BASIC SOFTWARE SKILL NEEDS BY BUSINESS EDUCATION TEACHERS IN TEACHING SELECTED APPLICATION PACKAGES IN TECHNICAL COLLEGES IN SOUTH-EAST, NIGERIA

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ABSTRACT

The study determined the basic software skill needs by business education teachers in teaching selected application packages in technical colleges in South-East Nigeria. To achieve this objectives, three research questions were developed and answered while three 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: Basic computer operation, Word processing and electronic spreadsheets. 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: Basic Software Skill, needs by Business Education Teachers, Teaching Selected Application Packages and Technical Colleges in South-East, Nigeria

Nseabasi P. Essien Ph.D, Dr Samuel D. UDO, Ph.D
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INTRODUCTION

Business studies are an academic subject that helps students to be exposed to realities of business practices. Business studies at this level is made up of book-keeping, shorthand, office practice, commerce, typewriting, store management and basic computer. On the above premises, basic computer was incorporated in the new uniform curriculum to replace typewriting in order to increase students' knowledge scope in the new technology. According to Asuquo (2016) business studies is meant to educate students in a cluster of occupational skills for specific jobs and equip the individual with competencies for starting a trade of their own if the individual is unable to proceed to the next school level. The subject is designed to introduce students to the foundational knowledge of the principles and practices of business. Okute (2008) opined that business studies are the fundamental subjects which have to do with acquisition, conservation and expedition of wealth.

A teacher is a person that has been trained pedagogically and in the subject matter, equipped with skills and competencies which can be used to teach effectively. Ibelegbu (2013) noted that a teacher is a facilitator of learning, who helps students to realize their full potentials educationally, emotionally, and socially in career selection and transition. In this study, a teacher is a person who has been trained to become a professional in an area of specialization in a recognised institution or teachers' training colleges. There are male and female business studies teachers in technical colleges, who were trained in Colleges of Education and have obtained Nigeria Certificate in Education (NCE) that qualifies them to teach business studies at the junior secondary level of the technical colleges. The computer education lecturers in Colleges of Education are education experts who are professionally competent in computer application/packages to train NCE students in the Colleges of Education. The computer education lecturers are trained in pedagogical areas of computer science and are charged with the responsibilities of imparting knowledge, skills and attitude of computer science to students in the Colleges of Education. These group of educators are relevant in the teaching and learning in the academic environment because they help the students to make informed decisions in the everyday business of living. Through the acquisition of business studies, the students will: acquire the basic knowledge of business studies; develop the basic skills in office occupation; prepare for further training in business studies; have basic skills with which to start a life of work; have basic skills for personal use in future; and as well as relate the knowledge and skills they have acquired to the national economy (Nigeria Education and Research Development Council, 2007).

According to Allison (2005), Basic computer appreciation skill is the ability of turning the computer off and on, copying, deleting and renaming files, which the business studies teachers must be familiar and trained on. Operating various computer components should be like puzzle which involves the coupling and using all the computer components such as the mouse, managing the various windows. This must be handled by trained business studies teachers. Word processing is one of the many computer software packages. It is the application of computer or manipulating text-based documents, as electronic equivalent of paper, pen, typewriter, eraser, and are likened to a dictionary and thesaurus. Word processor is a software programme that is used to create a document, store it electronically, display it on a screen, modify it using commands and characters and print it with a printer. It also processes paragraphs, indentation, margin size, font type, font size, font color and spacing within the document being created. Word processors have replaced typewriters because with word processing user can make changes anywhere in the document without having to retype the entire page. Word processors also come equipped with "spell-check" function eliminating the need for multiple editors and provide an immediate tool for grammatical correction. Some common word processors include Microsoft word, Abi word, word perfect and open office among others.

Data processing is the manipulating of all forms of data used in an organization into information in order to plan, control, manage and facilitate organizational activities. The ability of the business studies teachers to be skillful in data gathering will improve their instructional delivery

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Nseabasi P. Essien Ph.D, Dr Samuel D. UDO, Ph.D
&
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efficiency. Data processing is used extensively in business, and in all areas in which computers are used such as education to process data educationally by the teachers and other education administrators.

