



GAUGING THE DIGITAL READINESS OF BUSINESS EDUCATION LECTURERS FOR STUDENTS' SKILL ACQUISITION FOR GAINFUL EMPLOYMENT

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Abstract

The need to enhance the employment prospects of business education students by equipping them with digital skills necessitated this study. The study examined the digital readiness of business education lecturers for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. The study adopted survey research design with a population of 139 business educators studied without sampling. A-22 item questionnaire titled "Business Education Lecturers' Digital Readiness for Students' Skill Acquisition (BELDR-SSA)" was used for data collection. The face and content validity of the instrument was ascertained by three experts in the field of business education and measurement and evaluation. The reliability of the instrument was established using pilot-test and data collected were analysed using Cronbach alpha formula which yielded correlation coefficients of .79, .83 and .88 for clusters B1 to B3, with an overall value of .83. Mean, standard deviation and t-test were used for data analysis. Findings showed that business education lecturers moderately possessed digital professional engagement competencies while they lowly possess technology and digital resources, and digital pedagogy competencies for enhancing students' skill acquisition for gainful employment. Years of work experience was not a significant factor on the ratings of these lecturers regarding the extent they possessed technology and digital resources competencies while years of work experience influenced them regard to digital professional engagement competencies. Based on the findings of this study, the researcher concluded that business education lecturers were still not digitally ready to integrate digital technologies in enhancing students' skill acquisition for gainful employment. It was recommended among others that, authorities of tertiary institutions should periodically organize ICT training workshops on digital competencies covered in this study for the benefit of business education lecturers.

Key Words: Digital Readiness, Business Education Lecturers, Skill Acquisition, Gainful Employment

Introduction

Digitalization has brought about unprecedented changes that go beyond all human capacity. It has significantly changed people's lives and daily routines, and the world is currently adjusting to its penetration. The nature of employment and how businesses are operated around the world has altered as more organizations adopt digitalization (Ciriello, Richter & Schwabe, 2018). Digitalization has also assisted young people in overcoming barriers that prevent them from obtaining decent jobs by providing them with career opportunities they could previously only have imagined. Presently, new



jobs and employment opportunities in fields such as IT support, cyber security, AI, blockchain technology, web development, desktop publishing, business consulting, e-commerce and digital trade among others (Jobberman, 2021) are emerging which can be leveraged on by youths and graduates to find work or start their own businesses.

The digital era has brought a paradigm shift in the methods and techniques for delivering education at all levels. The old (teacher-centered) method of teaching according to Ricardo (2019) has been put to test by digitalization, which has resulted in a transition to a learner-centered teaching method where students are more eager and motivated to participate in the instructional processes. Manisha (2017) observed that today's teachers and students discuss how they can leverage on digital technologies such as laptops, personal computers, tablets, personal digital assistants, interactive whiteboards, projectors, and digital libraries among others to enhance their teaching and learning experiences. Amiaya (2016) pointed out that by making it easier to acquire educational resources and enhance remote exchange and collaboration, digital technologies have become important tools for boosting accessibility and quality of education. Amiaya continued by saying that educational digital technologies have developed into networking platforms and channels for educators contact, enabling them to stay current, exchange experiences, produce lesson plans and theoretical developments. In light of these advantages, tertiary institutions around the world are urgently rethinking their teaching and learning processes, and how they can increasingly use digital technologies to promote an educational change and enhance quality pedagogical practices so as to equip students with digital skills that will prepare them for gainful employment or self-reliance after graduation (Dias-Trindade, Moreira & Ferreira, 2021).

In Nigeria, the federal government recognizes the importance of digitalizing the education system at all levels by establishing the National Information Technology Development Agency (NITDA) in March 2001, with the responsibility of implementing its National Information Technology (NIT) Policy. The educational objectives of the policy are to empower the youth with IT skills and prepare them for global competitiveness, integrate IT into the mainstream of education and training, and establish new multifaceted IT institutions as centers of excellence to ensure Nigeria's competitiveness in international markets. Higher institutions in Nigeria were established with the goal of preparing students for global competitiveness by equipping them with both soft and practical skills (FRN, 2013). Nigeria's higher institutions need to adopt digitalization right away if they are to give students the digital skills needed for both present-day and future profitable employments (Organization for Economic Co-operation and Development (OECD), 2018).

