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NEW TECHNOLOGIES SKILLS NEEDED FOR EFFECTIVE INSTRUCTIONAL DELIVERY OF BUSINESS AND ENTERPRENUERSHIP EDUCATION COURSES IN TERTIARY INSTITUTIONS IN DELTA STATE

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ABSTRACT

The study aimed at determining new technologies skills needed for effective instructional delivery of business and entrepreneurship education courses in Delta state tertiary institutions. Three research questions are raised and three hypotheses tested at 0.05 level of significance. The study adopted the descriptive survey design. The population for the study comprised 67 business and entrepreneurship education lecturers in State own tertiary institutions. A 30-item structure questionnaire was used in collecting data from respondents. The internal consistence of the instrument was computed using Cronbach Alpha Correlation coefficient. 0.82, 0.81 and 0.87 respectively. The findings of the study revealed that business and entrepreneurship education lecturers need requisite new technologies skills which are in the cluster of Computer Appreciation, Power Point Presentation and Internet Application and Software skills for effective and efficient instructions delivery. It was concluded that acquisition of adequate new technologies competencies will make for greater efficiency and effectiveness of lecturers' job performance. It was equally recommended amongst others, that business and entrepreneurship education lecturers should attend periodic training and retraining on professional competencies in order to acquire current knowledge and competencies needed for effective service delivery of instruction content of the programme.

KEYWORDS: New Technologies, Business and Entrepreneurship Education.

INTRODUCTION

Advancement in technology in recent time is offering new potentials for imparting knowledge. These technologies have brought about with it changes in work process and educational process of imparting and acquiring knowledge. The resultant influence of which is the rendering of previous knowledge and competencies obsolete without competitive advantage. In contemporary Nigeria educational society, new technologies have proven to be the propelling force for which virtually all known human and artificial activities are driven. Buttressing this fact, Oliver (2021) opined that technology is a force that

has changed many aspects of the way we live and interact. The introduction of artificial intelligence, according to Edionwe (2024), has clearly change the pattern education is controlled, because its pave way for new instructional delivery that allow students full participation to utilize new technologies in education system.

Today, the convergence of technologies in educational domain (business and entrepreneurship education inclusive) has opened up innovative instructional delivery process, especially in tertiary institutions. Unize, 2012 maintain that new technology as a diverse set of modern technological devices and resources used to communicate, process and to create, disseminate, store and manage information. Mbaezue (2015), opined that proficiency in new technologies guarantee easy employment, effective and efficient job performance of staff and students of institutions. Lack of adequate technologies skills and attitude is seen as a major factor affecting developing countries in the world, Nigeria inclusive. Advances in new technologies have brought about new instructional delivery service in institutions. Business environment all over the world has also witnessed tremendous changes in its traditional ways and practices. In order to achieve practical results. It entails a combination of different approaches to problem solving through technological approach. It implies that technology is all about system software and the way people apply them in order to obtain reliable results. Therefore, the world is a competitive environment where things are changing fast and for the new technology and due to the growing complexity of modern-day management and administration. Mbaezue (2015) opined that with the repaid innovation in technologies one sophisticated hardware outdates the others. Educators can comfortably watch events and lectures taking place a thousand of miles away from their homes.

Business and Entrepreneurship Education is thought at Universities and Colleges of Education. It is designed to equip students with innovative and business skills for employment in various fields of endeavors (Okoro, 2018). It is a curriculum response to demands of dynamics and computerized workforce, which is aimed at production of highly proficient hybrid administrative personnel that coordinate high office information systems, technical skills with core business line functions. In addition to the provision of vocational skills. Business and entrepreneurship education equips students with effective work competencies and socio-psychological work skills which are very essential in modern-day interactions with others (Okoro,2018). This courses according to Edionwe (2020) is with the objectives of; equipping students with recent knowledge, competencies and specific work skills that will enable them to successfully hold position as secretaries, managers and administrative, teachers and lecturers in both public and private sector of the economy.

Technological innovations demand new skills, attitudes and development of new professional and intellectual concepts among business and entrepreneurship education lecturers in institutions to ensure efficiency in job performance. There is therefore the need for business and entrepreneurship education lecturers to identify those knowledge and technologies skills that are needed for effective service delivery. The new technologies skills needed by business and entrepreneurship education lecturers for

effective service delivery are in clusters of Computer Appreciation, Internet Application and Software, Power Point Presentation, and Desktop Publishing and artificial intelligence skills.

