that the type of training given to the learners was apprenticeship training. At that time an individual had to learn a trade under another person who had the skill for the trade, or who was experienced in a particular area such as were craft, bookkeeping, farming, sales etc. The period of training varied from one trade to another. Sometimes the length of time was based on how fast the apprentice could learn the skill for instantly sole traders were privileged to take apprentices to assist in the sale of wears through the learning of how it was done. Presently, this category of skill is carried and accepted through apprenticeship training. As time passed, the apprentice became free and was either a salesman or bookkeeper. In some instances, the apprentices paid for the period of training, but where it was not possible, the family of the apprentice paid for the period of training, but where it was not possible, the family of the apprentice was required to mortgage land or any valuable property. By the time the training ended, it was an option put forward to the apprentice whether to remain with his master and be paid a token sum, which might be complicated with material items. The second option was that of the freed-apprentice whose master was obliged to feed him/her and supplied him/her with routine help. In all, he/her was still responsible

to the master and must emulate and we lack in our society today, was that the apprentice must be worthy in character and learning. As times went on, business began, Popham (1975) stated that more people were needed in businesses and the idea restricting the training to certain places was not achieving much and itinerant tutors started travelling around the country (USA) giving instruction in book keeping, penmanship and commercial arithmetic in their curricula as a result of demands for commercial training.

Agwumezie (1999) cited in Ezeani (2012) sees Business Education as a programme in education that prepares students for entry into and advancement of jobs within the business. Business education can be described as an aspect of education which is purposefully planned to prepare an individual to be self reliant. Business Education is an important part of general education which emphasizes skill acquisition for office- use. Business Education is a programme of instruction that consists of two parts, namely; Office Education a programme of vocation for office careers, and General Business Education - a programme which provides the recipients with competencies and skills needed in managing personal business affairs and using the services of the business world (Olaoluwa, 2012). An individual who receives training in Business Education can easily develop potentials for entrepreneurship pursuits especially in this era of economic meltdown and unemployment (Ibeneme and lkegwuani, 2010). From the above definitions, it can be deduced that Business education is education for and about business or training in business skills. Aliyu (1999) cited in Ezeani (2012) affirms that Business education is an educational programme which involves acquisition of skills, knowledge and competences which makes the recipient/beneficiary proficient. Business education which is offered at the Universities and Colleges of education is concerned mainly with the development of relevant and saleable skills and knowledge that would enable an individual to function effectively in the world of work (Onojetah, 2012). Business education provides employment for graduates. In Business Education programme, courses in Marketing, Management, Accounting and Office Technology and Management are offered by the students to gain proficiency on graduation.

Entrepreneurship Education

Entrepreneurship can be seen as the creative and innovative response in economic and social ventures. It involves starting up of business ventures through willingness and ability of an individual to explore investment opportunities and being able to run them successfully, through making them profitable. It involves combining resources to increase value and introducing change and innovation into the production process of creating wealth and employment opportunities. For an individual to be able to effectively grab and identify business opportunity, utilize resources with high level of innovation, be able to motivate and handle both his/her direct delegated, and other actions to ensure efficient synthesis of resources, he/she is said to be an entrepreneur. According to Eze (1995), entrepreneurship education seeks to inculcate in the

graduates and indeed products of any programme how best to convert their education in whatever discipline to intellectually productive ventures other than employment.

Entrepreneurship according to Okonkwo (2015), centers on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different context. It is a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial abilities and capabilities for self-employment rather than being employed paid jobs. Entrepreneurship education seeks to provide students with skills, knowledge and motivation as well as to effect attitudinal changes, necessary to encourage self-reliance through involvement in entrepreneurial activities. Entrepreneurship equips people with the ability to seek investment opportunities. Entrepreneurship education is a form of training that seeks to provide knowledge, skills and attitude to students for entrepreneurial success in any setting. Amesi (2014) views entrepreneurship education as the capability and willingness to develop, organize and manage a business venture along with any of its risks to make a profit. Val and Akpomi (2017) explained that entrepreneurship education concept focuses on the application of personal enterprising skills, and mindset to the context of setting up a new venture or initiative of any kind, developing and growing an existing venture and designing an entrepreneurial.

Eze and Eziolisa (2022), in their view belied that most graduates are deficient in terms of the necessary skills and competencies required for employment in contemporary business organizations, hence they are more or less unemployable. As part of her efforts to reverse this ugly trend, especially as it affects graduate unemployment, the government of Nigeria in 2006 introduced entrepreneurship as a compulsory course in tertiary institutions with the aim of preparing graduates for entrepreneurial success through private sector initiative (Agbonlahor, 2016). The initiative was to serve as the flagship to drive economic and social reconstruction against the backdrop of youth unemployment. At this juncture, repositioning universities as centers for building self-sustaining graduates becomes necessary. Similarly, Agboola and Ademiluyi (2015) reported that the introduction of entrepreneurship education in tertiary .institutions curriculum was followed by the directive from government through the National Council of Education (NEC), that higher education supervisory agencies should produce appropriate training documents for the effective delivery of the programme. The aim was to produce graduate entrepreneurs with the right attitudes and skills to spur them on part of creativity, innovation and enterprise.