Business education is a skill-based educational programme taught in tertiary institutions in Nigeria. Okolocha and Nwadiani (2015) defined it as a useful and effective educational programme with the goal of giving students necessary skills to advance their employment prospects. Accounting, Office Technology and Management (OTM), Economics, and Marketing/Distributive Education are among the course options offered in the business education programme. These courses enable the programme to produce graduates with necessary skills to succeed in the digital labourmarket. Thus, business education is a crucial tool for fostering national development and attaining the Nigerian government's employment generating goals for graduates and young people. In this digital age, business education programme is expected to adopt digital technologies in order to ensure the best teaching and learning of course contents that will help students to acquire employability skills. However, the integration of digital technologies in the programme rests mainly on the corridors of business education lecturers and their digital readiness.

Digital readiness simply refers to the ability of employees to use digital tools to execute office tasks with ease. It basically assesses employees' readiness to accept new procedures, software, and technologies in order to begin the process of 'going digital' or enabling digital transformation. According to Horriagan (2016), the definition of digital readiness highlights three crucial points: digital



skills, trust, and technology use. Employees' digital skills refer to their ability to establish an online session, surf the internet, and distribute content online. Employees' trust is their ability to judge the trustworthiness of materials online and preserve personal information, whereas use is the extent to which employees utilize digital tools in the course of carrying out office tasks. Each of the three components of digital readiness can be measured or evaluated, according to Horrigan. The extent to which business education lecturers possess digital competencies necessary to equip students with skills they need to find gainful employment was used in this study as "gauging digital readiness". Gauging refers to the process of measuring, determining, or ascertaining the quality of a process or programme. The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2018) stated that educators need to be able to harness digital technologies to guide students in developing Knowledge Society Skills (KSS) such as critical and innovative thinking, complex problem solving, the ability to collaborate and socio-emotional skills.

As digitization perverts the educational system, business education lecturers must now anticipate more rapid changes in their instructional roles in the 21st century than in earlier centuries. Instructional tasks of business educators will continue to get more complex and change constantly as technologies evolve. In order to meet the educational needs and desires of the digital natives who are tired with the rote learning methods, the lecturers are expected to constantly re-assess (gauge) their digital readiness. Similarly, there could be many digital technologies and competencies that business education lecturers may not be able to keep up with or may feel that they are not given the support on how to effectively integrate them in their classrooms, therefore, the need to gauge their digital readiness. Nwachukwu and Eneh (2018) agreed that to provide skills training of the highest possible quality to students that match their digital labour market demands, lecturers need to be digitally ready. However, Nwachukwu and Eneh noted that the question remains, whether higher education lecturers (business education lecturers inclusive) especially immigrants/veteran lecturers in Nigerian tertiary institutions are digitally ready to integrate digital technologies to enable students acquire employability skills. Dias-Trindade et al. (2021) posited that gauging lecturers' digital readiness helps them to identify their weaknesses and receive recommendations on how to overcome these weaknesses. Dias-Trindade and Ferreira (2020) noted that it helps lecturers to determine what steps need to be taken to achieve full digital competency.

Competence refers to a set of knowledge, skills and attitude of a person to perform specific tasks.

Digital competence on the other hand is a set of capacities, abilities, knowledge or skills that lecturers possess to solve educational problems by integrating ICTs (Hatlevik, Throndsen, Loi & Gudmundsdottir, 2018). It is the confident and conscious usage of the whole range of digital technologies for information, communication and basic problem-solving in all aspects of life, including education. The composition of digital competencies that lecturers need to possess is quite extensive, diverse and constantly changing in line with the evolving nature of digital technologies (Dias-Trindade et al, 2021). Digital competencies of teachers according to the European Digital Competence Framework for Educators (DigCompEdu) (2017) include; professional engagement, technology and digital resources; digital teaching and learning, digital assessment, technology to empower learners, and facilitating learners' digital skills. UNESCO ICT Competency Framework for Teachers (ICT-CFT) (2018) listed understanding ICT in education policy, curriculum and assessment, pedagogy; application of digital skills; organization and administration, and teacher professional learning as digital competencies for teachers. Additionally, the ICT Competency Framework for Teachers in Nigeria (World Bank, 2011) enumerated policy awareness, curriculum and assessment, pedagogy, ICT, organization and management, and teacher development as digital competencies to gauge educators in tertiary institutions. The National Institute of Educational Technologies and Teachers Training (2017) identified teachers' digital competencies to include: information literacy, communication, digital



content creation, safety and problemsolvingcompetences.This study however gauged business education lecturers' digital readiness in terms oftheir technology and digital resources competencies, pedagogical competencies and professional engagement competencies.