Computer Appreciation software allows one to type letter, write and edit a research paper, create a flyer, publish a newsletter, and print labels. One significant difference between a traditional typewriter and a computer with computer appreciation software is that, before printing onto paper, you can easily edit, re-edit, save and achieve documents. Power Point Presentation (PPP) on the other hand is mainly used during workshops, seminars, conferences and meetings. Power Point Presentation enable one to create powerful presentation, which includes formatted text, graphics, pictures, sound and animation in the presentation. Furthermore, internet skill is another major computer skill needed for effective instructions delivery. It allows users to share information with colleagues and workers through e-mail and other on-line chats application like Facebook and Tweeter while Artificial Intelligence provide educational solution through internet system and paganism software to create basic ideas of a particular concept.

STATEMENT OF THE PROBLEM

Since the introduction of business and entrepreneurship education as a programme of study in tertiary institutions, arguments have arisen on to whether lecturers are adequately equipped with the requisite new technologies skills attitude and knowledge to teach the courses effectively. Some put fault that technologies skills needed can easily be acquired on the job, while others opined that it will disappear the way it came. However, it was assumed that lecturers in tertiary institutions might have the requisite technologies skills to equip and prepare students for the workforce.

PURPOSE OF THE STUDY

The role of the study is to assess the new technologies skills needed for effective teaching and learning of business and entrepreneurship education in Delta State tertiary institutions. Specifically, the study sought to determine the following:

1. Computer Appreciation skills needed for effective instructional delivery of business and entrepreneurship education in Delta State tertiary institutions.
2. Power Point Presentation skills needed for instructional delivery of business and entrepreneurship education in Delta State tertiary institutions.
3. Internet Application and Software skills needed for instructional delivery of business and entrepreneurship education in Delta State tertiary institutions

RESEARCH QUESTIONS

The following research questions guided the study:

1. What are the computer appreciation skills needed for instructional delivery of business and entrepreneurship education in Delta State tertiary institutions?
2. What are the power point presentation skills needed for instructional delivery of business and entrepreneurship education in Delta State tertiary institutions?

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3. What are the internet application and software skills needed for effective instructional delivery of business and entrepreneurship education in Delta State tertiary institutions?

RESEARCH HYPOTHESES

The following null hypotheses were tested at 0.05 level of significance

1. There is no significance difference in the mean ratings of Computer Appreciation skills needed for instructional delivery of business and entrepreneurship education based on gender.
2. There is no significance difference in the mean ratings of Power Point Presentation skills needed for instructional delivery of business and entrepreneurship education based on gender.
3. There is no significance difference in the mean ratings of Internet Application and Software skills needed for instructional delivery of business and entrepreneurship education based on gender.

METHODS

The study was carried out in Delta State, Nigeria. The study adopted the descriptive survey design because it involved eliciting information from respondents. The population from the study comprised 67 business and entrepreneurship education lecturers in State tertiary institutions offering business and entrepreneurship education in Delta State. The population was small; hence sample was considered unnecessary. A 30-item questionnaire known as New Technology Skill Needed (NTSN) was instrument used for data collection. The instrument was administrated to respondents with help of three (3) research assistance. Data collection was analyzed using Mean and Standard Deviation and T-test applied in testing hypotheses formulated at 0.05 level of significance. The instrument for data collection was subjected to face validity by two experts from Department of Business Education, University of Benin, Benin City. The internal consistence of the instrument was computed using Cronbach Alpha Correlation coefficient. 0.82 was obtained for computer appreciation skills, 0.81 for Power Point Presentation skills and 0.87 for internet application and software skills respectively.

RESULTS

Research Question 1

What are the Computer Appreciation skills needed for instructional delivery of business and entrepreneurship education in Delta State tertiary institutions?

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Table 1: Word Processing Skills needed for Instructional Delivery (N=67)

S/N	Computer Appreciation Skills	Male			Female		
		X	SD	Decision	X	SD	Decision
1	Mastery of computer appreciation package/software	**3.35**	**0.06**	**Needed**	**3.57**	**0.62**	**Needed**
2	Ability to create and organize computer files and folders	**3.81**	**0.67**	**Needed**	**3.51**	**0.55**	**Needed**
3	Ability to use storage devices (hard disk, Diskette, CD, flash etc) for storing and sharing files	3.47	0.98	Needed	3.03	0.67	Needed
4	Ability to correct and delete spelling	3.93	0.38	Needed	3.31	0.74	Needed
5	Copying, cutting and pasting text	3.84	0.99	Needed	3.46	0.78	Needed
6	Inserting pictures and symbols into a document	3.78	0.89	Needed	3.45	0.61	Needed
7	Changing text fonts and size in a document	3.88	0.47	Needed	3.15	0.99	Needed
8	Using word art to create and shape text in a document	3.08	0.87	Needed	2.98	0.58	Needed
9	Creating and formatting a table in a document	3.81	0.37	Needed	3.50	0.59	Needed
10	Ability to preview, print and save text in a document	3.11	0.38	Needed	3.29	0.29	Needed
	Grand Mean	**3.61**	**0.61**	**Needed**	**3.32**	**0.64**	**Needed**

From the data presented in table 1 above, it was revealed that the grand mean of the responses of the respondents on the ten (10) identified Computer Appreciation Skills needed for instructional delivery is 3.61 for male and 3.32 for female which is greater than the cut-off point value of 2.50 on a 4-point rating scale. This indicates that the ten (10) identified Computer Appreciation skills are needed for instructional delivery of business and entrepreneurship education in Delta State tertiary institutions.

