



CAPACITY BUILDING NEEDS OF BUSINESS STUDIES TEACHERS FOR TEACHING BASIC COMPUTER SKILLS IN TECHNICAL COLLEGES IN SOUTH-EAST, NIGERIA

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ABSTRACT

The study determined the capacity building needs of business studies teachers in teaching basic computer skills in technical colleges in South-East Nigeria. To achieve these objectives, four research questions were developed and answered while seven research hypotheses were formulated and tested at 0.05 level of significance. Survey research design was used to carry out this study. The population for the study consisted of 159 which was made up of 117 business studies teachers and 42 computer education lecturers. The sample of the study consisted 107 respondents, made up of 92 business studies teachers using purposive sampling to select the teachers from schools that have up to 3 and above teachers in technical colleges in South-East, Nigeria. For the computer education lecturers, 5 each were randomly selected from the three federal colleges of education in the study area giving a total of 15 lecturers. The instrument for the data collection was structured questionnaire items which was face validated by three experts, all in Faculty of Education in University of Uyo. The internal consistency of the instrument Cronbach alpha test was used and a reliability coefficient of 0.99 was obtained. Data for the study was collected with the help of four research assistants. Data collected was analysed using mean and t-test analysis. The research questions were answered using mean and t-test was used to test the null hypotheses at 0.05 level of significance. Results and discussions of findings of data were made by the use of tables. There was a significant difference in the mean response of computer education lecturers and business studies teachers on these skills needed by business studies teachers for capacity building. It was concluded that business studies teachers needed capacity building on database, internet and ICT skills. It was recommended among others that institutions of higher learning where business studies teachers are being trained should equip business education department with computers so as to give them necessary training that would enable the teachers have full knowledge and skills they would transfer to their students.

KEYWORDS: Capacity building needs of business studies teachers for teaching basic computer skills in technical colleges in South-East, Nigeria

INTRODUCTION

Business Education, as one of the integral part of education ensures that everything done must be of good quality (Agomuo, 2014). It must have to revolutionize business educators and students to get familiar with the correct technological changes ahead of the others and to be efficient survivor of the novel move for the new era in order to ensure relevance in the scheme of events. This implies that education should wear a new look, be computer-based and identify with the current global trend. According to Osinem and Nwoji (2016), business studies teachers are posed with the problem of how to use the application/packages of the new technology and keep up with teaching methods of various business training. Thus, the need to incorporate computer skills during lesson delivery in business studies. Osuala (2010) stated that learning business studies would help the students to make informed decisions in everyday business living. The author further listed the following as benefits that will assist the students to be more productive. These include to: implement the principles of life-long learning/education, increase a variety of educational services and medium/methods, promote equal opportunities to obtain education and information, develop a system of collecting and disseminating educational information, promote technology literacy of all citizens, especially for students, develop distance education with national contents and as well as promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education and so on).

Business studies teachers need capacity building to teach business studies, competently. Olaitan et al. (2009) opined that competency implies maintaining an appropriate level of professional standard by on-going development of knowledge and skills, and the performance of professional duties in accordance with relevant laws, regulation and technical standard. The term capacity building is used by academics to designate the development of abilities, skills and knowledge. It is closely related to education and training in human resources development. Essien (2021) referred to capacity as the development of an individual, organization or system ability to perform appropriate functions effectively, efficiently and sustainably, while on the other hand, Asogwa and Ohagwa (2010) referred to capacity building as effort geared towards improving the level of knowledge, skills and attitudes possessed by an individual for proficiency in a given task or job. Agboh (2014) concluded that capacity building entails improving upon the productive ability of the business studies teachers, to be able to meet the current technological changes and challenges of modern offices, world of work and business. In the context of this study, capacity building is defined as a process of optimizing skills, abilities, instincts and resources that business studies teachers need to survive, adapt, and thrive in the fast-changing world. Capacity building provides new teaching tools and training of teachers with the aim to improve teaching standard to align with the present demands and changes in the educational sector. Capacity building needs are therefore inputs required to build upon the existing skills already acquired by business studies teachers to deliver his lessons effectively with computer packages.

According to Essien (2021), a business studies teacher is someone who has been trained professionally in a teachers' training college or faculty of education in the University or similar institutions that engage in business teacher education programme. The authors further asserted that such a person must be certificated to teach and should be involved in teaching, and to be qualified as a business education teacher, the person is expected to register as a member of various professional bodies such as: Teachers Registration Council of Nigeria (TRCN), and Association of Business Educators of Nigeria (ABEN), while the computer education lecturers are teachers trained in computer application/packages in different higher institutions of learning where they obtain various qualifications. In this study the computer education lecturers are used as the benchmark for the study.



