



## **BUSINESS TEACHER EDUCATION AND TRAINING: A PANACEA FOR EDUCATIONAL CHALLENGES**

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### **Abstract**

*Business teacher education and training as a panacea for educational challenges is quite apt looking at the prevailing circumstances that have affected education and the major stakeholders who are; the teacher, the learner and the environment. The topic explores issues and challenges that have predominated our society in times of pandemic outbreaks, distortion of educational activities, crisis, and other problems which have had ripple effect on the capabilities of teachers, and suggests ways to curb the menace to facilitate effectiveness and competence among business educators. The secondary source of data collection was adopted. The literatures consulted in addition to the current circumstances revealed that business teacher education has suffered neglect right from time immemorial, this has resulted in the fallen standard of education and the bad image with which society views the sector. Other challenges include lack of interest in the field of education, lack of professionalism, poor and delayed remuneration, dearth of technical skills, and poor motivation of educators among others. The paper concludes based on the findings that, business teacher education is paramount in determining the calibre of future business educators, and the entire education sector in Nigeria must be revamped in order for it to fit into the global education system, there's need for a prompt response to the plight of teachers as the trainer of trainers, employer of skills and facilitators of entrepreneurial development. Also, adopting modern educational techniques and re-organisation of the sector, training and retraining of teachers of business education as panaceas of self-sustenance and economic growth in a nation. Furthermore, it was recommended that government will have to step up its games by financing teacher education, ensuring capacity building, emphasizing quality assurance of business teachers as well as supervising, monitoring, evaluating and strengthening business teachers as a way of motivation for better performance.*

**Key Words: Education, Business Education, Training, Panacea and Educational Challenges**

### **Introduction**

Education is inevitable in this era of information explosion and technological advancements, the need to get knowledge and acquire new skills in teaching and learning particularly in business education is the rationale for this research. Overtime, skilled man power has proven to be a viable means of survival and economic growth and sustenance. This is very obvious in situations where vocationally skilled professions like welding, artisans, masons among others have thrived independently in very complex circumstances because of their chosen line of careers. Osuala, (2009) asserts that, business education implies education for and about business. Business education and training has become very significant in the 21<sup>st</sup> century owing to the challenges emerging from different incidences that have ravaged the sector, it is to this end that Duncan in Ebele (2015) purports that, teaching and learning has taken a different dimension in this era of technology-facilitated learning, thereby posing a challenge for the educator. Ebele, (2015) added that the 21<sup>st</sup> century educator must integrate competences and expertise like critical thinking, complex problem-solving, collaboration and multimedia communication into its content since the learning is skill based, this will help in integration into classrooms to enable graduates fit into the global world. The system has been faced with instabilities, presently, most Nigerian institutions for example have their academic activities distorted as a result of the eventualities of the Covid-19 pandemic. The educational sector



specifically, seem to be mostly hit especially when society is faced with natural disasters, epidemic/pandemic outbreaks, political unrests, armed banditry, communal clashes, insurgencies, war and all kinds of uncertainties partly because of the large crowd it accommodates at a time. These unfortunate circumstances have drawn people's attention to the need for a proficient and effective system of knowledge and skills acquisition that would bring the teacher abreast with current trends in academics. But, this can only be achieved if, and only if the teacher is properly trained and equipped with the needed skills that would assist him to be more effective in impacting the learners. No wonder, Chukwurah, (2011) inferred that in the event of continuous global technological advancements, business education programmes must be directed towards preparing learners to absorb the changes. Business teacher education curriculum must be developed in line with the national demand for education reform (Ibigbami, 2004).

As significant as education is for nation building and sustainable economic growth, business teacher education and training is found to be one of the most important ways in which the education sector can be reorganised and managed for easy attainment of Nigeria's educational goals and objectives as stipulated in the educational policies guiding the sector. In the light of this, Njoku, Chukwumezie and Ani (2017) posited that, a nation can be said to have attained quality education only if the main actors in education who are the teachers, learners and the environment are properly organized. This implies that the teacher must be adequately trained on modern trends in education, and the requisite facilities and environment must be provided for both learners and teachers. Equally, the appropriate method and curriculum must be adopted to enable graduates fit and compete favourably with graduates of other countries as well as secure good jobs.