Technology and digital resourcecompetencies of lecturers include the ability to; turn a computer or an iPad on and off during lectures, use a word processor in preparing lecture notes, handle digital learning platforms, handle digital teaching aids attached to the curricula, browse the internet to source for information and exchange information online, communicate on social networking sites, and solve technical problems that may occur in the classroom (Skantz-Åberg, Lantz-Andersson, Lundin & Williams, 2022). Others are ability to; select, create, modify and manage digital educational resources, protect personal data in accordance with data protection regulations and compliance with copyright laws when modifying and publishing digital resources, identifying quality educational resources, modify, create and share these resources to adjust them to their objectives, students and teaching styles, use and administerthe digital content responsibly (Cabero-Almenara, Romero-Tena & Palacios-Rodríguez, 2020).

Digital pedagogy competencies on the other hand encompass the ability of lecturers to; use digital technology to help in the teaching-learning processes, use digital resources to engage students in face-to-face, mixed and online learning, use ICT to design teaching and learning unit plans and activities, use ICT to identify complex, real-worldproblems and structure them in a way that incorporates keysubject matter concepts and serves as the basis of students projects, and use ICT to design and implement collaborative, project-based unit plans and classroom activities (Cabero-Almenara et al., 2020). They also include abilities to: choose appropriate ICT solutions in teaching to support students' acquisitionof subject knowledge, devise lesson plans that incorporate ICT-supported activities to support students' acquisition of subject knowledge, use project-based learning and ICT tools to support studentthinking and social interaction, use presentation software and digital resources to support instruction, use open-ended tools and subject-specific applications tosupport student collaboration (World Bank, 2011).

Besides teaching, lecturers' work consists of tasks such as administration, communicating with parents and guidance, collegial discussions and competence development. This aspect is referred to as professional engagement. Competencies in this domain include ability to use digital technologies to interact professionally with colleagues, students, parents and different agents of the educational community, reflect on and learn more about the use of digital competences in educational environments, commit to developing their digital competences through online training, commit to developing their digital competences through the active search for different educational resources, commit to developing their digital competences through teaching strategies that use digital tools to enhance the educational processes, recognize the importance of knowing more digital resources, and seek for more solutions and strategies to help them enhance their teaching and working processes in a school environment (Cabero-Almenara et al., 2020; Ghomi& Redecker, 2020).

The digital competencies of business education lecturers could be influenced by years of work experience. Business education lecturers with six years and above work experience could possess more digital competencies compared to those with 1-5 years work experience. This could be as a result of differences in ICT training and knowledge of the importance of application of digital tools in professional practices compared to less experienced lecturers. In agreement, Beneyto-Seoane and Collet-Sabé(2018) and Bernal, Gozávez, Hernando and Masanet (2019) reported that the teachers' work experience is a fundamental factor for the development of teacher digital competencies. This supports the earlier report of Gude (2012) that as employees work continuously for a long time on a particular job, they are likely to develop relevant skills towards high performance.

One of the challenges facing business education in Nigeria is how to meet the needs and demands of the digital work places in terms of producing graduates with skills for gainful employment.



However, the inability of graduates of the programme to gain employment casts doubt on the quality of preparation they received while in school (Okeke-Ezeanyanwu & Nweke, 2021). Similarly, employers are worried about the skills gap between the Nigerian graduates (business education graduates inclusive) and the technological-driven workplace (Jobberman, 2021). Many employers today, find it very challenging in employing graduates of tertiary institutions with the right skills which contribute to the high number of unemployed graduates (Akpomi and Ikpesu, 2020). The National Bureau of Statistics (NBS), (2021) stated that youth/graduate unemployment in Nigeria has taken a new dimension, and has become the major concern of the government and other stakeholders especially in the post Covid-19 pandemic era. Furthermore, UNESCO (2018) regretted that there were major inequalities in digital skills in developing countries among graduates of higher institutions. These reports suggest that, digital technologies are not being adequately used by tertiary institutions' lecturers for the 21st century labour market preparation of students. In support of this point, Adeoye, Adanikin and Adanikin (2020) noted that one major problem that faced the adoption of digitalization for acquisition of appropriate skills by students in the Nigeria higher institutions is inadequate digital competencies among lecturers. Owo and Udoka (2021) regretted that most lecturers in Nigerian tertiary institutions possess low digital competencies which hinder them from effectively equipping students with skills for gainful employment.