A database is a gathering of information called data, stored on a server. Data are organized in a way that can be easily retrieved, managed and edited in a significant way by the end-user, an application that enables computers to be conveniently used as a record-keeping tool. Data are designed to be able to store information that exist as record. The flavour of database application, however lies in the fact that data provide tools which enable the records they hold to be conveniently manipulated by performing operations, such as adding new records, modifying or updating record, viewing records and deleting records (Agomuo, 2014).

Another area where computer skill is most useful in daily activities is the internet, social media as well as Information and Communication Technology, (ICT). The internet is a computer-based global information system. It is composed of many inter-connected computer networks. Each network may link tens, hundreds, or even thousands of computers, enabling them to share information. The internet has made it possible for people all over the world to communicate with one another effectively, inexpensively and to have free access to useful data for further processing (Essien, 2021). Internet simply called “the net” is a worldwide system of computer network – a network of networks in which users at one computer can, if need be, have permission, get information from any other computer (and sometimes talk directly to the user at other computers) (Agomuo, 2014). Essien (2010) defined internet as a network of networks that make information easily accessible, even between different types of computers with different capabilities. Internet skill as part of worldwide web is a great repository of all manner of information, the application of the internet to teaching and learning makes access to instruction more effective and productive.

Social media is another skill which the business studies teachers deserves to be knowledgeable in his or her instructional delivery. The arrival of communication in the form of social media has connected individuals throughout the world (Bennett, 2010). Social media is the product of information and Communication Technologies (ICT). The rapid development of information and communication technologies (ICTs) has sparked the creative incorporation of social media into current pedagogical applications and processes. Social media can be defined as a means by which people communicate, utilizing online platforms while they are connected to the internet (Cox and Rethman, 2011). Social media is effective tool for teaching and learning in classroom environment. It allows users to interact with and contribute to content online. Andreas and Michael (2000) are of the opinion that social media is a group of internet-based application that builds on the ideological foundation and allows the creation and exchange of user-generated content. The next processing skills deserved from the business studies teacher is the information and communication technologies (ICTs).

The use of ICTs in the classroom teaching and learning is very important for it provides opportunities for teachers and students to create, store, manipulate and retrieves information. It encourages independent and active learning and self-responsibility for learning. ICTs stands for information and communication technologies and are defined as a “diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. Essien (2013) stated that the capacity of ICT for business studies teachers can enhance the quality of their instructional delivery in several ways; by increasing learner motivation and engagement, by facilitating the acquisition of basic skills and by enhancing their training. ICTs are transformational tools which when used appropriately can promote /improve the shift to a learner-centered environment. The researcher observed that Business Studies teachers in technical colleges in South East have some deficiencies in teaching computer packages therefore, they require amelioration.

Statement of Problem

A qualified business educator must be proficient in all the business studies areas such as office practice, shorthand, commerce, store management, typewriting, accounting and computer application include all to be responsive to the emerging needs in technology, the business studies teachers need to be trained and retrained in practical computer skills, such as database skills, internet skills, social media skills as well as information and communication technology (ICTs) skills. This would enhance the business studies teacher's instructional delivery, consequent upon which their students would stand to benefit. Although many studies have been carried out on information and communication technology, very few have covered the area of teachers' application of computer skills to deliver instructional delivery in business studies at the junior secondary school level in South-East, Nigeria. In a bid to fill this gap, a study of the capacity building needs of business studies teachers for teaching basic computer skills in technical colleges becomes imperative. Thus, the present study is to determine the capacity needs of business studies teachers for teaching basic computer skills in technical colleges in South-East, Nigeria.

Purpose of the Study

The major purpose of this study was to determine capacity building needs of business studies teachers for teaching basic computer skills in Technical Colleges in South-East, Nigeria. Specifically, the study sought to:

- i. Determine the capacity building needs of business studies teachers for teaching database management skills in Technical Colleges in South-East, Nigeria.
- ii. Determine the capacity building needs of business studies teachers for teaching internet skills in Technical Colleges in South-East, Nigeria.
- iii. Determine the capacity building needs of business studies teachers for teaching social media skills in Technical Colleges in South-East, Nigeria.
- iv. Determine the capacity building needs of business educators for teaching information and communication technology skills in Technical Colleges in South-East, Nigeria.