Business education refers to the acquisition of problem solving skills that will facilitate effectiveness in the office or business. It is the acquisition and development of skills and competencies, attitudes and attributes necessary for efficiency of the economic system (Aliyu 2006). Basically, business education implies knowledge acquisition for business and vocational skill.

(Idialu, 2007; Ugwoke, 2011) define business education as a form of technical and vocational education directed at educating the learner to become productive in teaching, securing paid jobs and self-reliance and prepares individuals for careers in business and consumers of economic and consumer goods. It is right to say, business education and technical education are intertwined in a way. While business education involve acquiring needed skills for business and self-reliance, technical education involves acquiring specific skills in crafts, engineering, artistry, trade among others. Business and technical education are both skill inclined and creates an avenue for entrepreneurship skill development for sustainability.

### **Concept of Business Teacher Education and Training**

Fafunwa, (1974) asserted that education is what each generation gives to its younger ones which makes them develop attitudes, abilities, skills and other positive behaviours that adds value to the society. UNESCO (2006) infers that, it is evident that current economic development trends cannot sustain its citizenry therefore, public awareness, education, and training are paramount to the paradigm shift needed toward sustainability. It is therefore imperative to say, no nation or society can thrive in this era of global competition without education as an integral part of human life and existence. Every country's growth and development is measured by the position it occupies when it comes to the level of education of its citizenry. Investing in human capital development can never be a waste because, over time, education has evolved and is still evolving each passing day, these developments have helped in solving domestic problems and the changes have facilitated up-to-date knowledge of citizens and have given them confidence to compete globally with other countries, hence, the need for constant upgrade and review of the measurements, curriculums, methods and policies that guide activities of the sector. To Mungashum, Sylvester and Joshua (2018), education is exclusively used in the development of human beings in the cognitive, affective, psychomotor and psycho productive domains. It is the overall development of the child through acceptable methods and techniques based on his abilities and interests as it satisfies the need of the society and attain self satisfaction (Amaele 2011). Education can therefore be said to be a panacea and an indisputable tool for self-sustenance and economic independence in a nation.



## **Who is a Business Teacher/Educator?**

A business teacher can be seen as a trainer, teacher, instructor and or a lecturer who is responsible for imparting relevant skills on students who have shown interest in acquiring business skills that would enable them secure paid jobs or be self-employed. These skills may be creative and or innovative in nature and may range from technical, art, engineering, office skills, calculative skills and the ability to manage small businesses. It could be in form of apprenticeship skill acquisition where the learners learn from iteration and reiteration of the processes involved in producing machines, beauty products, agricultural activities like poultry farming and livestock production etc. The quality of business educators is tight to the investments made on their development in education. Agbonaye and Akele (2017) see a business educator as a person who deliberately or systematically administers the teaching-learning activities of the business education programme processes with the aim of assisting others to learn and attain the desired learning goals. The quality of teachers/educators must stand the test of time in a country, therefore, attention must be directed towards ensuring that business educators are frequently trained and retrained to be equipped with viable, trendy and current ideologies that would assist them to compete favourably with other educators globally.

## **Business Education**

The definition of business education in the past has been faced with numerous challenges that calls for a trendy and functional definition that accommodates and expatiates on the needs of the moment. Just as the world is experiencing a revamp through emerging issues in technology which has touched on virtually every aspect of human existence, technology has taken a heavy toll on activities of education, business education inclusive and also redefined it to fit appropriately in this era of technological explosion. To this end, Amoor (2010) asserted that business education plays an important role in economic development by providing adequate knowledge and skills to the learners; it enables them to impart knowledge unto others and handle sophisticated office technologies and information systems. This is in agreement with the business education goals of producing competent, skilful and dynamic business teachers, office administrators and businessmen and women that are competent enough to compete in the world of work. In the same vein, Oyebade, Oladipo and Adetoro (2008) looked at education as that vital instrument of economic growth and technological advancement of a nation. This depicts the relevance of education in whatever form it may be acquired, be it general, business, vocational or technical etc. In addition, business education is focused on meeting general education and career and technical education needs of students at all levels be it in the primary and secondary schools, colleges of education, polytechnics, other teacher training institutes or universities. It is concerned with teaching the skills, attitudes and knowledge needed to succeed in a business career (Nwaiwu, Nkeocha and Nwagu, in Akinlabi, 2017). It is that aspect of education processes that involves general education, study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in different aspects of economic and social life (National Policy on Education, 2004). According to United Nations (2014), acquiring skills in business education programmes will result in economic viability, prosperity, employment generation, social equity, attraction of foreign investors due to availability of technically skilled manpower, local control of goods and services, community well-being, cultural richness, physical integrity, economic diversity, effective management of resources and environmental purity. Applying skills and technology to fulfil the business education objectives is therefore very necessary.