Research Question 2

What are the Power Point Presentation skills needed for instructional delivery of business and entrepreneurship education in Delta State tertiary institutions? The data for answering research question two is presented in Table 2.

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S/N	Power Point Presentation Skills	Male			Female		
		X	SD	Decision	X	SD	Decision
11	Opening of power point work area	3.28	0.58	Needed	3.12	0.17	Needed
12	Ability to create slides using different layout	3.23	0.54	Needed	3.11	0.63	Needed
13	Adding titles and sub titles to a document	3.44	0.96	Needed	3.47	0.95	Needed
14	Changing font and sizes of text in a slide	3.27	0.64	Needed	3.22	0.87	Needed
15	Applying the slide show effects	3.98	0.90	Needed	3.91	0.91	Needed
16	Adding sound and videos to presentation	3.20	0.70	Needed	3.02	0.77	Needed
17	Applying transition effects	3.52	0.96	Needed	3.54	0.86	Needed
18	Running slide show in a power point	3.52	0.76	Needed	2.50	0.82	Needed
19	Printing out and storing slide presentation	3.00	0.67	Needed	3.90	0.96	Needed
20	Ability to make presentation using slides and projectors	3.29	0.61	Needed	3.25	0.99	Needed
	Grand Mean	**3.27**	**0.73**	**Needed**	**3.10**	**0.79**	**Needed**

The analysis in table 2 show the responses of male and female on Power Point Presentation Skills needed for instructional delivery with grand mean of 3.27 and 3.10, it revealed that all items listed are needed for instructional delivery process.

Research Question 3

What are the Internet Application and Software skills needed for instructional delivery of business and entrepreneurship education in Delta State tertiary institutions? The data for answering research question three is presented in Table 3.

S/N	Internet Application & Software Skills	Male			Female		
		X	SD	Decision	X	SD	Decision
21	Knowledge to access internet application software or web browser	3.75	0.49	Needed	3.90	0.90	Needed
22	Creating an e-mail account different layout	3.23	0.62	Needed	3.24	0.70	Needed
23	Opening a composing mail online	3.21	0.73	Needed	3.20	0.73	Needed
24	Sending and receiving mail with attachment	3.27	0.51	Needed	3.24	0.87	Needed
25	Uploading information into the internet	3.96	0.63	Needed	3.90	0.81	Needed
26	Ability to communicate with students and colleague online	3.58	0.78	Needed	3.25	0.69	Needed
27	Ability to use shared devices with a network	3.38	0.67	Needed	3.36	0.54	Needed
12	Refreshing a saving a web page	3.07	0.47	Needed	2.90	0.84	Needed

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29	Downloading assignment from internet	3.18	0.72	Needed	3.15	0.76	Needed
30	Ability to print a web page document	3.60	0.46	Needed	3.65	0.42	Needed
	Grand Mean	**3.32**	**0.61**	**Needed**	**3.28**	**0.73**	**Needed**

As shown in table 3, male and female lecturers agreed that all internet skills are needed for instructional delivery of business and entrepreneurship education in Delta State tertiary institutions Their cluster mean of 3.32 and 3.28 showed that they were unanimous in agreement with their responses.

Testing Hypotheses

Hypothesis One

There is no significance difference in the mean ratings of Computer Appreciation skills needed for instructional delivery of business and entrepreneurship education. The data for testing hypothesis one is presented in table 4 below.

Table 4: T-test analysis of the mean ratings of the responses of male and female lecturers on Computer Appreciation skills needed for instructional delivery of business and entrepreneurship education

S/N	GROUPS	X	SD	N	DF	t-Cal	t-Tab	Level of sign	Remark
1	Male	3.61	0.61	40					Art
					65	1.88	1.98	0.05	Ns
2	Female	3.32	0.64	27					

Table 4 presents the t-test analysis of male and female lecturers on Computer Appreciation Skills needed for instructional delivery of business and entrepreneurship education in Delta State. The t-test analysis presented revealed that the t-calculated (t-cal) value of 1.88 is less than the t-table (t-tab) value of 1.98 at P=0.05 level of significance and at 65 degree of freedom (df). Therefore, the null hypotheses were accepted and that means that there was no significant difference between the mean response of male and female lecturers on word processing skill needed for instructional delivery of business and entrepreneurship education.