Business education is skill-based, and its products are expected to have better prospects of employment either as employees or employers of labour compared to graduates from other fields of study. This is because they are expected to have acquired requisite employability skills. However, these skills cannot be acquired unless business education lecturers digitize their instruction processes. In agreement, Olaniyi (2022) stated that the future of business education in Nigeria depends heavily on digitization and its effective usage. It is against this background that, the study was carried out to gauge the digital readiness of business education lecturers for enhancing students' skill acquisition for gainful employment in Anambra and Imo States.

Statement of the Problem

The outbreak of Covid-19 has worsened the rate of youth and graduate unemployment in Nigeria as many organizations closed down due to decrease in demand and sales of goods and services, loss of revenue, difficulty in paying staff and difficulty in accessing financing. It has also revealed the issue of digital skill gap among graduates as many organizations now carry out their operations digitally. Employers of labour are greatly concerned that majority of graduates from Nigerian higher institutions are not employable as they lack the necessary skills required to fit into modern organizations. Business education which is a dynamic skill-based programme is supposed to be equipping students with requisite skills to help them gain employment or become self-reliant upon graduation. However, the fact that many of the programme's graduates in Nigeria still remain unemployed years after graduation due to lack of employability skills means that the quality of the educational programme offered to students are below global standards. In order to remedy the situation, experts and researchers have called for the digitalization of business education programme to give students better chance of acquiring digital skills needed for gainful employment in the technology-driven workplace. However, the integration of digital technologies in the programme can be quite overwhelming for business education lecturers as there may be innovative gadgets and skills many of the lecturers may feel that they cannot cope with or not given the needed support on how to effectively use them in their classroom. Similarly, as technology advances and radically changes the role of lecturers, it has become imperative for business education lecturers in tertiary institutions in Nigeria, in particular Anambra and Imo States to advance with it. However, concern remains whether these lecturers, especially digital immigrant/veteran ones are really ready to embrace their changing roles and integrate these 21st century technologies and skills in their professional practices. The



problem of this study is that some business education lecturers may not be aware of their digital readiness in terms of their digital competencies which if not addressed could affect their ability to use digital technologies in enhancing students' acquisition of skills for gainful employment. This could worsen the already high unemployment rate of business education graduates in Nigeria especially in Anambra and Imo States. Based on this background, this study gauged the digital readiness of business education lecturers to enhance students' skill acquisition for gainful employment in Anambra and Imo States.

Research Questions

The following research questions guided the study,

1. To what extent do business education lecturers possess technology and digital resource competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States?
2. To what extent do business education lecturers possess digital pedagogy competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States?
3. To what extent do business education lecturers possess professional engagement competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States?

Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

1. There is no significant difference in the mean ratings of business education lecturers on the extent technology and digital resource competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.
2. Business education lecturers do not differ significantly in their mean ratings on the extent digital pedagogy competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.
3. There is no significant difference in the mean ratings of business education lecturers on the extent professional engagement competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

Method

The study adopted descriptive survey research design. The study was carried out in Anambra and Imo States using 139 business education lecturers in the five public tertiary institutions that offer business education in Anambra State as at June 2022. The institutions include: Nnamdi Azikiwe University (21); Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus (6); Nwafor Orizu College of Education, Nzugbe (16), Federal College of Education (Technical) Umunze (67) and Alvan Ikoku Federal College of Education, Owerri (29). The entire population was studied using census sampling technique since the population was manageable and accessible to the researcher. Structured questionnaire titled "Business Education Lecturers' Digital Readiness for Students' Skill Acquisition (BELDR-SSA)" was used for data collection. The questionnaire consisted of two sections A and B. Section A contained item on demographic information of the respondents such as years of work experience while Section B contained 22 items according to the research questions. The instrument was structured on a five point rating scale of Very Highly Possessed (VHP), Highly Possessed (HP), Moderately Possessed (MP), Lowly Possessed (LP) and Not Possessed (NP). Face and content validity of the instrument was ascertained using three experts - two from the field of



business education and one expert in measurement and evaluation. The reliability of the instrument was carried out using pilot-test and data collected were analyzed with Cronbach Alpha formula to determine the internal consistency of the instrument and correlation coefficients of .79, .83 and .88 obtained for clusters B1 to B3 respectively with an overall index of .83. The researchers with the help of two research assistants adequately briefed administered the instrument to the respondents. On the spot distribution and collection was employed and those who did not fill theirs immediately were revisited on another agreed date. Out of 139 copies of questionnaire distributed, 130 were correctly filled and returned and used for data analysis. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypothesis. A null hypothesis was rejected where the p-value is less than the significant level; otherwise the null hypothesis was accepted.