Research Questions

The study provided answers to the following research questions:

- i. What are the capacity building needs of business studies teachers in teaching database management skills in Technical Colleges in South-East, Nigeria?
- ii. What are the capacity building needs of business studies teachers in teaching internet skills in Technical Colleges in South-East, Nigeria?
- iii. What are the capacity building needs of business studies teachers in teaching social media skills in Technical Colleges in South-East, Nigeria?
- iv. What are the capacity building needs of business studies teachers in teaching information and communication technology skills in Technical Colleges in South-East, Nigeria?



Research Hypotheses

- H₀₁: There is no significant difference in the mean rating of business studies teachers and computer education lecturers on the capacity building needs of the teachers for teaching database management skills in Technical Colleges in South-East.
- H₀₂: There is no significant difference in the mean rating of business studies teachers and computer education lecturers on the capacity building needs of the teachers for teaching internet skills in Technical Colleges in South-East.
- H₀₃: There is no significant difference in the mean rating of business studies teachers and computer education lecturers on the capacity building needs of the teachers for teaching social media skills in Technical Colleges in South-East.
- H₀₄: There is no significant difference in the mean rating of business studies teachers and computer education lecturers on the capacity building needs of the teachers for teaching information and communication skills in Technical Colleges in South-East, Nigeria.

Design of the Study

The descriptive survey research design was adopted for the study. The researcher will obtain information from respondents by studying a part of the population. Thus, the descriptive survey design is suitable for this study since information on capacity building needs of business studies teachers for teaching various computer skills were sought from business studies teachers in technical colleges using questionnaire as the instrument.

Area of Study

The study was conducted in South-East geopolitical zone of Nigeria. South-East is one of the six geopolitical zones in Nigeria. The South-East states comprise of Abia, Anambra, Ebonyi, Enugu and Imo. The zone occupies about 28,200 square kilometers with a total population of about 18,550,565 inhabitants and total number of 95 local government areas. The economy of South-East zone depends primarily on agriculture and commerce. Most of the people of South-East are known for their resourcefulness in academics and business. The major occupation here is mostly agriculture and commerce. The South-East people speak Igbo languages with relatively dialectical difference. They take delights in pursuits in education and entrepreneurial exploits. Their attire is relatively the same (Mba and Ezuta, 2017). The senatorial zones in the South-East are divided into educational zones.

Population of Study

The population of the study comprised 159 respondents, made up of 117 business studies teachers and 42 computer education lecturers. The business studies teachers were drawn from the 48 technical colleges while the computer education lecturers were from three Federal Colleges of Education in southeast Nigeria. These include Alvan Ikoku Federal College of Education with computer education lecturers of 12, Federal College of Education (Technical) Umunze with 14 lecturers and Federal College of Education, Eha Amufu with 16 computer education lecturers. The rationale for using the business studies teachers were trained in the Colleges of Education where they obtained NCE that qualifies them to teach at the technical colleges.

Sample and Sampling Technique

The sample consisted of 107 respondents, comprising of 92 business studies teachers and 15 computer education lecturers in the three Federal Colleges of Education. Purposive sampling was used to select the samples of business studies teachers from each school that have up to 3 and above teachers. Simple random sampling was used in selecting the computer education lecturers, 5 each from the three Federal Colleges of Education in the study area giving a total of 15 lecturers.

Instrumentation

A 40-item instrument developed by the researcher and titled “Capacity Building Needs of Business Studies Teachers for Teaching Basic Computer Skills Questionnaire (CBNBSTCSQ) was used to collect data. The instrument has two versions – one for the business studies teachers and the other for the computer education lecturers from the three Federal College of Education. Each version has seven sections A to D. Section A contained items on database skills (B) was to collect information on internet skills (C) was to elicit information on social media and (D) to collect information on ICT skills.

Validation of the Instrument

The instrument was subjected to face validation by three experts, two from Department of Vocational Education, and one from Department of Educational Foundations, all in Faculty of Education, University of Uyo. These experts were requested to read through the instrument and vet the items for clarity. Their inputs/corrections were used to modify the instrument before it was administered to the respondents. This was done to ensure the validity of the instrument for the study.