## **Business Teacher Education and Training**

According to Agbonaye and Akele (2017) business educators need proper training in order to utilize appropriately the resources and instructional materials available for effective teaching and learning processes, the need for up-to-date knowledge for the use of instructional materials cannot be overlooked, through this, the learners become goal-oriented and using instructional materials facilitate



the need for immediate results in their learning outcome. To the Federal Government of Nigeria (2004), teacher education will be accentuated in educational planning as no education can rise above the quality of its teachers.

Training in this context, refers to the skill one needs to acquire in order to do a job appropriately, it constitutes the basis for human resource development. According to Braimoh (2010), the teacher plays an important role in the quality of education of a country, the teacher is the trainer of all and the teacher of all professionals. Therefore, the teacher needs as good attention as the student, the teacher needs in-depth knowledge, increased skills, knowledge of contemporary civilisation, right attitude and ideas, improved human characteristics and relationship through quality education. Training has to do with learning and developing a skill to attain a targeted standard through instruction and practice. The need for training and retraining arises when a specific gap is envisaged in a business educators teaching delivery thereby, leading to the need for training, or sometimes it arises from unforeseen circumstances that calls for an upgrade or when a new trend evolves regarding teaching methods, methods of evaluation and measurement etc. The need for training could arise from technological changes that need to be adopted in a system to enable learners and teachers meet up with the demands of the moment. According to Cole, (2012), training is any form of learning that involves acquisition of unique skills and knowledge in an occupation. It is a way of developing skills and learning concepts, rules or attitudes to enhance effectiveness in a job and an organizational effort that enables the acquisition of basic skills needed for effective performance of a job description, it enwraps competences in information and communication (ICT) skills, accounting and marketing for entrepreneurship and self-employment (Fajana, 2002; Jim, Nwokike & Ezeabii, 2017; and Vingil, 2009). Today, knowledge drives the economy of most nations, the political, economic, moral, technological, and social spheres of Nigeria has only been sustained by the huge amount of investments in problem solving researches in education, yet not enough. The Educational, health, technological etc. sectors of the economy are not the same way they used to be 10-20 years back, investing in education has proven to be a viable venture for sustainable economic growth and development.

In addition to the above concepts of teacher education, and in tandem with the perception on the importance of teacher education in curbing the challenges therein, Babatunde and Braimoh (2018) affirmed that teacher education programmes involve the acquisition of proficiencies and competencies by teachers with the aim of empowering them to meet the requirements of the profession in order to face the challenges involved, these competences include professional skills, teaching skills and meaningful and appropriate teaching methods. Babatunde and Braimoh (2018) went further to demonstrate the developments attained as segmented in the history of the teacher education industry in Nigeria as follows:

1. The pre-independence – experimentation period: the missionaries through church missions by Wesleyan Methodist, church missionary society, catholic and Presbyterian Church of Scotland between 1842-1860. The missionary teachers organized a pupil-teacher training programme for prospective teachers in their home and trained pupils also. Upon completion of the training programme, whoever passed the standard V examination whilst he receives instruction from the head teacher to teach was recruited to step down skills to pupils. The training method was reviewed and was found to be deficient and unsatisfactory because it focused on preparing educators/pupils for routine tasks instead of professional roles as distinct practitioners. At a later time, teacher-training institutions sprang up, first in Abeokuta 1859, Oyo 1896, Ogbomosho 1897, Ibadan 1905 and Nassarawa 1909. In 1925, Phelps-Stokes condemned the missionary system of training because it lacked the essence of African education hence, the need for reorientation and reorganization of the teacher education system. Furthermore, elementary training colleges for lower primary school teachers and higher elementary training college awarded Grade III and Grade II certificates respectively before independence and the emergence of a one-year Diploma of Education course by the University of Ibadan in 1957.
2. The independence - reorganization period: at independence, Nigeria had the capacity to award only Diploma and Grade I Teachers Certificates, but the dire need for Nigeria to attain national economic expansion through education was envisaged by Sir Eric Ashby commission, his move spurred the advent of tertiary institutions where five universities were established, Grade I teacher Certificate was upgraded to Nigeria Certificate in Education (NCE) and the universities awarded B.A. Ed, B.Sc. Ed and B. Ed. Degrees. With these developments, problems of poor qualification and non-certification of teachers reduced. The



mass expansion of teacher education facilitates, the era of National Curriculum Conference was birthed in 1969, and report of the conference stipulated the objectives and contents of all the stages of education and teacher education in Nigeria.