Spreadsheets are integral parts of organizational data analysis activities. In the modern days, individual and organizations are confronted with an increasingly data driven world. An electronic spreadsheet is a computer application that supersedes paper worksheets. Electronic spreadsheet software allows the user to add, subtract, and perform user define calculations on rows or columns and numbers. Microsoft Excel is a form of spreadsheet, an electronic spreadsheet software that eliminates the tedious recalculations required with manual methods. Electronic spreadsheet enables the user to perform data analysis without programming skills. It primarily helps in analysis of numeric data (Essien, 2020).

STATEMENT OF THE PROBLEM

The quality of teaching and learning basic computer packages in technical colleges in South-East, Nigeria continues to raise concerns to the world of work, because the technical colleges products are deficient in some skills. The deficiency in skills in technical colleges suggest that the teaching of the basic computer may seem not be as effective as required. The researcher observed that majority of the business studies teachers have the knowledge of theoretical aspect of computer skills but lack the practical aspect. During the teaching and learning period, the practical aspect becomes "passive or do it yourself". This is partly due to lack of retraining of the business studies teachers on practical computer applications and the absence of retraining appears to be the most daunting challenge facing the business studies teachers' effective instructional delivery. In the course of the above challenge the students do not do well even in the public examination such as Junior Basic Education Certificate Examination (BECE). 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:
- Determine the capacity building needs of business studies teachers for teaching basic computer appreciation skills in Technical Colleges in South-East, Nigeria.
- Determine the capacity building needs of business studies teachers for teaching word processing skills in Technical Colleges in South-East, Nigeria.
- Determine the capacity building needs of business studies teachers for teaching electronic spreadsheet skills in Technical Colleges in South-East, Nigeria.

RESEARCH QUESTIONS

The study provided answers to the following research questions:
- What are the capacity building needs of business studies teachers in teaching basic computer appreciation skills in Technical Colleges in South-East, Nigeria?
- What are the capacity building needs of business studies teachers in teaching word processing skills in Technical Colleges in South-East, Nigeria?
- What are the capacity building needs of business studies teachers in teaching electronic spreadsheet skills in Technical Colleges in South-East, Nigeria?

Nseabasi P. Essien Ph.D, Dr Samuel D. UDO, Ph.D
&
Anietie B. INYANG, Ph.D

RESEARCH HYPOTHESES

The following null hypotheses were formulated for testing at $p \leq .05$.

- Ho_1: 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 Basic computer appreciation skills in Technical Colleges in South-East.
- Ho_2: 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 word processing skills in Technical Colleges in South-East.
- Ho_3: 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 electronic spreadsheet skills in Technical Colleges in South-East.

DESIGN OF THE STUDY

The survey research design was adopted for the study. This is because the researcher intended to obtain information from respondents by studying a sample of the population. Thus, the survey design is suitable for this study since information on capacity building needs of business studies teachers for teaching computer operations skills were sought from business studies teachers in technical colleges using questionnaire.

AREA OF THE STUDY

The study was conducted in South-East geopolitical zone of Nigeria. South-East is one of the six geopolitical zones in Nigeria. The states in South-East comprise Abia, Anambra, Ebonyi, Enugu and Imo, Abia and Enugu states were created on 27th August, 1991, Imo and Anambra in 1976 while Ebonyi State was created in 1996. The total population of people lving here is 18,550,565 and the zone consist 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. Their main crops are rice, yam, palm oil, cocoa, maize, groundnut, plantain, banana, cassava, melon, sugar cane, fruits and vegetables, as well as seafood.
The senatorial zones in the South-East are divided into educational zones. The prestige of a family in the South-East is determined by the number of educated persons they have produced and interest in education is self-evident from educational development effort of the communities.