Results

Research Question 1

To what extent do business education lecturers possess technology and digital resource competencies for enhancing students’ skill acquisition for gainful employment in Anambra and Imo States?

(Fig.1. Legend, Table 1. Legend): Respondents’ mean ratings and standard deviation on extent business education lecturers possess technology and digital resource competencies for enhancing students’ skill acquisition for gainful employment.

S/N	Technology and digital resource competencies	X	SD	Remarks
Ability to:				
1	use search engines, social media websites and email to find people and resources for collaborative projects	2.59	.58	Moderately Possessed
2	use ICT to enable student communication and collaboration with fellow students, peers and the wider community	2.61	.77	Moderately Possessed
3	browse the internet to source for information and exchange information online	2.52	.61	Moderately Possessed
4	create, modify and manage digital educational resources	2.00	.71	Lowly Possessed
5	protect personal data in accordance with data protection regulations and compliance with copyright laws when modifying and publishing digital resources	1.59	.64	Very Lowly Possessed
6	use and administer the digital content responsibly	1.50	.72	Lowly Possessed
7	use open-ended software packages appropriate to course content areas	2.19	.81	Lowly Possessed
8	use web resources in support of project/problem-based learning,	2.21	.50	Lowly Possessed
Cluster Mean		2.15		Lowly Possessed

Data in Table 1 show that out of the eight technology and digital resource competencies listed, respondents rated items 1, 2 and 3 highly possessed with mean scores ranging between 2.52 and 2.59. four items (items 4, 6, 7 and 8) with mean scores ranging between 1.50 and 2.21 are rated lowly possessed while the remaining one item was rated very lowly possessed. The cluster mean score of



2.15 shows that on the whole business education lecturers lowly possessed technology and digital resource competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. The standard deviation for all the items range from .59 to .81 meaning that the respondents are not wide apart in their mean responses.

Research Question 2

To what extent do business education lecturers possess digital pedagogy competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States?

(Fig.2. Legend, Table 2. Legend): Respondents' mean ratings and standard deviation on extent business education lecturers possess digital pedagogy competencies for enhancing students' skill acquisition for gainful employment

S/N	Digital Pedagogy Competencies	X	SD	Remarks
<i>Ability to:</i>				
9	use digital technology to help in the teaching-learning processes	3.00	.57	Moderately Possessed
10	use digital resources to engage the students in face-to-face, mixed and online learning	1.61	.84	Lowly Possessed
11	use ICT to design teaching and learning unit plans and activities	2.62	.41	Moderately Possessed
12	use ICT to identify complex, real-world problems	1.60	.66	Lowly Possessed
13	use ICT to design and implement collaborative, project-based unit plans and classroom activities	1.63	.52	Lowly Possessed
14	use project-based learning and ICT tools to support student thinking and social interaction	2.40	.72	Lowly Possessed
15	use open-ended tools and subject-specific applications to support student collaboration	1.66	.55	Lowly Possessed
Cluster Mean		2.07		Lowly Possessed

Data in Table 2 show that out of the seven digital pedagogy competencies listed, items 9 and 11 with mean scores of 2.62 and 3.00 are moderately possessed while the remaining five items (items 10, 12, 13, 14 and 15) with mean scores ranging between 1.60 and 2.40 are lowly possessed by respondents for enhancing students' skill acquisition. The cluster mean score of 2.07 shows that on the whole business education lecturers lowly possessed digital pedagogy competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. The standard deviation for all the items range from .41 to .84 meaning that the respondents are not wide apart in their mean responses.

Research Question 3

-To what extent do business education lecturers possess professional engagement competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States?