Reliability of the Instrument

Trial testing of the instrument was done to determine the reliability of the instrument on 20 business studies teachers and 5 computer education lecturers who were not part of the main study but had the same characteristics. The reliability coefficient of 0.99 was obtain which shows that the instrument has a high reliability index.

Method of Data Collection

The researcher with the help of four research assistants visited the 26 selected technical colleges across South-East, Nigeria in their respective clusters to administer the questionnaire on the respondents. One research assistant for each state were briefed on the modalities of the administration and retrieval of the questionnaire from the respondents. The respondents were given one week to complete the questionnaire while the researcher personally visited each of the three Federal Colleges of Education and administered and collected the completed questionnaire.

Method of Data Analysis

The mean and standard deviation was used to answer the research question while independent t-test was used to test the research hypotheses at .05 level of significance.

Decision Rule

The mean was used to answer the research questions. The upper and lower limits were used with a 5-point scale option and rating for both the needed column and performance column. The calculated t-values were compared with the critical t-value to test the null hypotheses. For the hypotheses, if the t-calculated is greater than the t-critical, the null hypotheses were rejected but if the t-cal is less than the t-critical, the null hypotheses were retained.

Results

Research Question One

What are the capacity building needs of business studies teachers in teaching database skills in Technical Colleges in South-East, Nigeria?

Table 1: Need gap analysis of mean responses of business studies teacher in teaching database management skills in technical college (N=107)

S/N	Database Management Skills	Lecturers \bar{X}	Teachers \bar{X}	NG	Remarks
1	store data in suitable storage	4.00	3.35	0.65	CBN
2	create report using selected fields from database query	3.87	2.58	1.29	CBN
3	organize data electronically	4.00	2.72	1.28	CBN
4	update data in database	4.00	2.89	1.11	CBN
5	modify data electronically	3.93	2.49	1.44	CBN
6	create a data without using wizard	3.93	2.47	1.46	CBN
7	create table from scratch in design view	3.80	2.71	1.09	CBN
8	change a fields data type	4.00	2.33	1.67	CBN
9	change a field name in table	4.00	2.61	1.39	CBN
10	manage three dimension database management system	4.00	2.28	1.72	CBN
Grand Mean		3.95	2.64	1.31	CBN

CBN= Capacity Building Needed, CBNN= Capacity Building not needed, NG = Need gap

Source: Field Work (2019).

The results show that items on database skills have positive need gap ranging from 0.65 to 1.72. Based on the grand mean need gap of 1.31 capacity building was needed in all the items but with greater attention on managing three dimensional database management system (gap = 1.72) and changing a fields data type (gap = 1.67) for effective teaching of Basic Computer Skills.

Research Question Two

What are the capacity building needs of business studies teachers in teaching internet skills in Technical Colleges in South-East, Nigeria?

Table 2: Need gap analysis of mean responses of business studies teacher in teaching internet skills in technical college (N=107)

S/N	Internet Items	Lecturers \bar{X}	Teachers \bar{X}	NG	Remarks
11	download files	4.58	3.00	1.58	CBN
12	access different websites	4.12	3.11	1.01	CBN
13	transfer protocol	4.43	2.37	2.06	CBN
14	access electronic document	4.47	2.67	1.80	CBN
15	use internet phones	4.20	2.71	1.49	CBN
16	access the internet	4.65	3.48	1.17	CBN
17	use internet service such as inter relay chart	4.23	3.35	0.88	CBN
18	engage in electronic commerce business	4.30	2.33	1.97	CBN
19	knowledge of internet to access lesson on distance education delivery	4.49	3.00	1.49	CBN
20	Browse	4.61	3.09	1.52	CBN
	Grand Mean	4.41	2.91	1.50	CBN

CBN= Capacity Building Needed, CBNN= Capacity Building not needed, NG = Need gap
Source: Field Work (2019).

The results show that items on internet skills need capacity building since all the gaps are positive ranging from 0.88 to 2.06. Based on the grand mean need gap of 1.50 it implies that business studies' teachers needed capacity building in teaching internet skills. With more emphasis on transfer protocols (gap = 2.06).

Research Question Three

What are the capacity building needs of business studies teachers in teaching social media skills in Technical Colleges in South-East, Nigeria?