Mike (2012), in his opinion sees entrepreneurship education as the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risks and receiving the resulting of monetary rewords and personal satisfaction. Similarly, Gana (2012),

referred to entrepreneurship as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities. Gowin (2013), defined entrepreneurship as the process of identifying, developing and bringing a vision to life. The author stated further that the vision may be an innovative idea, an opportunity or simply a better way to do thing. The end result of this process is the creation of a new venture, formed under conditions of risk and considerable uncertainty. Entrepreneurship refers to the process of planning, organizing and managing of a business or self-employment venture, irrespective of whether it is a one-man operation or those that employ scores of individual.

Entrepreneurship education embraces skill building programme, creative thinking, product development and marketing negotiation, leadership (raining and wealth generation (Kuratto, 2003). In view of the importance of entrepreneurship education in skills development, graduates of the programme are expected to venture into various entrepreneurial activities upon graduation. It is against this background that entrepreneurship was integrated into the tertiary institution's curriculum in Nigeria (Ezeani, 2014). The aim of this is to ensure that the students upon graduation acquire the necessary skills, knowledge and competencies to enable them successfully set up and manage their own businesses. This will help reduce the high rate of poverty, create employment opportunities and reduce rural-urban migration. Entrepreneurship education programme offers universities graduates adequate training in risk management to enable them to be creative and innovative in identifying novel business opportunities (Ugwoke, Basake, Diara and Chukwuma, 2014). However, the teaching and learning of entrepreneurship education in universities in Nigeria is facing challenges owing inadequate digital technological tools (Matto and Bwabo, 2012).

The World Bank (1999), Wikipedia, (2015) in Offiong, Caleb and Effiong (2017) refer to education as the fundamental to the construction of knowledge economy and society in all nations. It is through education that knowledge and skills are transferred to individuals, and their competencies and abilities developed. It is good to note that entrepreneurship education has been given prominence all over the world. Through entrepreneurship education, learners are provided with knowledge, skills and innovation so as to encourage them to develop entrepreneurial acumen in a variety of settings. Entrepreneurship from a general point of view can be described as response to the diverse opportunities and potentials that exist within an individual and the environment for profit making.

Relevance of Technology in Business and Entrepreneurship Education

The relevance of technology in Business education can't be overemphasized as it encompasses every spheres of human endeavour. Okoye, (2005) in Offiong, Caleb and Effiong (2017) expressed that the improvement of the educational system over

the years has been the concern of educators and researchers, in both entrepreneurial and business education. This drive is not unconnected with the indisputable fact that National Development is hinged on the successful development, use and execution of research findings in the application of technology tools in teaching and learning. Technology is defined as the integration and utilization of the innovation of computer technology for the purpose of organizing, encoding, packaging and dissemination of information and skill acquisition to target destination or consumers without the constraint of time and space. This is to say that Technology-based instructional system operates a continuous lifelong training process. This no doubt, implies more freedom for the teachers and more opportunity to use initiatives for the learners. The time gained by teachers will necessarily be employed for better scientific planning of instructional content and delivery strategies. In order to be innovative, Business education programme must invest in the human resources and distribution mechanisms required to compete in a world characterized by hyper-corn petition, technological transformation, and inventiveness (Smil, 2017). Ohaka (2015) maintained that the opportunities provided by the integration of ICT in the Business education programme is that it helps to develop Business education with national and global contents, develop a system of collecting and disseminating information in Business education, and encourage the core principles of lifelong learning in skill acquisition and character moulding in business education through knowledge and career global interconnectivity.

The multiplier benefit of a networked instructional system ensures a future of entrepreneurial educational excellence, expansion and efficiency at reduced cost. ICT removes age, distance and limits constraints in any entrepreneurial educational learning and ensures immediate provision of knowledge in relevant areas with the ease and speed that could never be gotten in a 'traditional learning system (Offiong, Caleb and Effiong, 2017), apparently, technology integration is pivotal and instrumental for delivery of entrepreneurship and business education programme.

Strategies for Integrating Technology

To improve the delivery of Business and entrepreneurial education in our various institutions, there is the urgent need to integrate technology in the dissemination of instructions using the following strategies;

- **Provision of Adequate Electricity Supply and the use of Alternative Source of Power Supply):** Electricity is one of the essential ingredients of technological tools which can be a setback for the integration of technology into business and entrepreneurship education courses. By implication, most of these technological tools need adequate power supply and as a result, there is need to provide electricity or explore other options which include the use of solar power for constant use of these gadgets as it provides a more reliable source of power supply, compared to the traditional means of electricity

supply. This will go a long way in ensuring effective and efficient delivery of instruction via technological tools.

