E-TEACHING SKILLS NEEDED BY BUSINESS EDUCATION LECTURERS FOR TEACHING IN COVID -19 ERA

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Abstract

The study sought to identify Electronic learning skills needed by Business Education Lecturers for teaching in COVID-19 era. The descriptive survey research design was used. To facilitate the conduct of the study, three research questions were raised. The population of the study consisted of all Lecturers of in the department of Business Education in Federal College of Education, Pankshin. The number of the lectures used was 18. No sampling was done; the entire population was used. A 28-item questionnaire tagged "Internet skills needed for teaching questionnaire (ESNT) with 4-point rating scale was the instrument used for data collection. The data collected were analyzed using mean and standard deviation. The null hypotheses were tested using the independent t-test at 0.05 level of significance. Findings revealed that internet, software and formatting skills are needed for teaching during covid-19. This means that without sufficient amount of internet, software and formatting skills, business education lecturers will find it difficult to teach in COVID-19 era. The study recommended among others, that Business Education lecturers should take it upon themselves to acquire internet and formatting skills sufficiently for successful e-teaching and there is a need for business education lecturers to learn software and formatting skills by means of special training. This can also be achieved by interacting with some of their colleagues who are good in these skills and are used to e- teaching.

Key-words: *E-Learning Skills, Business Education, COVID-19, Teaching, Business Education Lecturers.*

Introduction

Coronavirus Disease 2019 (COVID-19), which began in Wuhan, China, in December 2019, was declared a pandemic by the World Health Organization (WHO) on March 11, 2020, after it had spread to other countries around the world. It also forced more than 171 countries around the world to temporarily close their educational institutions by the year 2020. The impact of COVID-19 on education is unusual and unprecedented in

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history because more than 1.5 billion students from across the globe have been affected by school closure.

According to Wikipedia, the first confirmed case of the pandemic of coronavirus disease Nigeria was announced on 27th February, 2020, when an Italian citizen in Lagos tested positive for the virus. On 9 March, 2020, a second case of the virus was reported in Ogun State, a Nigerian citizen who had contact with the Italian citizen. As a result of this pandemic, the Federal Government of Nigeria announced lockdown of major cities to curb coronavirus spread. According to Mbah (2020), Nigeria implemented a sweeping quarantine for three major states (Lagos, Ogun and Abuja) that are home to almost 30 million people in a bid to slow the spread of COVID-19; this further spread to all the 36 states of federation. Evidently the, this lockdown affected the educational institutions in the country and as result caused discontinuity in education as some of these institutions were at the point of preparing for examination, admitting students, beginning a new semester, amongst others.

According to the report by UNESCO (2020), the closure of educational institution has impacted over 91% of the world's student population. The ripple effect of this pandemic has been felt by both the educators and students across all levels of formal education.

Institutions around the world including Africa have assisted to finding ways to cope and adapt to academic changes as a result of this pandemic. COVID-19 pandemic has shaped a new normal for the higher education sector across the globe from transforming the online learning platform, restructuring application processes, and stimulating crisis management strategies. The COVID-19 outbreak has opened up the importance of online education and distance learning. However, just a handful of the world's education are taught online. According to Eduventure (2019), in the United States of America, about 15% of the total undergraduate students are enrolled for online and distance learning. Developed economies such as Canada, United Kingdom and United States have experienced a decline in their educational revenue. As the result, foreign students either quit their studies or are back home. The pandemic has resulted in more severe consequences for schools that cannot access online learning platforms.

The COVID-19 pandemic ravaging the world have had effects on many sectors of the economy, especially in Nigeria. This effect is evident in the Nigeria educational sector has the academic session was halted by the Federal ministry of education in order to curtail the spread of this virus in educational institutions. Although, this decision came as a shock to many educational institutes as many of these institutions were not prepared for the sudden disruption, others have seen it as a step in the right direction. Most Nigerian students and students from other African countries were disadvantaged because most educational institutions in Nigeria still follow the traditional set-up of face-to-face lectures in normal classroom settings, resulting in the use of e-learning, which has not been taken seriously by most institutions as the best alternative learning method.

E-learning has become an inevitable technology for teaching business education. Otuka (2019) sees e-learning as all forms of electronically supported teaching and learning which are procedural in character and aim to affect the construction of knowledge with

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reference to individual experience, practice and knowledge to the learner. According to Eze et al. (2018), e-learning education is concerned with the wholistic corporation of modern telecommunication equipment and ICT resources into the education system. It is seen as the process of delivering knowledge via electronic media, which include; audio video tape, interactive T.V, CD-ROM, electronic board, interactive software platforms and e-library.