Hypothesis Two

There is no significance difference in the mean ratings of Power Point Presentation skills needed for instructional delivery of Business and Entrepreneurship Education. The data for testing hypothesis two is presented in table 5 below.

Table 5: T-test analysis of the mean ratings of the responses of male and female lecturers on Power Point Presentation skills needed for instructional delivery of business and entrepreneurship education

S/N	GROUPS	X	SD	N	DF	t-Cal	t-Tab	Level of sign	Remark

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1	Male	3.27	0.73	40					
					65	1.85	1.98	0.05	Ns
2	female	3.10	0.79	27					

The t-test analysis presented in table 5 above revealed that the t-calculated (t-cal) value of 1.85 is less than the t-table (t-tab) value of 1.98 at P=0.05 level of significance and at 65 degree of freedom (df). This indicated that, there is no significant difference between the mean ratings of the responses on the ten identified power point presentation skills needed by Business education graduates for self-employment on graduation. Therefore, the null hypothesis of no significant difference for hypothesis four is accepted.

Hypotheses Three

There is no significance difference in the mean ratings of Internet Application skills needed for instructional delivery of Business and Entrepreneurship Education. The data for testing hypothesis two is presented in table 5 below.

Table 5: T-test analysis of the mean ratings of the responses of male and female lecturers on Internet Application and Software skills needed for instructional delivery of business and entrepreneurship education

S/N	GROUPS	X	SD	N	DF	t-Cal	t-Tab	Level of sign	Remark
1	Male	3.32	0.73	40					
					65	0.12	1.98	0.12	Ns
2	female	3.28	0.79	27					

Table 6 presents the t-test analysis of male and female lecturers on internet application and Software skills needed for instructional delivery of business and entrepreneurship education in Delta State. (t-cal) value of 0.12 is less than the t-table (t-tab) value of 1.98 at P=0.05 level of significance and at 65 degree of freedom (df). There the null hypotheses accepted and that means that there was no significant difference between the mean response of male and female lecturers on internet application and Software skills needed for instructional delivery of business and entrepreneurship education

DISCUSSION OF FINDINGS

The analysis of the research question in table 1 revealed that the respondents agreed that business and entrepreneurship education lecturers in respective of gender need the ten identified computer appreciation skills needed for instructional delivery of business and entrepreneurship education. The findings of this corroborate with the findings of Okoro (2019) and Okoro (2022) stressed the need for prospective business and entrepreneurship education lecturers to have a reasonable understanding of Computer Appreciation and the use of the computer. Buttressing these fact, Onyesom (2022) opined that a workforce is expected to be versatile in the application of computer appreciation and work with utility software.

Research question 2, table 2 shows that male and female business and entrepreneurship education lecturers considered all the 10 identified power point skills needed. This finding is in line with Adams (2019) opined that curriculum must have relevance to real life situation since institutions are supposed to prepare students for the real world. Supporting this view, Esene (2016) alleged that one of the disturbing contemporary issues facing business and entrepreneurship education programmes in Nigeria tertiary institutions is lackadaisical and inconsistent arbitrariness with which curriculum issues is been handled.

Table 3 contains the analysis of data. The result relating to the third research question shows that all the identified 10 listed skills are needed. The findings are in collaboration with that of Okolocha and Olannye (2015), who outline internet application skills needed to include.; Accessing internet application software or web browser, creating an e-mail, opening and composing mail online, sending and receiving mail with attachment, controlling junk e-mail messages, chatting with friends, colleagues and clients online. In the same vein, the test of hypotheses in table 6 indicated that there was no significant difference in the mean ratings of male and female on internet application skills needed for delivery of instructions.

CONCLUSION

Based on the findings of the study, it was concluded that business and entrepreneurship education lecturers in tertiary institutions in Delta State consider Computer Appreciation Skills, Power Point Presentation and Internet Application and software skills as a requirement for effective service delivery of the programme. That the acquisition of adequate new technologies competencies will make for gender efficiency and effectiveness in their job performance.

RECOMMENDATION

Based on the findings, conclusions were drawn and the following recommendations were made:

1. Business and Entrepreneurship Education lecturers should attend periodic training and retraining on technologies competencies in order to acquire current knowledge and competencies needed for effective delivery.
2. Business and Entrepreneurship Education lecturers should make personal sacrifices to update their computer-based skills especially in the areas of Computer Appreciation, Power point Presentation, and Internet Application and software skills.
3. Government should provide adequate infrastructures for Business and Entrepreneurship Education to align its curriculum reviewed, revised and adjusted to collaboration with industries demand.

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