- **Reduction in Cost of ICT Facilities by Suppliers**: The expensive nature of technological tools is of great concern which can be minimized through collaborative efforts and partnership with the suppliers fur possible discounts and allowances. Good partnership with the suppliers can be a good way to cut cost which can in turn bring about an increase and expansion of the technological tools for effective integration into the teaching and learning of business and entrepreneurship education courses.

- **Good Management Policies:** In order to protect and safeguard the abuse of usage of these technological tools, the management should design workable framework and policies which will protect the software and hardware of the facilities. Guidelines and proper procedures should be spelt out to avoid unnecessary violation of the policies. This will protect the tools from both internal and external attack or breach of security.

- **Provision of Business and Entrepreneurship Education Technology:** This is also referred to as business and startup training technology center which can be considered as a commercial center, a graphics center, a music studio, an internet center, a computer training center, a computer technician unit, a designers shop, web design, computer services, internet recruitment agency, internet advertising, internet travel, videography, decoration, photography, cinema, and agriculture (poultry and aquaculture). The business center provides communication services to customers. The services provided by the business center are evolving to include more valuable services required by the service unit. Graphics center is another area where entrepreneurs and business owners use technology tools such as computers, scanners, internet and other accessories to design graphics. Internet hubs are another area where IT tools can be used. These centers provide internet service to residents and users at minimal cost. The services provided help improve people's living standards and also create jobs for hundreds of people directly or indirectly by entrepreneurs. Skills development is the expected outcome of education and training efforts and a catalyst for growth. As an entrepreneur, growing your business and creating a legacy is paramount. ICT infrastructure provides a platform upon which e-commerce is built, internet skills offer the technical know-how needed to develop entrepreneurial applications (Migisha, 2011).

- **Intentional and Effective Training/Workshop for Business and Entrepreneurial Education Lecturers/Facilitators:** It is very pertinent to stress that, the integration of technology into business and entrepreneurship

education will be meaningless and useless without an intentional and adequate training of the lecturers/facilitators of these courses. There is an urgent need for the tutors and facilitators of these courses to have up-to-date knowledge of the technological advancement in order to be able to deliver lessons/subject matters to their various students effectively and efficiently. This was corroborated by the study of Nwolake and Chukwiima(2019) that lack of technological skills on the part of business educators constrains integration of new technologies in teaching business education courses. Evidently, the output (graduates) from our various institutions and their functionality are greatly measured by the competency of their instructors and facilitators, hence trailing and retraining of business and entrepreneurship education staff as this remains the only way for the objective of this programme to be achieved (hereby ensuring our graduates compete actively and thrive in the global world of work. It has been affirmed by Nwosu and Mbeazie in Timya et al (2019) that most of the teachers were not effectively taught with the latest technologies, therefore they have to be retrained in the proper use of latest technologies in instructional delivery.

- **Good Maintenance Culture:** The best way to protect and get the best out of those tools is through proper handling and usage. The staff and students should imbibe good management culture in order to expand the lifespan of the machines. This will not only allow efficiency of usage but will also help to reduce the cost of maintenance.
- **Provision of Adequately Equipped Offices for Lecturers:** There should be adequate provision of offices for lecturers to ease their functions and research.
- **Provision of Adequate Computers:** There should be adequate provision of computers on the basis of one student to one computer during class sessions and easy research.
- **Provision of Adequate Word Processing Laboratories:** There should be adequate provision of word processing laboratories fitted with air conditioners and good lighting system.

Conclusion

Integrating technology into Business and Entrepreneurship education should be given priority attention considering the fact that it is an important aspect of education aimed at producing labour force for the economic development and advancement of the nation and for the practices and operations of the recipients of the programmes. To keep abreast global practices and trend, technology must be fully and adequately incorporated and integrated into the teaching and learning of the courses in our

various higher institutions of learning. This will not only make our graduates and workforce to be competent, relevant and up-to-date in their chosen careers/fields, but will also enable them to compete favourably and actively with their counterparts across the globe. It is in view of the above that policy makers and stakeholders should as a matter of urgency put necessary resources and apparatus as well as techniques that would yield proper integration of technology into Business and Entrepreneurship education curriculum so as to achieve the objective of the programmes which is to produce functional graduates and labour force.

Recommendations

The following recommendations were made by the researchers in line with the findings:

1. There should be effective planning and designing policies that will help to facilitate the use of the integrated tools.
2. There should be internship and effective training/workshop for Business and Entrepreneurship education lecturers.
3. There should be provision of adequate electricity supply and the use of alternative source of power like the solar power.
4. There should be collaborative efforts and partnership with suppliers of technological tools at possible discounts rates

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