

# INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS POSSESSED BY BUSINESS STUDIES TEACHERS IN ENUGU EDUCATION ZONE. A PREREQUISITE FOR QUALITY ASSURANCE IN TEACHING AND LEARNING OF BUSINESS STUDIES.

**Nwokike, Felicia Ogonnia**

Department of Technology and Vocational Education.  
Enugu State University of Science and Technology (ESUT),  
Enugu.

## Abstract

*The study was carried out in Enugu education zone, Enugu state to identify the media and communication skills possessed by business studies teachers to enhance quality in the teaching and learning of business studies in Secondary Schools. The study adopted a descriptive survey research design. Two research questions were developed in line with the purpose of the study. Two hypotheses formulated and tested at 0.05 level of significance. A structured questionnaire was developed and used for collecting data from 119 respondents comprising of 79 graduate and 40 non graduates teachers. The data collected were analyzed using mean and standard deviation to answer the research questions and t- test statistics to test hypotheses. The findings from the study revealed that business studies teachers did not possess 5 media skills and one of them is the ability to produce electronic slides and overheads for effective teaching. Based on the findings, it was recommended that business studies teachers in secondary schools should be trained and re-trained on those media skills not possessed by them and also seminars and workshops should be organized for them for them to improve on communication skills.*

## Introduction

The economic potentials of any nation depend largely on its technological advancement. There is a great link between functional education and technological growth. A functional education according to Agbe (2010) is that aspect of education which acknowledges the global, social, economic, political and technological trends. This is in conformity with the statement made by Oranu and Ogwo (2006) that the ever increasing technological advancement justified the need for the inclusion of more skilled oriented subject into the junior secondary school curriculum.

Secondary education is the second level in the educational system. Federal Republic of Nigeria (2004) asserted that secondary education is the form of education children receive after primary education and before the tertiary stage. The broad aim of secondary education is to prepare individuals for higher education and also to prepare them for useful living within the society they live. Secondary education consists of senior secondary schools and junior secondary schools. According to Federal Republic of Nigeria (2004), the junior secondary schools will be both prevocational and academic in nature. It will teach all the basic subjects which will enable the students to acquire further knowledge and develop skill.

Business studies is one of the prevocational subjects introduced in the junior secondary school system in 1982 as part of the 6-3-3-4 system of education which is geared towards the revolution of educational system. Business studies, in the view of Njumogu and Njumogu (2009) in Nwokike (2011), is a subject that seeks to bring the elementary parts of five commercial subjects into one which includes office practice, commerce, book-keeping, typewriting and shorthand. Business studies are a subject that emphasizes the practical acquisition of skills. This subject is taught by a business studies teacher.

A teacher according to Webster (1983) in Elobuik (2010) is an instructor, preceptor, tutor, professor, pedagogue, educationist, educator or school master or mistress and a person whose occupation is to instruct others. A teacher in the opinion of Obanewa (1994) in Asogwa, Uko and Omeh(2010) is one who has undergone a teacher preparatory programme and charged with the responsibility of managing the learning behavior of the students. Furthermore, Nzewi, Okpara and Akudolu(1995) in Asoqwa, Uko and Omeh(2010) opined that a teacher is a curriculum implementer, motivator of learning, facilitator of learning and a guide for learning.

Therefore, a business studies teacher is an expert or professionally trained teacher of business subjects who is competent in teaching all the components of business studies. Interestingly, all these components that make up business studies can be taught with modern technologies like information and communication technology. The world is moving towards globalization process through information and communication technology. Information and communication technology includes the entire modern electronic device used in various sector of the economy. It cuts across all aspects of human endeavour such as education, industry, medicine and financial institutions. Anaele and Vigil(2010) opined that information and communication technology(ICT) is an umbrella term that includes any communication device or applications encompassing radio, television, cellular phones, computer networks, hardware and software, satellite system etc. Information and communication technology is used in education to enhance teaching and learning. According to Oboegbulam (2005) through the use of information and communication technology, teachers can learn how to enter data into computer and access data, maintain accuracy of school records and analyze students' results.

One of the objectives of information and communication technology is to integrate information technology into the mainstream of education and training and also to empower the youths with ICT skills and prepare them for global competitiveness. ICT skills are those related to the use of computers and then the ability to transmit stored information through fixed line networks or through wireless phone networks. Ngurukwem (2005) in Ezech (2010) advised that teachers of business should possess ICT skills if they are to grow professionally and remain relevant in the modern era. This is in line with the statement made by Osuala (2004) that business educators must remain aware of the changing scene in word processing with the ever increasing technological development and advancement. In order to achieve the stated objectives of ICT and also to ensure quality in the teaching and learning of

business studies, business studies teachers should possess ICT skills such as communication and media skills.