(Fig.3. Legend, Table 3. Legend): Respondents’ mean ratings and standard deviation on extent business education lecturers possess professional engagement competencies for enhancing students’ skill acquisition for gainful employment

S/N	Professional Engagement Competencies	X	SD	Remarks
Ability to:				
16	use digital technologies to interact professionally with colleagues	3.09	.61	Moderately Possessed
17	use digital technologies to interact professionally with students	2.51	.74	Moderately Possessed
18	use digital technologies to interact professionally with, parents and different agents of the educational community	1.54	.70	Lowly Possessed
19	Constantly reflect on the use of digital competences in educational environments	2.60	.68	Moderately Possessed
20	commit to developing digital competences through online training	3.63	.72	Highly Possessed
21	commit to developing digital competences through the active search for different educational resources online	3.40	.62	Moderately Possessed
22	seek for more solutions and strategies to help lecturers enhance their teaching and working processes in a school environment	2.51	.75	Moderately Possessed
Cluster Mean		2.75		Moderately Possessed

Data in Table 3 show that item 20 with mean score of 3.63 is highly possessed, items 16, 17, 21 and 22 with mean scores ranging between 2.51 and 3.40 are moderately possessed while the remaining one item (item18) with mean score of 1.54 is lowly possessed. The cluster mean score of 2.75 shows that on the whole business education lecturers moderately possessed professional engagement competencies for enhancing students’ skill acquisition for gainful employment in Anambra and Imo States. The standard deviation for all the items range from .61 to .75 meaning that the respondents are not wide apart in their mean responses.

Hypothesis 1

There is no significant difference in the mean ratings of business education lecturers on the extent technology and digital resource competencies are possessed for enhancing students’ skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

(Fig.4. Legend, Table 4. Legend): Summary of t-test analysis of significant difference on the extent they possess technology and digital resource competencies for enhancing students’ skill acquisition for gainful employment based on years of working experience

Years of Experience	N	X	SD	df	t-value	P-value	Decision
6 years and Above	81	2.36.	.61	128	.62	1.00	Not Significant
1-5 Years	49	2.20	.72				

The results in Table 4 show a T-value of .62 at 128 degree of freedom with a p-value of 1.00. Since the p-value of 1.00 is greater than the criterion value of .05 (P-value = 1.00 > .05), the null hypothesis



is accepted. This means that there is no significant difference in the mean ratings of business education lecturers on the extent technology and digital resource competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

Hypothesis 2

Business education lecturers do not differ significantly in their mean ratings on the extent digital pedagogy competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

(Fig.5. Legend, Table 5. Legend): Summary of t-test analysis of significant difference on the extent business education lecturers possess digital pedagogy competencies for enhancing students' skill acquisition for gainful employment based on years of working experience

Years of Experience	N	\bar{X}	SD	df	t-value	P-value	Decision
6 years and Above	81	1.76.	.61	128	1.00	1.04	Not Significant
1-5 Years	49	1.64.	.72				

The results in Table 5 show a t-value of 1.00 at 128 degree of freedom with a p-value of 1.04. Since the p-value of 1.04 is greater than the criterion value of .05 ($P\text{-value} = 1.04 > .05$), the null hypothesis is accepted. This means that business education lecturers do not differ significantly in their mean ratings on the extent digital pedagogy competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

Hypothesis 3

There is no significant difference in the mean ratings of business education lecturers on the extent professional engagement competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

Fig.6. Legend, Table 6. Legend): Summary of t-test analysis of significant difference on the extent business education lecturers possess professional engagement competencies for enhancing students' skill acquisition for gainful employment based on years of working experience

Years of Experience	N	\bar{X}	SD	df	t-value	P-value	Decision
6 years and Above	81	3.61.	.61	128	1.03	.01	Significant
1-5 Years	49	3.44	.72				

The results in Table 6 show a t-value of 1.03 at 128 degree of freedom with a p-value of .01. Since the p-value of .01 is less than the criterion value of .05 ($P\text{-value} = .01 < .05$), the null hypothesis is rejected. This means that there is a significant difference in the mean ratings of business education lecturers on the extent professional engagement competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.