Table 3: Need gap analysis of mean responses of business studies teacher in teaching social media skills in technical college (N=107)

S/N	Social Media Skills	Lecturers \bar{X}	Teachers \bar{X}	NG	Remarks
21	use facebook to store data with technical studies	2.00	2.62	-0.62	CBNN
22	WhatsApps professional group	2.40	2.50	-0.10	CBNN
23	Twitter	2.13	2.41	-0.28	CBNN
24	link skype	2.46	2.44	0.02	CBN
25	create facebook	2.53	2.60	-0.07	CBNN
26	Facebook	2.26	2.44	-0.18	CBNN
27	WhatsApps group	2.06	2.32	-0.26	CBNN
28	imo group	2.33	2.47	-0.14	CBNN
29	twitter handle	1.80	2.68	-0.88	CBNN
30	twitter hand for peace	2.46	2.79	-0.33	CBNN
	Grand Mean	2.24	2.53	-0.29	CBNN

CBN= Capacity Building Needed, CBNN= Capacity Building not needed, NG = Need gap
Source: Field Work (2019).



The results show that items on social media skills have negative need gap ranging from -0.07 to -0.62, except for item 54 with a positive mean need gap of 0.02. It indicating that teachers are competent in items 51, 52, 53, 55, 56, 57, 58, 59, and 60. Based on the grand mean need gap of -0.29 business studies teachers do not need capacity building on social media skills.

Research Question Four

What are the capacity building needs of business studies teachers in teaching information and communication technology skills in Technical Colleges in South-East, Nigeria?

Table 4: Need gap analysis of mean responses of business studies teacher in teaching information and communication technology (ICT) skills in technical college (N=107)

S/N	Information communication Technology Items	Lecturers \bar{X}	Teachers \bar{X}	NG	Remarks
31	open education resources link	3.93	3.68	0.25	CBN
32	browse for technical material	3.86	3.82	0.04	CBN
33	google filter to extract technical materials	4.06	3.58	0.48	CBN
34	internet exchange data	4.00	3.68	0.32	CBN
35	email to communicate	3.93	3.82	0.11	CBN
36	link with study groups	3.80	3.66	0.14	CBN
37	access technical education database materials	4.13	3.70	0.43	CBN
38	download technical education learning resources from internet	3.60	3.52	0.08	CBN
39	link with professional association	4.00	3.86	0.14	CBN
40	upload technical materials	4.20	3.85	0.35	CBN
	Grand Mean	3.95	3.72	0.23	CBN

CBN= Capacity Building Needed, CBNN= Capacity Building not needed, NG = Need gap

Source: Field Work (2019).

The results show that items on Information and Communication Technology (ICT) have positive need gap ranging from 0.04 to 0.48 and a grand mean gap of 0.23, this implies that business studies teachers need capacity building in all the ICT skills because the level of competency of the teachers are lower than the level at which capacity building is required.

Research Hypothesis One

There is no significant difference in the mean rating of business studies teachers and computer education lecturers on the capacity building needs of the teachers for teaching database skills in Technical Colleges in South-East.



Table 5: t-test Analysis of the Difference in the mean Responses of Computer education lecturers on the Capacity Building Needs in Teaching Database Management Skills in South-East, Nigeria
Lecturers = 15; Teachers = 92

S/N	Items	Computer lecturers		Bus Std Teachers		t-cal.	t-crit.	Dec
		Mean	SD	Mean	SD			
1	store data in suitable storage	4.00	1.00	3.35	1.01	2.32	1.96	S
2	create report using selected fields from the database query	3.87	0.91	2.58	0.97	4.79	1.96	S
3	organize data electronically	4.00	1.00	2.72	0.97	4.70	1.96	S
4	update data in database	4.00	1.00	2.89	1.15	3.51	1.96	S
5	modify data electronically	3.93	0.96	2.49	0.92	5.60	1.96	S
6	create database without using wizard	3.93	0.96	2.47	0.95	5.51	1.96	S
7	create table from scratch in design view	3.80	0.94	2.71	0.98	3.99	1.96	S
8	change a fields data type	4.00	1.00	2.33	0.95	6.28	1.96	S
9	change a field name in a table	4.00	1.00	2.61	1.00	4.97	1.96	S
10	manage three dimension database system	4.00	1.00	2.28	0.88	6.86	1.96	S
Grand Mean		3.95		2.64		4.853	1.96	S

S = Significant; NS = Not significant
 Source: Field Work (2019).