POPULATION OF STUDY

The population of the study comprised 159 respondents, which are 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. The rationale for using the business studies teachers, and the computer education lecturers is that the business studies teachers teach business studies at the junior technical classes while the computer education lecturers teach computer education courses in the College of Education.

Nseabasi P. Essien Ph.D, Dr Samuel D. UDO, Ph.D
&
Anietie B. INYANG, Ph.D

SAMPLE AND SAMPLING TECHNIQUE

The sample of the study consisted of 107 respondents, made up 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 schools that have up to 3 and above teachers. For the computer education lecturers, random sampling was used to select 5 each from the three Federal Colleges of Education in the study area giving a total of 15 lecturers.

INSTRUMENTATION

A 30-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. The questionnaire has two types of responses scale, the needed and performance scale. The needed type which was responded to by computer education lecturers is based on five-point scale with nominal value assigned as follows:
Very Highly Needed (VHN)   = 5, Highly Needed (HN) = 4, Moderately Needed (MN) =   3,   Lowly Needed (LN) =   2, Very Lowly Needed (VLN) = 1. The performance type which was responded by the subject teachers – the business studies teachers is also five-point rating scale assigned as follows: Very High Performance (VHP = 5, High Performance (HP) = 4, Moderate Performance (MP) = 3, Low Performance (LP) = 2, Very Lowly Performance (VLP) = 1.

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 Test, Measurement and Evaluation, all in Faculty of Education, University of Uyo.

RELIABILITY OF THE INSTRUMENT

The reliability of the instrument was determined by trial testing of the instrument on 20 business studies teachers and 5 computer education lecturers who were not part of the main study, but possess the characteristics of the population under study. The 20 business studies teachers came from technical colleges and the computer education lecturers from Federal Colleges of Education in south-east Nigeria. The data obtained were analysed using Cronbach Alpha reliability test which stood at 0.99. On the basis of this high reliability index, the instruments were considered suitable for use in conducting the research work.

METHOD OF DATA COLLECTION

The researcher visited the selected technical colleges across South-East, Nigeria in their respective clusters to administer the questionnaire on the respondents accompanied with the help of four research assistants. The research assistants were brief on modalities of the administration and retrieval of the questionnaire from the respondents.

METHOD OF DATA ANALYSIS

The data collected was analyzed using mean to answer the research questions while independent t-test was used to test the hypotheses at .05 level of significance.

Nseabasi P. Essien Ph.D, Dr Samuel D. UDO, Ph.D
&
Anietie B. INYANG, Ph.D

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.

RESULTS

Research Question One

What are the capacity building needs of business studies teachers in teaching Basic computer appreciation skills in Technical Colleges in South-East, Nigeria?
The summary of findings based on research question 1 is presented in Table 4.1.

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

S/N	Basic Computer Appreciation Skills	Lecturers $\overline{X}$	Teachers $\overline{X}$	NG	Remarks
1	Switch on any computer system	2.67	2.74	-0.07	CBNN
2	Shut off any computer system	2.13	2.78	-0.65	CBNN
3	Handle mouse properly	1.80	2.6	-0.81	CBNN
4	Navigate computer cursor on all parts of the screen	2.40	2.54	-0.14	CBNN
5	Save document in a folder	2.46	2.61	-0.15	CBNN
6	Delete document in a folder	2.40	2.60	-0.20	CBNN
7	Restore document in a folder	3.33	2.93	0.40	CBN
8	Execute any application file	3.60	2.92	0.68	CBN
9	Draw technical symbol with any application	3.86	3.38	0.48	CBN
10	Handle technical application tools	3.40	3.35	0.05	CBN
	Grand Mean	**2.81**	**2.85**	**-0.04**	**CBNN**

CBN= Capacity Building Needed, CBNN= Capacity Building Not Needed, NG = Need gap

Source: Field Work (2019).