E-learning according to Ojeaga and Igbinedion, (2012) involve the use of technology to enhance learning which include digital collaboration, satellite broadcasting, CD-ROMS amongst others. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and video-tape, satellite broadcast, interactive TV, CD-ROM, and more). E-learning has so many advantages over the traditional method of teaching and learning. E-learning can accelerate, enrich and deepen basic skills in reading, writing and can motivate students to learn as they become more independent and responsible for their learning. Empirical studies revealed that technology encouraged active learning, support teaching, reduce the isolation of teacher and promote teachers and students in learning and research (Akubueze, 2012). Hall and Snider (2000) viewed e-learning as the process of learning via computers internet and intranets. It was also referred to as web-based training, online training, distributed learning or technology for learning. This goes beyond digital technologies but give students a greater autonomy regarding the point in time to learn at their own pace. The content and the method by which students learn provide online learning that eliminate the barriers of time and distance. Cohen (2001) submitted that the use of e-learning has an effect on all aspects of teaching and learning. When teachers integrated technology into the lesson, it required new learning approaches to the curriculum because of the ability to look at and explore information in new ways. E-learning is a global phenomenon fueled by a variety of economic, technological and social forces, as well as students' demand. The demand for e-learning amongst students, employers and communities for lifelong teaching and learning via greater interactivity, collaboration, access to resources and remote is very high in this technological age.

Business education is a component of vocational technical education programme that prepares an individual for career in business and to be an intelligent consumer of economic goods and services. Business education provides students with the needed competencies, skills, knowledge, understanding and attitudes to perform as workers in industries, civil service and as proprietors of business. Business education is work-focused, skill-based, result-oriented and technology-based (Ugwoke, 2011). According to the American Vocational Association (AVA) in Osuala (2009), business education is a programme of instruction which consists of two parts: (a) office education; a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation, and (b) general business education; a programme to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business world.

Amoor (2010) maintains that the goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen

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and women that will effectively compete in the world of work. Its primary aim is the preparation of people for roles in enterprises, such roles could be as employee, entrepreneur and employer or simply self-employed.

For the survival of the business education programme even during the period of COVID-19 and in order to sustain its relevance in providing the needs of individuals and the society, business education must embrace the current trends of e-learning in the academic and economic demands of the society. As a discipline, business education is worthwhile for the development of any society.

Traditional learning relies primarily on the teacher lecturing from a podium down to the crowd, a scenario which may cause—after the first 10-15 minutes—student attention to decline and may lead to complete absence of student concentration (Bligh, 2000). Freeman et al. (2014) report that active learning increases student performance in science, technology, engineering and mathematics STEM. Traditional teaching and learning skills need to change in order to get maximum benefit from e-learning teaching skills especially now that the world is facing the reality of COVID-19 pandemic, lecturers are poised with the task of developing a new model of effective teaching. Moreover, some studies have emphasized that technology can help by allowing learners to take a more active role in their learning through different instructional modes. Therefore, e-learning has been recognized as technological ways for teaching which enables learners to receive and interact with educational materials and resources through internet, as well as engaging with teachers and peers in ways that previously may have been impossible (Asabere & Ahmed (2013).

Despite the numerous advantages of the current e-learning platforms, many professors were unprepared to adjust to new teaching methods, keep students involved and motivated in distance learning, and manage classes remotely. Teachers in some circumstances lacked the appropriate technology and internet connection, and reorienting their training tactics in a short amount of time caused a significant deal of stress, strain, and worry, jeopardizing the teaching staff's working conditions. As a result, business education teachers must know the abilities needed for e-learning during COVID-19 in order to implement the e-learning program, which is currently the principal instruction delivery in every institution across the country (ILO, 2020f). Given the critical role of teachers in establishing a positive learning environment, these issues could have a significant impact on educational quality if left unchecked.

Research Questions

The following research question guided the study;

1. What are the internet skills needed for e-teaching by business education lecturers during Covid-19?
2. What are the software skills needed for e-teaching by business education lecturers during Covid-19?
3. What are the formatting skills needed for e-teaching by business education lecturers during Covid-19?

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Hypotheses

Ho1: There is no significant difference in the responses of business education lecturers on the skills needed for e-teaching during Covid-19 based on their gender.

Ho2: There is no significant difference in the responses of business education lecturers on the skills needed for e-teaching during Covid-19 based on their years of experience.

Methodology

Descriptive survey research design was adopted for the study. The study was a survey of the opinion of business education lecturers on the skills needed for e-learning teaching during Covid-19.The study population comprised 21 business education lecturers from Federal College of Education Pankshin, Plateau State. There was no sample size because it was sizeable to be used. A structured questionnaire tagged E-learning Skills Needed for Teaching Questionnaire (ESNTQ) designed by the researcher. The ESNTQ consists of 28 items placed on four-point rating scale of Highly Needed (HN) = 4, Moderately Needed (MN) = 3, Fairly Needed (FN) = 2, and Not Needed (NN) = 1. A total of 21 copies of ESNTQ was administered and 18 were retrieved, giving a return rate of 97.5%. The data collected to answer the research question were analysed using mean and standard deviation. The hypotheses were tested using independent t-test at 0.05 level of significance. The following boundary limits were used for item options of the research instrument. Highly Needed (3.50-4.00), Moderately Needed (2.50-3.49), Fairly Needed (1.50-2.49), and Not Needed (0.0-1.49). The hypotheses were rejected when the observed p-value was less than the fixed p-value of 0.05. The hypotheses were not rejected when the observed p-value is equal to or greater than the fixed p-value of 0.05.