3. The post-independence – consolidation period: the National Curriculum Conference of 1969 report became the springboard for establishing the first National Policy on Education of 1977 that has gone through phases of reviews till 2004. The National Policy on Education contained aims and objectives of the education sector and emphasized the training of teachers of all the institutions in Nigeria, at that period, there was mass training of teachers who were later engaged with the Universal Primary Education (UPE) scheme which was further categorised into four.

In its effort to buttress teacher education in Nigeria, all the Grade I, II, and III awarding colleges were scrapped and or taken over by NCE awarding institutions like colleges of education at both federal and state levels, polytechnics as well as education degree awarding universities spread all over Nigeria. So far, the education industry has been able to put up viable measures to enable it compete with other knowledge based economies of the world. The aim is to demonstrate the effect and importance of teacher education within these periods in Nigeria history.

### **Roles of Business Education Teacher**

The business education teacher is saddled with enormous responsibilities in imparting the necessary functional skills, attitudes, values, and knowledge the learner needs to be employable and self-reliant. Petrick, (2017) outline the following roles:

1. Prepare Material: from the wealth of knowledge of the teacher, he adheres to and implements the curriculum as well as embarks on research in specific subject areas from textbooks, online sources, newspapers, magazines and articles to prepare instructional materials. These materials must align with the level of students to which he will teach.
2. Deliver Instruction: it is obligatory for a teacher to engage students in instruction delivery, the methods adopted may determine the expected outcome. In some instances, the instructor may choose to divide students into smaller groups, that way, a wide perspective of the subject matter may be obtained. The use of illustrations can be encouraged in order to catch the interest and attention of learners.
3. Examine Students: assessment is very vital in teaching and learning, therefore, the appropriate measurement, assessment and evaluation methods must be adopted by the educator.
4. Address Concerns: student-teacher interaction helps the teacher identify the downsides and upsides of each student, it creates an avenue for him to guide and advise them on career choices, opportunities and entry requirements. The teacher should be able to evaluate the teaching technique that is most suitable and be willing to go by the student's choices.
5. Teach Students How to Pay Bills and Manage Finances: only business teachers would prepare students for the real world, they prepare students for work life and their personal life as well as help them reach/attain their full potential as consumers, savers, investors, and professionals by teaching them about management principles, economics, technology and corporate finance.

### **Challenges of Business Teacher Education**

The education industry in Nigeria has suffered long standing neglect in terms of funding over the years (Nwadiani & Omoike, 2006; Asiyai, 2015 in Edokpolor and Owenvbiugie, 2017), this has lead to an adverse decline in the system. Though the Nigerian government have made attempts severally, there's still much to be done to salvage the entire system. Business educators have a share of the problems as posited by (Okifor and Ayo, 2015; & Akindutire and Ekundayo, 2012) in the following ways:

1. Poor investment in problem-solving researches in areas of dire need: government has not been able to conduct, sponsor and implement research recommendations that address or suggest ways to improve the education sector, and that would facilitate continuation of school activities in times of emergencies.
2. Lack of interest in the field of education: most graduates do not have interest in the profession because of the bad impression they have of teaching. The field of education has been looked down upon because it has been assumed to be a dumping ground for losers or those who