Discussion of Findings

Findings of the study showed that business education lecturers lowly possessed technology and digital resource competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. The findings of this study agreed with that of Adeoye, Adanikin and Adanikin (2020) who found that most Nigerian lecturers do not possess enough digital competencies required to effectively use digital technologies in instructional delivery. In agreement, Owo and Udoka (2021) regretted that most lecturers in Nigerian tertiary institutions possess low digital competencies which hinder them from effectively equipping students with skills for gainful employment. The findings of this study could be attributed to inadequate or lack of digital in-service training and re-training programmes available to business education lecturers to leverage on to improve their competencies in integrating technology and digital resources in classroom processes. Similarly, it could be that most business education lecturers do not seek for additional digital skills acquisition training programmes to update their digital readiness to use digital technologies in teaching and learning. Onwuagboke, Singh and Fook (2015) agreed that most business educators are not digitally ready as they lack pre-requisite competencies to utilize digital technologies in teaching business education courses. Findings of this study also revealed that there was no significant difference in the mean ratings of business education lecturers on the extent technology and digital resource competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience. It could be that both experienced and inexperienced business education lecturers are not adequately digitally trained or retrained which perhaps influenced their uniformity in their mean ratings. The findings of this study however is in contrast with the report of Beneyto-Seoane and Collet-Sabé (2018) that educators' work experience is a fundamental factor for the development of teacher digital competencies.

Findings of the study also indicated that business education lecturers lowly possessed digital pedagogy competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. The findings concur with that of Gachinu (2016) who reported that the number of business education lecturers in tertiary institutions who are skilled in utilizing digital technologies in pedagogy was significantly low. Gachinu stated that few business education lecturers had training in areas of utilizing ICT for effective adoption and use in teaching. Igbongidi (2018) observed that most business educators have some difficulties in using digital technologies in pedagogy. Igbongidi noted that the present business educators are those that are somehow digital ready as they fall into the digital natives while the veterans are digital immigrants who have been in the system years before the introduction of digital technologies in education are far behind in their digital readiness. Perifanou, Economides and Tzafilkou (2021) reported that teachers hardly used digital tools for teaching activities such as feedback and final evaluation of the students, or revising the educational resources. The findings further showed that business education lecturers do not differ significantly in their mean ratings on the extent they possess digital pedagogy competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience. This could be attributed to lack of meaningful digital training programmes in business education departments in tertiary institutions which makes it impossible for business educators irrespective of years of working experience to up-date their digital competencies to use new technologies in pedagogy. However, in disagreement, Hernando and Masanet (2019) found that that the teacher's work experience is a significant factor in their digital competencies.

Findings of the study revealed that business education lecturers moderately possessed professional engagement competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. It could be that some tertiary institutions in Anambra and Imo States have organized some training programmes for business educators on area of skills in using technologies for professional engagement or that some business education lecturers have sought for



some additional digital professional engagement competencies without waiting for their institutions to do so. This could be the reason for their possession of the competencies to a moderate extent. In agreement, Perifanou, Economides and Tzafilkou (2021) reported that teachers mostly used digital tools for some professional engagements such as interacting and communicating with colleagues and students. Findings of the study also showed that there is a significant difference in the mean ratings of business education lecturers on the extent professional engagement competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience. This finding is in consonant with the findings of Ghomi and Redecker (2019) which found that teachers who are experienced differ with less experienced ones on their digital competencies. Ghomi and Redecker noted that teachers who have had more years of experience in using digital technologies in teaching will likewise be more fluent in doing so, and therefore, more digitally competent.

Conclusion

To ensure that digital technologies are integrated into business education programmes so as to enhance students' skill acquisition for gainful employment, business education lecturers need to be digitally ready in terms of possessing digital competencies to use these tools in instructional processes. The findings of this study revealed that business education lecturers in Anambra and Imo States moderately possessed digital professional engagement competencies while they lowly possessed technology and digital resource, and digital pedagogy competencies for enhancing students' skill acquisition. Based on the findings of this study, the researcher concludes that business education lecturers are still not digitally ready to use digital technologies in enhancing students' skill acquisition for gainful employment.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Authorities of tertiary institutions should periodically organize ICT training workshops on digital resource competencies covered in this study for the benefit of business education lecturers. This will enable the lecturers to update their skills in order to teach effectively.
2. Business education departments in the tertiary institutions should organize regularly digital competency training programmes for their lecturers to enable them up-date their competencies in utilization of digital technologies for training of business education students. This will enable the students to acquire digital skills competencies to enable them fit into modern office upon graduation from school.
3. Business teacher education training institutions where business educators are trained should incorporate digital competencies in their curriculum and ensure that trainees acquire these competencies before graduation. This will make the trainees to be digitally ready to use new technologies in their professional practices when employed in schools.

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