The results reveal that items 1 to 6 have negative performance gap ranging from -0.07 to -0.81. This indicate that business studies teachers do not require capacity building in these six Basic Computer Appreciation skills because the level of competency of the business studies teachers are higher than the level at which capacity building is required. Also, items 7 to 10 have positive performance gaps ranging from 0.05 to 0.68. This indicates that business studies teachers need capacity building in these four basic computer appreciation skills. The item on executing any application file has the highest performance gap of 0.68 followed closely by execute any application file with a performance gap of 0.48. Based on the grand mean of 2.81 for lecturers and 2.85 for teachers, the overall performance gap is -0.04. This implies that business studies' teachers do not need capacity building in Basic Computer Appreciation Skills for effective instructional delivery especially in items 1 to 6.

Nseabasi P. Essien Ph.D, Dr Samuel D. UDO, Ph.D
&
Anietie B. INYANG, Ph.D

Research Question Two

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

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

S/N	Word Processing Skills	Lecturers $\overline{X}$	Teachers $\overline{X}$	NG	Remarks
11	use of computer keyboard	2.47	2.80	-0.33	CBNN
12	use of word processing packages	2.33	2.70	-0.37	CBNN
13	format document	2.26	2.47	-0.21	CBNN
14	align text in document	2.46	2.52	-0.06	CBNN
15	adjust margin in document	2.13	2.44	-0.31	CBNN
16	correct spelling	2.00	2.61	-0.61	CBNN
17	save file names to document	2.40	2.61	-0.21	CBNN
18	merge two or more documents	2.53	2.50	0.03	CBN
19	use tools menu	2.07	2.42	-0.35	CBNN
20	View menu to manipulate page layout	1.80	2.44	-0.64	CBNN
	Grand Mean	**2.5**	**2.55**	**-0.31**	**CBNN**

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

The results show that nine listed items on word processing skills have negative need gap ranging from -0.06 to -0.64 Only item 8 requires capacity building since it has a positive need gap of 0.03. This implies that business studies teachers do not need capacity building on items 11, 12, 13, 14, 15, 16, 17, 19, and 20 because the level of competency of the teachers is higher than the level at which capacity building is required as indicated by the lecturers. Based on the grand mean need gap of -0.31 it implies that teachers did not need capacity building on word processing skills.

Research Question Three

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

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

S/N	Electronic Spreadsheet Items	Lecturers $\overline{X}$	Teachers $\overline{X}$	NG	Remarks
21	load Ms excel memory	3.63	3.60	0.03	CBN
22	use formula to perform computation	3.66	3.57	0.09	CBN
23	use function key to perform computation	3.83	3.64	0.19	CBN
24	move around worksheet	3.83	3.78	0.05	CBN
25	use toggle within worksheet	3.96	3.86	0.10	CBN
26	edit worksheet	3.92	3.82	0.10	CBN
27	print worksheet	3.97	3.85	0.12	CBN
28	import and export worksheet	4.35	4.02	0.28	CBN
29	add colour to worksheet	3.53	3.42	0.11	CBN

INTERNATIONAL JOURNAL OF RESEARCH IN EDUCATION, SCIENCE AND TECHNOLOGY
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Nseabasi P. Essien Ph.D, Dr Samuel D. UDO, Ph.D
&
Anietie B. INYANG, Ph.D

30	plot chart	3.98	3.84	0.14	CBN
	Grand Mean	**3.87**	**3.74**	**0.13**	**CBN**

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

The results show that items on electronic spreadsheet have positive need gap ranging from 0.03 to 0.19. Based on the grand mean need gap of 0.13 it implies that business studies teachers needed capacity building in all the electronic spreadsheet skills with more reference to plotting of chart (NG=0.14) using electronic spreadsheets and import and export worksheet (NG= 0.33) for effective teaching of Basic Computer Appreciation Skills.

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 basic computer appreciation skills in Technical Colleges in South-East.