- could not secure admission in their choice faculties or institutions, as such, they're piled up in faculties of education as against their will.
3. Dearth of business teacher motivation: the business teacher suffers neglect especially by the government, since the sector is not given any special attention, the business teacher does not stand the chance of getting any motivational incentives apart from the monthly salary. The lack of motivation has caused the teacher to divert his attention to other paying means of survival like conducting after-school lessons, teaching in private schools, sponsoring self to obtain further degrees and embarking on entrepreneurial skills and businesses etc. Therefore, there's the problem of role conflict and disloyalty as a result.
  4. Lack of professionalism among business educators: Durosaro, (2008) in Akindutire and Ekundayo (2012) posited that government had made efforts to emphasize professionalism in teaching by enforcing teacher registration in order to sift the weeds from the tars. Instead of adherence to the code of conduct, ethics and guiding principles for professionalism in the profession, most teachers adhere to fulfil all righteousness in order to secure their jobs.
  5. Inadequate qualified and skilled manpower that will assist or give room for educators to go for regular training at intervals leading to stagnation and poor performance. This is as a result of over-population and poor supply of business teachers. Business educators get stagnated for too long without developing themselves to meet up with the present trends in modern instruction delivery.
  6. Poor acquisition of technical skills in teaching technical subjects or courses as well as learning: the lack of relevant technicalities in teaching technical courses is a challenge because a teacher cannot give what he does not have to the learners, therefore, the need for development, training and retraining in the relevant areas.
  7. Poor business teacher remuneration: the monthly remuneration is delayed and inadequate looking at the time and intellectual exercise the teacher has to go through in delivering practical experiences on learners.
  8. Dearth of modern infrastructural facilities: The need for modernization of teaching delivery in the 21<sup>st</sup> century cannot be swept under the carpet. Probably, if the sector is given a structural face lift, the disrespect accorded the sector will be reduced. With evolving technologies, there is need for business educators to become familiar with basic computer knowledge and skills, this will help them to learn fast and be able to transmit it effectively.
  9. Obsolete curriculum: the world has gone global, therefore, the curriculum deserves a total overhaul to capture and adopt the modern trends of teaching resources, practical materials or tools, new methodologies, modern evaluation, assessment, and teaching methods. The curriculum for future business teacher education must make available, relevant experiences that will equip students with attitudes that are responsive to the changes and the ability to assess the changes, they should be able to mentor future teachers who will take up leadership roles that would result in innovations and changes in business and industry (Okifo & Ayo, 2015).
  10. Lack of Commitment: the welfare package that will motivate commitment of business educators is completely disregarded, issues of delayed salary payment, lack of development, lack of job satisfaction are some reasons for the poor commitment. They'll rather take up other jobs that would augment what they are getting in their place of original assignment against following through with the curriculum provisions for each course.
  11. Issues of resignation: the sector is declining because teachers are opting for other lucrative jobs in order to regain their image in the society as the negative perceptions affect their self-image and the ability to socialize comfortable in the society with diverse professionals. Ajayi and Shofoyeke in Akindutire and Ekundayo (2012) asserted that the bad image of teachers is likely not to attract the right calibre of people to be retained in the profession, since teachers can now secure jobs in the banks, offices, NGOs, police force, military, and customs services etc. rather than being in the class.

### **Panaceas for Educational Challenges**

All hope is not lost in business teacher education, despite the height of neglect and the tremendous challenges identified above among others. The following remedies will contribute in reducing to the barest minimum, the negativities bedeviling business teacher education and training in Nigeria.

The first issue to be considered in revamping and encouraging business teacher education



and training in Nigeria is to explore areas of dire need in the sector and prioritize the issues that need urgent attention. Business educators should be mandated to research on those areas of need, that way, the teacher will be more enlightened on what is needful for the betterment of the sector. The necessary qualifications needed for the business educator to acquire to fit into the global world of work and business as well as teaching prospective teachers should be invested on. Additionally, Asijafe, Bolarinwa and Edeh (2015) suggest that, the business education teacher must possess three basic qualities that would equip him for competition, they are; business qualities, personal qualities that would enable him do the job as a business teacher and professional qualities, as well as identifying with professional associations like Association of Business Educators of Nigeria (ABEN) through conferences and workshops they organise for capacity building and professionalization. Another viable remedy is educating students and pupils at the appropriate time. Most children develop negative perceptions from what they see happening to the teachers and probably their parents who are teachers. When the right training is provided and the right attitude, principles and ethics are exhibited by the teachers, appropriate environment is provided and the necessary incentives are there, the populace will be attracted to the profession and subsequently, see it in a better perspective.