Effective and efficient communication is very essential in teaching and learning process. Therefore, there is need for transmission of information between the teachers and the students. Communication skills refer to a set of skills that enable a person to convey information so that it is received and understood. Baba (2010) posited that effective communication is a sine qua non for all lecturers who teach business courses because, it contributes immensely towards their training of manpower for both private and public enterprise. A business studies teacher in junior secondary school needs the basic communication skills for effective teaching of business studies. The researcher asserted that effective communication is the key to mobilizing the students, 'i.e. arousing their interest in the topic and also for effective classroom management. On the other hand, poor communication demoralizes the students and makes teaching and learning uninteresting.

According to Akinlola (2005), multi-media system is an exciting mix of graphics, texts, animation and photographs on computer system. It combines movies, sound and animated graphics to achieve products. Olufemi and Oyenu (2010) in Ifeanyi Eze (2010) stated that influence of technology has rendered traditional skills inadequate for the world of work while creating need for new sophisticated skills. Media ICT skills are necessary for business studies teachers. A topic like office equipment can be taught using computer to draw the office equipment instead of using cardboard sheet or drawing it on the board. Obiorah and obi (2008) carried out a study on information technology skills required by business office worker, they found out that communication skills are much required by business office workers working with information technology. Also a study carried out by Obi and Akarahu (2010) revealed that telecommunication skills are needed for effective teaching of marketing using technology. IT therefore means that business studies teachers should possess the ICT skills for effective teaching of business studies and also to enhance quality assurance in the teaching and learning of business studies in the Junior Secondary Schools in Enugu education zone. Effective teaching of business studies requires the application of these modern technologies to make it interesting meaningful and of high quality. Quality assurance according to Homby (2001) in Asogwa, Uko and Umeh (2010) is the practice of managing the way services are provided to make sure they are kept at a high standard.

In the concept of this study, Quality assurance requires the application of ICT facilities in the teaching and learning of business studies in junior secondary schools. To ensure that there is quality in the teaching and learning of business studies, it is relevant to determine the communication and media ICT skills possessed by business studies teachers in Junior Secondary School in Enugu Educational zone.

### Statement of the Problem

Technology has changed the way we do things today in business, be it in office or institution. The old typing pool has been replaced with computer laboratory. Therefore, the business studies teachers should possess the ICT skills to keep abreast with the technology and competently teach these skills to the students in order to ensure that there is quality assurance in the teaching and learning of business studies in Junior Secondary School in Enugu Education Zone. The problem of the study is, what are the media and communication skills a business studies teacher should possess for effective teaching and learning of business studies in junior secondary schools in Enugu education zone, Enugu state.

### Purpose of the Study

The major purpose of the study was to determine the information and communication technology skills possessed by business studies teachers in junior secondary schools in Enugu Education Zone, Enugu state. Specifically, the study sought to:

1. Determine the media skills possessed by business studies teachers in Enugu education zone.
2. Determine the communication skills possessed by business studies teachers in secondary schools in Enugu education zone.

### Research Questions

The following research questions guided the study:

1. What are the media skills possessed by business studies teachers in secondary Schools in Enugu education zone, Enugu state.
2. What are the communication skills possessed by business studies teachers in Secondary schools in Enugu Education Zone, Enugu State.

### Hypotheses

The following hypotheses were tested at 0.05 level of significance.

**H0<sub>1</sub>:** There is no significant difference between the mean responses of graduate teachers and non- graduate teachers on the media skills possessed by business studies teachers in secondary school in Enugu education zone.

**H0<sub>2</sub>:** There is no significant difference between the mean responses of graduate teachers and non- graduate teachers on the communication skills possessed by business studies teachers in secondary schools in Enugu education zone.

### Methods

This study adopted a descriptive survey research design. The area of the study was Enugu Education Zone. The population of the study consisted of 119 business studies teachers in the 29 junior secondary schools in Enugu education zone. The entire population was studied. The instrument used for data collection was a four- point rating scale of Strongly Agree, Agree, Disagree, Strongly Disagree, with weighted values of 4,3,2 and 1 respectfully.