Table 4: t-test Analysis of the Difference in the mean Responses of Computer education lecturers on the Capacity Building Needs in Teaching Basic Computer Skills in South-East, Nigeria lecturers = 15; Teachers = 92

S/N	Items	Computer lecturers		Bus Std Teachers		t-cal.	t-crit.	Decision
		Mean	SD	Mean	SD			
1	switch on any computer system	2.67	1.35	2.74	1.20	0.213	1.96	NS
2	switch off any computer system	2.13	1.30	2.78	1.09	2.084	1.96	S
3	handle mouse properly	1.80	1.01	2.62	1.04	2.849	1.96	S
4	navigate computer cursor on all parts of the screen	2.40	1.29	2.54	1.09	0.459	1.96	NS
5	save document in a folder	2.47	1.24	2.61	1.16	0.41	1.96	NS
6	delete document in a folder	2.40	1.12	2.60	1.28	0.62	1.96	NS
7	restore document in a folder	3.33	0.97	2.93	1.15	-1.42	1.96	NS
8	execute any application file	3.60	0.99	2.92	1.08	-2.43	1.96	NS
9	draw technical symbol with any application	3.87	1.13	3.38	1.20	-1.54	1.96	NS
10	handle technical application tools	3.40	1.40	3.34	0.91	-0.13	1.96	NS
	Grand mean	2.81		2.85		0.1115	1.96	NS

S = Significant; NS = Not significant

Nseabasi P. Essien Ph.D, Dr Samuel D. UDO, Ph.D
&
Anietie B. INYANG, Ph.D

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 business studies teachers in teaching Basic computer skills in technical colleges. The result revealed that the value of t-cal. (0.1115) was 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 was less than the critical value, the null hypothesis was retained. Therefore, there was 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 Basic computer appreciation 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 word processing skills in Technical Colleges in South-East.

Table 5: 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 Word Processing Skills in South-East, Nigeria   lecturers = 15; Teachers = 92

S/N	Items	Computer lecturers		Bus Std Teachers		t-cal.	t-crit.	Decision
		Mean	SD	Mean	SD			
11	use of computer keyboard	2.46	1.30	2.80	1.29	0.93	1.96	NS
12	use of word processing packages	2.33	1.49	2.69	1.15	1.07	1.96	NS
13	format document	2.26	1.27	2.47	0.95	0.75	1.96	NS
14	align text in document	2.46	1.45	2.52	1.14	2.23	1.96	S
15	adjust margin in document	2.13	1.06	2.44	1.04	1.07	1.96	NS
16	correct spelling	2.00	1.25	2.60	1.21	1.79	1.96	NS
17	save file names to document	2.40	1.35	2.61	1.23	0.62	1.96	NS
18	merge two or more documents	2.53	1.68	2.50	1.19	-0.94	1.96	NS
19	use tools menu	2.06	1.33	2.42	1.15	1.09	1.96	NS
20	view menu to manipulate page layout	1.80	0.86	2.44	1.06	0.16	1.96	NS
	Grand mean	2.24		2.51		0.877	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 word processing skills in Technical Colleges in South-East. The result reveals that the value of t-cal. (0.877) was 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. was less than the critical value, the null hypothesis was retained. Therefore, there was no significant difference in the mean response of business studies teachers and

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Nseabasi P. Essien Ph.D, Dr Samuel D. UDO, Ph.D
&
Anietie B. INYANG, Ph.D

computer education lecturers on the capacity building needs of the teachers for teaching word processing 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 electronic spreadsheet skills in Technical Colleges in South-East.

Table 6: t-test Analysis of the Difference in the mean Responses of Computer education lecturers on the Capacity Building Needs in Teaching Electronic Spreadsheet Skills in South-East, Nigeria