Furthermore, there should be a regulated standard every business teacher must attain before he is qualified to take certain subjects/courses, this would strengthen quality of manpower and professionalism amongst business teachers as well as boost their confidence as they relate with business teachers from other countries

The obsolescence, decay and the lack of adequate facilities for educating a business teacher in our institutions of learning limits his ability to acquire new knowledge in modern trends in technologies for teaching technical courses. This is a major setback to the effectiveness of a business teacher because the teacher is left with no option than to subscribe to selective learning/teaching based on the available resources he can find, or he might be forced to improvise his teaching aids so as to pass the ideas across with little or no results at the end. Provision of adequate, relevant and functional facilities will help in moulding the business teacher to achieve understanding of the content, method of teaching at all levels and the goals of the programme he desires to be an expert in.

Another major remedy to the problems ravaging teacher education and training is the issue of curriculum upgrade. Knowledge is dynamic in nature, what you think you know very well today may become obsolete if not useless in no distant time owing to information explosion and robust technological advancements. This therefore, calls for the regulatory bodies like National Board for Technical Education (NBTE) etc. to frequently step up their games in order to meet up with the prevailing global trends. Relevant monitoring bodies must be on their toes to ensure full adherence and implementation of the curriculum to avoid deviation omission and alterations of the content. For example, SIWES participation, visitation, and assessment must be emphasized to meet up with the need for industrial experience as well as project writing.

The ratio of student-to-teacher is discouraging. Most education faculties are densely populated; this is attributed to high number of students admitted as against the available facilities and resources. It is a point of concern to mention that most business educators are not able to develop educationally because of shortage of teachers which makes it difficult for them to alternate going for further studies thereby, making them stagnate.

Moreover, issues of attrition of business educators to other lucrative and mouth watering, juicy jobs are almost impossible to control. Their remuneration is not enough to sustain them and that constitutes their desire for greener pasture. Unless the sector is prioritized and sustained, business educators might keep resigning until the sector is faced out completely.

The training process for business educators must not be rushed, consequently, adequate time should be allotted for practical and technical trainings before they are certified as business educators. There should be improved welfare packages that would boost the teachers morale to commitment. For example, prompt promotion, regular salary payment, improved conditions of service, conference, training and workshop sponsorships, as well as sponsoring self-motivated researches and innovations that will improve their competence.

## **Conclusion**

The paper concludes that, this phenomenon cannot be overlooked as it determines a lot in the future of the prospective business teacher. Though the entire education sector needs total overhauling, business teacher education is very important for sustenance and redemption of business education and education as a whole. There is need however, for a prompt response to the plight of



the teacher who is the trainer of trainers and employee and an employer of skills for businesses as well as facilitator of entrepreneurial development, self reliance and sustainable functional education. In addition, human capital development is paramount to a nation's growth and development hence, the need for training and retraining of business educators who play significant roles in a constantly evolving system. Finally, business teacher education is a panacea and an indisputable tool for self-sustenance and economic independence in a nation, therefore, this is a clarion call for the adoption of modern educational techniques and reorganization of the sector.

## **Recommendations**

The following recommendations emanated based on the challenges posited and the research conducted. They are:

1. Government should organize and emphasize participation in short courses in computer education, this is a springboard for business educators to acquire computer skills for functional and practical competence.
2. NBTE and other educational regulatory bodies should not stand alone but rather submit themselves to superior monitoring agencies to ensure full compliance and implementation of the content of the curriculum as well as adherence to the ethics and guiding principles of the profession.
3. Evaluation/appraisal of performance of business teachers who have undergone training should be encouraged, the supervising bodies responsible should be meticulous in identifying areas of strengths and weaknesses for encouragement and further trainings respectively.
4. Government should redirect its focus to boost investments on human capital development expenditures rather than the concurrent expenditures that may not add value to the nation's economy, this will enable the nation compete with ease in the present day knowledge economy.
5. Government should encourage quality assurance of business educators by instituting regulator of regulators, this will help to control incidences of compromises within the system.
6. Any nation that does not key into the modern-day technological advancements will not thrive in the 21<sup>st</sup> century, therefore, government must invest in the training, acquisition and development of modern equipment and infrastructural facilities that will facilitate teacher training and development for sustenance.
7. Business educators must seek and undertake trainings and workshops on the current pedagogies. They should dissuade from or overcome techno-phobia and avail themselves to learn new technologies relevant for teaching and self development.
8. New educational reforms must be introduced for restructuring within the system.

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