It contained a total of 24 questionnaire items based on the research questions raised for the study. The instrument was validated by 3 experts, 2 experts from the Department of Technology and Vocational education and one expert in measurement and evaluation, all in Enugu State University of Science and Technology. The comments of the validators guided the modification of the instrument. The reliability of the instrument was established using Crombach alpha. The reliability index arising from this method achieved a degree of internal consistency of the instrument. The calculated reliability index was 0.68.

The researcher administered the questionnaire by the help of research assistants (one business studies teacher in each 29 junior secondary school in Enugu education zone.) A return rate of 100% was recorded. Analysis was carried out using mean with standard deviation to answer the research questions. To reach a decision, the mean of the mean of the weighting scale was calculated thus:  $4+3+2+1=10/4=2.50$ . Any mean score of 2.50 and above were regarded as possessed skills while items with mean below 2.50 were regarded as not possessed. Two null hypotheses were tested at 0.05 level of significance using t-test statistics. If the calculated t-value is less than the critical table value of 1.96 for required degree of freedom of 117, the null hypotheses is upheld but if the calculated t-value is greater than the critical t-value, the null hypotheses is rejected.

## Results

### Research question 1

What are the media skills possessed by business studies teachers in secondary school in Enugu educational zone, Enugu state?

**Table1:** Mean ( $\bar{x}$ ) scores and standard deviation showing the Business studies teachers' responses on the media skills possessed by them.

| S/N. | Media skills possessed by Business Study Teachers.                                          | X    | SD   | Decision |
|------|---------------------------------------------------------------------------------------------|------|------|----------|
| 1.   | Produce print based product such as Newsletters, brochures, posters.                        | 3.61 | 0.52 | P        |
| 2.   | Produce electronic slides and overheads for effective teaching.                             | 1.81 | 0.85 | NP       |
| 3.   | Use painting and drawing tools to produce images                                            | 3.41 | 0.79 | P        |
| 4.   | Use digital camera and scanner                                                              | 3.27 | 0.82 | P        |
| 5.   | Edit a video text                                                                           | 3.24 | 1.89 | P        |
| 6.   | Produce a video text                                                                        | 2.93 | 1.09 | P        |
| 7.   | Knowledge of characteristics of different media, strength and weaknesses of different media | 2.27 | 0.89 | NP       |

|     |                                                                    |      |      |    |
|-----|--------------------------------------------------------------------|------|------|----|
| 8.  | Identify media communication resources                             | 1.86 | 0.72 | NP |
| 9.  | Make use of video tape reader.                                     | 2.03 | 0.41 | NP |
| 10. | Make use of closed circuit, TV, via micro wave, cablesatellite TV. | 2.23 |      | NP |

KEY: P = Possessed

NP = Not possessed

Table 1 revealed that out of the ten media skills, the business studies teachers possessed five media skills while five skills were not possessed by them. This indicates that the business studies teachers still need training on the remaining media skills for quality assurance in the teaching and learning of business studies.

### Research question 2

What are the communication skills possessed by the business studies teachers in Enugu education zone?

**Table2:** Mean ( $\bar{x}$ ) scores and standard deviation showing the business studies teachers' responses on the communication skills possessed by them.

| S/N. | Media skills possessed by Business Study Teachers.   | X    | SD   | Decision |
|------|------------------------------------------------------|------|------|----------|
| 11.  | Demonstrate knowledge of good Grammar                | 3.78 | 0.41 | P        |
| 12.  | Punctuate correctly                                  | 3.56 | 0.44 | P        |
| 13.  | Capitalize correctly                                 | 3.71 | 0.56 | P        |
| 14.  | Proof read document correctly                        | 3.70 | 0.46 | P        |
| 15.  | Demonstrate good oral communication                  | 3.70 | 0.38 | P        |
| 16.  | Lead by example                                      | 3.39 | 0.48 | P        |
| 17.  | Explicitly address inconsistency                     | 3.30 | 0.46 | P        |
| 18.  | Repeat key messages                                  | 3.45 | 0.52 | P        |
| 19.  | Use metaphor and analogies                           | 3.68 | 0.49 | P        |
| 20.  | Listen and be listened to                            | 3.57 | 0.49 | P        |
| 21.  | Used many different fora to spread the word          | 3.69 | 0.46 | P        |
| 22.  | Keep a simple correct sentence that is not ambiguous | 3.61 | 0.62 | P        |
| 23.  | Built a rapport.                                     | 3.56 | 0.49 | P        |
| 24.  | Work with different people                           | 3.43 | 0.57 | P        |

From the data analysis all the communication skills were possessed by the business studies teachers. The mean scores are between 3.30 3.78. This indicates that communication skills are very paramount for effective teaching of business studies.