lecturers = 15; Teachers = 92

S/N	Items	Computer lecturers		Bus Std Teachers		t-cal.	t-crit.	Decision
		Mean	SD	Mean	SD			
21	load Ms excel memory	3.63	1.55	3.60	1.17	2.21	1.96	S
22	use formula to perform computation	3.66	1.54	3.57	1.13	3.31	1.96	S
23	use function key to perform computation	3.83	1.58	3.64	1.04	2.97	1.96	S
24	use move around worksheet	3.83	1.38	3.78	1.01	2.16	1.96	S
25	use toggle within worksheet	3.96	1.17	3.86	0.85	2.80	1.96	S
26	edit worksheet	3.92	1.34	3.82	0.89	2.82	1.96	S
27	print worksheet	3.97	1.12	3.85	1.02	3.89	1.96	S
28	import and export worksheet	4.35	1.18	4.02	0.81	3.74	1.96	S
29	add colour to worksheet	3.53	1.35	3.42	0.80	2.90	1.96	S
30	plot chart	3.98	1.23	3.84	0.86	2.70	1.96	S
	Grand mean	3.87		3.74		2.944	196	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 electronic spreadsheet skills in Technical Colleges in South-East. The result revealed that the value of t-cal. (2.944) 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 electronic spreadsheet 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:
- Business studies teachers needed capacity building in four (4) areas of basic computer appreciation.
- Business studies teachers in technical colleges in South-East, Nigeria did not need capacity building in nine (9) aspects on word processing skills.
- Business studies teachers in technical colleges in South-East, Nigeria, needed capacity building in ten (10) items on electronic spreadsheet.

Nseabasi P. Essien Ph.D, Dr Samuel D. UDO, Ph.D
&
Anietie B. INYANG, Ph.D

DISCUSSION OF FINDINGS

Findings of this study were discussed as follows:

Capacity Building Needs of Business Studies Teachers in Teaching Basic Computer Appreciation Skills in Technical Colleges

The findings of the study relating to capacity building needs of business studies teachers on Basic Computer appreciation skills indicated that Business studies teachers needed capacity building on some basic computer appreciation skills in teaching computer skills in Technical College in South-East in: delete document in a folder, restore document in a folder, execute any application file, draw technical symbol with any application as well as handle technical application tools. Also, the t-test result of the hypotheses tested show that the null hypotheses which stated that 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 Basic Computer appreciation skills in Technical Colleges in South –East Nigeria. This means that business studies teachers are competent in some aspect of basic computer appreciation skills for teaching Basic computer skills in Technical Colleges in South –East. The findings were in conformity with the finding of Asuquo (2016). The finding revealed that business studies teachers need retraining in all the identified items on teaching methodology selection but less emphasis could be given to the two items that are negative.

Capacity Building Needs of Business Studies Teachers in Teaching Word Processing Skill in Technical Colleges

The findings reveal that business studies teachers are familiar with nine items out of ten on word processing skills for teaching basic computer skills in Technical Colleges in South-East Nigeria. Also, the t-test result of the hypotheses tested that the null hypotheses was retained as postulated that there was no significant difference in the mean responses of the computer education lecturers and business studies teachers in teaching word processing skills in Technical Colleges in South-East Nigeria. The findings are in agreement with Nwosu (2012) who stated that it is important for teachers of business studies to acquire skills, knowledge and competencies in word processing to be efficient in the performance of their work.

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

The findings on Electronic spreadsheets skills revealed that business studies teachers needed capacity building on several aspects of the spreadsheets The t-test result which rejected the hypotheses, shows that there is a significant difference in the mean responses of the computer education lecturers and business studies teachers on the capacity building needs of business studies teachers in teaching basic computer skills in technical colleges in South-East Nigeria. The finding of this study revealed that business studies teachers needed capacity building in electronic spreadsheet skills as an interactive computer application for the organization, analysis and storage of data in tabular form which are developed as computerized simulation of paper, accounting worksheet which allows the programs to operate on data. Consequently, Yamoah and Maiyo (2013) opined that when training is given properly it has a significant effect on employee.

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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

The following recommendations are made.
- Business studies teachers need training and re-training in Basic computer skills for effective instructional delivery.
- Business studies teachers need proper training and re-training for Word processing skill for a strategic benefits of basic computer skills.
- Business studies teachers need training and re-training for electronic spreadsheet skills. This acquisition will promote the quality of their instructional delivery.

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