The results presented show the t-test analysis comparing the mean responses of computer education lecturers and business studies teachers on the capacity building needs of the teachers for teaching database skills in Technical Colleges in South-East. The result revealed that the value of t-cal. (4.853) was greater than the value of t-critical (1.96) at .05 level of significance with 105 degree of freedom. Since the value of t-cal. was greater than the critical value, the null hypothesis was rejected. Therefore, there was a significant difference in the mean response of business studies teachers and computer education lecturers on the capacity building needs of the teachers for teaching database skills in Technical Colleges in South East, Nigeria.

Research Hypothesis Two

There is no significant difference in the mean rating of computer education lecturers and business studies teachers on the capacity building needs of the teachers for teaching internet skills in Technical Colleges in South-East.

Table 6: t-test Analysis of the Difference in the mean Responses of Computer education lecturers and business studies teachers on the Capacity Building Needs in Teaching Internet Skills in South-East. lecturers = 15; Teachers = 92

S/N	Items	Computer lecturers		Bus Std Teachers		t-cal.	t-crit.	Dec
		Mean	SD	Mean	SD			
11	Download files	4.58	1.49	3.00	1.26	2.55	1.96	S
12	Move upload files	4.12	1.58	3.11	1.07	2.56	1.96	S
13	transfer protocol	4.43	1.45	2.37	1.09	3.71	1.96	S
14	access electronic document	4.47	1.38	2.67	1.10	2.84	1.96	S
15	use internet phones	4.20	1.23	2.71	0.91	3.83	1.96	S
16	use internet services such as internet relay chart	4.65	1.35	3.48	0.87	1.98	1.96	S
17	access the internet	4.23	1.40	3.35	0.90	3.78	1.96	S
18	engage in electronic commerce business	4.30	1.16	2.33	0.85	2.97	1.96	S
19	Creates other media platforms that enhance teaching	4.49	1.34	3.00	0.92	5.10	1.96	S
20	Browsing techniques	4.61	1.17	3.09	0.90	6.05	1.96	S
	Grand Mean	4.41		2.91		3.537	1.96	S

S = Significant; NS = Not significant
Source: Field Work (2019).

The results presented show the t-test analysis comparing the mean responses of computer education lecturers and business studies teachers on the capacity building needs of the teachers for teaching internet skills in Technical Colleges in South-East. The result revealed that the value of t-cal. (3.537) was greater than the value of t-critical (1.96) at .05 level of significance with 105 degree of freedom. Since the value of t-cal. was greater than the critical value, the null hypothesis was rejected. Therefore, there was a significant difference in the mean response of business studies teachers and computer education lecturers on the capacity building needs of the teachers for teaching internet skills in Technical Colleges in South East, Nigeria.

Research Hypothesis Three

There is no significant difference in the mean rating of business studies teachers and computer education lecturers on the capacity building needs of the teachers for teaching social media skills in Technical Colleges in South-East.

Table 7: t-test Analysis of the Difference in the mean Responses of Computer education lecturers and business studies teachers on the Capacity Building Needs in Teaching Social Media Skills in South-East, Nigeria
lecturers = 15; Teachers = 92

S/N	Items	Computer lecturers Mean	SD	Bus Std Teachers Mean	SD	t-cal.	t-crit.	Dec
21	use facebook to store data with technical studies	2.00	1.25	2.61	1.23	1.79	1.96	NS
22	whatsapp professional group	2.40	1.35	2.50	1.19	0.29	1.96	NS
23	Twitter	2.13	1.06	2.41	1.15	0.87	1.96	NS
24	link skype	1.80	0.86	2.68	1.13	2.87	1.96	S
25	create facebook	2.53	1.68	2.60	1.19	0.21	1.96	NS
26	Facebook	2.26	1.27	2.44	1.04	0.59	1.96	NS
27	whatsapp group	2.06	1.33	2.32	1.32	0.70	1.96	NS
28	imo group	2.33	1.49	2.47	0.95	0.49	1.96	NS
29	twitter handle	2.46	1.45	2.44	1.06	-0.06	1.96	NS
30	twitter hand for peace	2.46	1.30	2.79	1.29	0.90	1.96	NS
	Grand Mean	2.24		2.53		0.865	1.96	NS

S = Significant; NS = Not significant

Source: Field Work (2019).

The results presented show the t-test analysis comparing the mean responses of computer education lecturers and business studies teachers on the capacity building needs of the teachers for teaching social media skills in Technical Colleges in South-East. The result reveals that the value of t-cal. (0.865) is less than the value of t-critical (1.96) at .05 level of significance with 105 degree of freedom. Since the value of t-cal. is less than the critical value, the null hypothesis is retained. It can therefore be concluded that; there is no significant difference in the mean response of business studies teachers and computer education lecturers on the capacity building needs of the teachers for teaching social media skills in Technical Colleges in South East, Nigeria.