**Table 3:** The t-test analysis of mean responses of graduates and non- graduate business studies teachers in the media skill possessed by them**Hypotheses 1**

There is no significant difference between the mean responses of graduate teachers and non-graduate teachers on the media skills possessed by business studies teachers in secondary school in Enugu education zone.

| Responses     | N  | 7    | SD   | DF  | t.cal | t-tab. | Remark |
|---------------|----|------|------|-----|-------|--------|--------|
| Graduates     | 79 | 2.46 | 0.75 | 117 | 0.88  | 1.96   | NS     |
| Non-graduates | 40 | 2.64 | 0.51 |     |       |        |        |

The t-test analysis of data in table 3 revealed that all the 10 items in the media skills possessed by business studies teachers had their t-cal lower than the t-table of 1.96 at 0.05 level of significance.

This indicated that for the 10 questionnaires items (1-10), there was no significance difference in the mean responses of the two groups of the respondents. Therefore, the Null hypothesis of no significance different between the graduates and Non- graduate teachers was upheld for the 10 research items.

**Hypotheses 2**

There is no significant difference between the mean responses of graduate teachers and non graduate teachers on the communication skills possessed by business studies teachers in secondary schools in Enugu educational zone.

**Table4**

| Responses     | N  | 7    | SD   | DF  | t.cal | t-tab. | Remark |
|---------------|----|------|------|-----|-------|--------|--------|
| Graduates     | 79 | 3.38 | 0.16 |     |       |        |        |
| Non-Graduates | 40 | 3.38 | 0.50 | 117 | 0.20  | 1.96   | NS     |

The test analysis of data in table 2 revealed that the communication skills possessed by business studies teacher in secondary school had their t-cal lower than the t- table of 1.96 at 0.05 level of significance. This indicated that for the 14 questionnaires items, there was no significance difference in the mean responses of the two groups of the respondents, i.e. graduate and non- graduates in the communication skills possessed by business studies teachers. With the above result, the Null hypotheses of no significance different between the two group of respondents was upheld.

**Discussion of findings**

The result of the present study revealed that the business studies teachers possessed five media skills out of the 10 listed items. Media skills possessed by them ranges from 3.61 2.93 which include the ability to produce print based product such as Newsletters, brochures, text. This result agreed with the work of Chukwumezie (2005) who found that senior secondary business education graduates in Owerri, Imo State required the following media skills such as abilities to produce print-based products, produce electronic slides, use digital camera and scanner, produce and edit video. On the other hand, the study revealed that business studies teachers do not mostly possess the media skills. This could be as a result of absence of workshops/seminars for business studies teachers on information and communication technology skills. As a result of this, the business studies teachers in Enugu education zone will always found it difficult to effectively teach the typewriting and office practice aspect of business studies.

The result of this study in research question 2 revealed that the business studies teachers in Enugu education zone possessed all the communication skills. This agrees with the study carried by Oborah and Obi (2001).

The result of their study revealed that the business office workers in Kogi State require all the communication skills such as the abilities to demonstrate good grammar, punctuate correctly, proof-read document correctly and demonstrate good communication. Njumogu and Njumogu (2001) obtained that effective and efficient communication is very essential in any organization. There is need for transmission of information between the teachers and the students. This result is not surprising because teachers have come to realize that effective and efficient communication during lesson arouse the students interest during teaching and also gives room for proper class room management. A teacher who showed the ability to demonstrate knowledge of good grammar commends respect from the students

**Conclusions**

The study established that business studies teachers in Enugu education zone possessed some media skills while some skills were not possessed by them. Therefore, this study had exposed the media skills not possessed for effective teaching and learning of business studies in secondary schools. One of the skills identified include ability to produce electronic slides and overheads for effective teaching. Since we are in the world of technological development and no technological development can take place without sound knowledge of ICT by the teacher, the business studies teachers in Enugu Education of Enugu State should be competent in ICT skills in order to help a child live successfully in a changing world of Technology.

**Recommendations**

Based on the result of the findings, it was recommended that;

1. Business studies teachers in Enugu education zone should be trained and retrained on

ICT skills such as media skills in order to improve and enhance effective teaching and learning of business studies.

2. Seminars and workshops should be organized for them.
3. Furthermore, computer and internet service printers should be made available in secondary schools for business studies teachers after their training for them to gain hands on experience. This will help them to improve their ICT skills and their improvement in ICT skill will enhance quality in the teaching and learning of business studies in secondary schools in Enugu education zone.

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