Research Hypothesis Four

There is no significant difference in the mean rating of business studies teachers and computer education lecturers on the capacity building needs of the teachers for teaching information and communication skills in Technical Colleges in South-East, Nigeria.



Table 8: t-test Analysis of the Difference in the mean Responses of Computer education lecturers and business studies teachers on the Capacity Building Needs in Teaching Information and Communication Technology (ICT) Skills in South-East, Nigeria lecturers = 15; Teachers = 92

S/N	Items	Computer lecturers		Bus Std Teachers		t-cal.	t-crit.	Dec
		Mean	SD	Mean	SD			
31	open education resources link	3.93	1.16	3.68	1.11	7.79	1.96	S
32	Improvisation through the use of ICT resources in business studies	3.86	1.18	3.82	1.11	8.13	1.96	S
33	Integration of ICT equipment to facilitate teaching process in business education	4.06	1.03	3.58	1.23	4.42	1.96	S
34	Building server e-learning resources for business studies	4.00	1.19	3.68	1.12	6.99	1.96	S
35	Telnetting through ICT infrastructure to access similar institution database	3.93	1.33	3.82	1.00	9.36	1.96	S
36	link with study groups	3.80	1.52	3.66	1.23	6.38	1.96	S
37	ICT configurations for enhanced teaching process in business studies	4.13	0.83	3.70	1.11	4.41	1.96	S
38	Use of ICT infrastructure to access business studies website	3.60	1.35	3.52	1.11	7.70	1.96	S
39	link with professional association	4.00	1.00	3.86	0.99	2.47	1.96	S
40	upload technical materials	4.20	0.77	3.85	1.15	3.10	1.96	S
	Grand Mean	3.95		3.72		6.073	1.96	S

S = Significant; NS = Not significant

Source: Field Work (2019).

The results presented show the t-test analysis comparing the mean responses of computer education lecturers and business studies teachers on the capacity building needs of the teachers for teaching information and communication skills in Technical Colleges in South-East. The result revealed that the value of t-cal. (6.073) was greater than the value of t-critical (1.96) at .05 level of significance with 105 degree of freedom. Since the value of t-cal. was greater than the critical value, the null hypothesis was rejected. Therefore, there was a significant difference in the mean response of business studies teachers and computer education lecturers on the capacity building needs of the teachers for teaching information and communication skills in Technical Colleges in South East, Nigeria.

Findings of the Study

Based on the results presented in the tables, the following findings were made:

- i. Business studies teachers in technical colleges needed capacity building on (10) database. These items included; store data in suitable storage, create report using selected fields from database query, organize data electronically, update data in database, modify data electronically, create a data without using wizard, create table from scratch in design view, change a field data type, change a field name in table as well as manage three dimension database management system.
- ii. Business studies teachers needed capacity building on ten (10) areas on internet skills. These items included; download files, access different websites, transfer protocol, access electronic document, use internet phones, access the internet, use internet service such as



- inter relay chart, engage in electronic commerce business, knowledge for internet to access lesson on distance education delivery as well as browse.
- iii. Business studies teachers did not need capacity building in nine (9) areas on social media. These items included; use facebook to store data with technical studies, whatsapp professional group, twitter, link skype, create facebook, facebook, whatsapp group, imo group twitter handle as well as twitter hand for peace.
 - iv. Business studies teachers in technical colleges, needed capacity building in ten (10) areas on ICT. These items included; open documents resources link, browse for technical material, google filter to extract technical materials, internet exchange data, email to communicate, link with study groups, access technical education database materials, download technical education learning resources from internet, link with professional association as well as upload technical materials.
 - v. There was a significant difference in the mean responses of the computer education lecturers and business studies teachers on the capacity building needs of teachers in teaching database processing skills in technical colleges in South-East, Nigeria.
 - vi. There was a significant difference in the mean responses of the computer education lecturers and business studies teachers on the capacity building needs of teachers in teaching internet processing skills in technical colleges in South-East, Nigeria.
 - vii. There was no significant difference in the mean responses of the computer education lecturers and business studies teachers on the capacity building needs of teachers in teaching social media processing skills in technical colleges in South-East, Nigeria.
 - ix. There was a significant difference in the mean responses of the computer science lecturer and business studies teachers on the capacity building needs of teachers in teaching Information and Communication Technology (ICT) skills in technical colleges in South-East, Nigeria.

Discussion of Findings

Findings of this study were discussed as follows:

Capacity Building Needs of Business Studies Teachers in Teaching Database Management Processing Skills in Technical Colleges

The findings reveal that business studies teachers in technical colleges in South-East, Nigeria needed capacity building on 10 items on database skills. Also, the t-test result of the hypotheses which stated that there was a significant difference in the mean responses of computer education lectures and business studies teacher on the capacity building needs of teachers in teaching database skills in technical colleges in South-East Nigeria. This study revealed that capacity building on database skills would improve the business studies teachers' instructional delivery to package their students after graduation, since database are used extensively in businesses, offices and in all areas in which computer are used in education for processing data electronically by the education administrators. This was in line with the finding of Agomuo (2011).



Capacity Building Needs of Business Studies Teachers in Teaching Internet Processing Skills in Technical Colleges

The finding of the study relating to capacity building needs of business studies teacher on internet skills indicated that business studies teacher needed capacity building on all the 10 areas. Also the t-test result of the hypotheses tested show that there was a significant difference in the mean responses of the computer education lecturers and business studies teacher on the capacity building needs of teachers in teaching internet skills in technical colleges in South-East Nigeria. The finding of this study revealed that business studies teachers needed capacity building in internet skills. This was in line with Agomuo (2014) who saw internet as a worldwide system of computer network in which user of one computer can get information from any other computer operators.

Capacity Building Needs of Business Studies Teachers in Teaching Social Media Processing Skills in Technical College

The findings reveal that out of the 10 skills on social media only 1 skill are needed while 9 skills are not needed for capacity building by business studies teachers in teaching social media skill in technical colleges in South-East, Nigeria. Also, the t-test result of the hypotheses tested shows that there was no significant difference in the mean responses of the computer education lecturers and business studies teacher on the capacity building needs of teachers in teaching social media skills in technical colleges in South-East Nigeria. The findings of this study revealed that business studies teachers are familiar with social media skills because majority of the teachers who are more social by nature and are connected to students through social media sites are better educators in the school, which means the teachers are skilled at interacting with students and solving problems. It is in agreement with Essien (2021) who found that 70 percent of the teachers who used the internet for personal surfing resulted in sharpened teachers' concentration.

Capacity Building Needs of Business Studies Teachers in Teaching Information and Communication Technology (ICT) Processing Skills in Technical College

The finding of this study relating to capacity building needs of business studies teachers on information and communication technology processing skills indicated that business studies teachers needed capacity building on the 10 areas in ICT skills. Also, the t-test result of the hypotheses tested that there was a significant difference in the mean responses of computer education lecturers and business studies teachers on the capacity building needs of teachers in teaching ICT skills in technical colleges in South-East, Nigeria. The findings of this study revealed that ICT is a critical tool in preparing and educating students with the required skills for the global workplace. It educates students so that the student can continually adapt to a world of work of continuous technological innovations. ICT has the potential to widen access to instructional delivery resources, improve the quality of learning and improve management efficiencies of education system. The findings of this study supported the assertion of Essien (2021) that ICT can promote educational change, improve the skills of learners and prepare the students for global economy and information society.

Conclusion

It can be concluded that capacity building of business studies teachers plays significant role in achieving effective instructional delivery. From the findings of the study, almost all the items on the variables identified had the need for capacity building of business studies teachers, except some items in word processing skills and social media, which did not indicate need for capacity



building of business studies teaches in teaching basic computer skills. Therefore, it was concluded that business studies teachers needed capacity building on: electronic spreadsheets, database, internet and ICTs skills and also less emphasizes should be given to word processing and social media skills for effective instructional delivery to make the students to be job creators and not job seekers after graduation.

Recommendations

- i. Business studies teachers also need retraining on word processing skills and social media skills to enable the teachers upgrade the skills of their students in world of work.
- ii. Institutions of higher learning where business studies teachers are being trained should equip business education department with computers so as to give the teachers necessary training that would enable the teachers have full knowledge and skills they would transfer to their students.
- iii. The business education curriculum in colleges of education where business studies teachers are trained should be reviewed from time to time. The review should take cognizance of the findings of this study, relating to computer application packages skills as required in basic computer appreciation, electronic spreadsheets, database, internet and ICT processing skills.



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