Results

Research Question one: What are the internet skills needed for e-learning teaching by business education lecturers during COVID-19?

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Table 1: Mean and standard deviation of responses on internet skills needed for e-learning teaching by business education lecturers during COVID-19

S/N	Indicate the level to which these internet skills are needed for teaching	Mean	SD	Remark
1.	Video conferencing technology skill	3.59	0. 50	Highly Needed
2.	Ability to record and upload video presentation	3.68	0.48	Highly Needed
3.	E-mail management skill	3.69	0.47	Highly Needed
4.	Webcam for video web conference presentation skill	3.71	0.46	Highly Needed
5.	Webinar skill	3.77	0.43	Highly Needed
6.	Ability to connect to Intranets, extranets, and satellite broadcasts	3. 70	0.46	Highly Needed
7.	Smart board Teaching skill	3.71	0.46	Highly Needed
8.	Use of audio/video tapes, interactive television (TV) and CD-ROMs	3.71	0.46	Highly Needed
9.	Computer networking technology skill	3.71	0.46	Highly Needed
10.	Online surfing Knowledge technology skill	3.69	0.47	Highly Needed
	Weighted Mean	**3.70**	**0.41**	**Highly Needed**

Table 1 reveals that all the internet skills listed are highly needed: Video conferencing technology skill (mean = 3.59), ability to record and upload video presentation(mean = 3.68), E-mail management skill (mean = 3.69), webcam for video web conference presentation skill(mean = 3.71), webinar skill(mean = 3.77), ability to connect to Intranets, extranets, and satellite broadcasts(mean = 3.70), Smart board teaching skill (mean = 3.71), use of audio/video tapes, interactive television (TV) and CD-ROMs(mean = 3.71), computer networking technology skill (mean = 3.71), andonline surfing Knowledge technology skill(mean = 3.69). All the 10 items have their standard deviation ranged from 0.46 to 0. 50 which are below the fixed value of 1.96. This means that the responses of the respondents were not too wide spread, the responses are slightly clustered to the mean. In summary, the data analyzed in Table 1 reveals that internet skills are highly needed for e-learning teaching by business education lecturers during COVID-19(mean = 3. 70, SD = 0.47).

Research Question Two: What are the software skills needed for e-learning teaching by business education lecturers during COVID-19?

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Table 2: Mean and standard deviation of responses on software Skills Needed for E-learning teaching

S/N	Indicate the level to which these software skills are needed for e-learning teaching	Mean	SD	Remark
1.	WhatsApp innovation	3.54	0.69	Highly Needed
2.	Zoom innovation	3.28	0.69	Moderately Needed
3.	Content downloading and uploading.	3.31	0.69	Moderately Needed
4.	Google Meet innovation	2.87	1.00	Moderately Needed
5.	Graphics software for pictures, simulations, movies and sounds,	3.36	0.71	Moderately Needed
6.	Google Hangouts innovation	3.36	0.67	Moderately Needed
7.	Skype innovation	3.36	0.63	Moderately Needed
8.	Word and data processing technology skills	3.39	0.74	Moderately Needed
9.	Telegram innovation	3.33	0.66	Moderately Needed
10.	Google Classroom innovation	3.39	0.63	Moderately Needed
	Weighted Mean	**3.32**	**0.71**	**Moderately Needed**

Table 2 reveals that all the software skills listed are moderately needed except for item 1. WhatsApp innovation is highly needed (mean = 3.54). All the rest are moderately needed: Zoom innovation(mean = 3.28),Content downloading and uploading(mean = 3.31), Google Meet innovation(mean = 2.87), Graphics software for pictures, simulations, movies and sounds(mean = 3.36), Google Hangouts innovation(mean = 3.36),Skype innovation (mean = 3.36), Word and data processing technology skills (mean = 3.39), Telegram innovation(mean = 3.33), Google Classroom innovation(mean = 3.39). All the 10 items have their standard deviation ranged from 0.63 to 1.00 which are below the fixed value of 1.96. This means that the responses of the respondents were not too wide spread; the responses are slightly clustered to the mean. Summarily, the data analyzed in Table 2 reveals that software skills are moderately needed for e-learning teaching by business education lecturers during COVID-19 (mean = 3. 32, SD = 0.71).

Research question 3. What are the formatting skills needed for e-learning teaching by business education lecturers during Covid-19?

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Table 3: Mean and standard deviation of responses on Formatting Skills Needed for E-learning teaching

S/	Indicate the level to which formatting skills are needed for e-learning teaching	Mean	SD	Remark	N
1.	Windows and file management technology skill	3.38	0.54	Moderately Needed	
2.	Knowledge of copy, cut, move and paste files in different formats.	3.46	0.50	Moderately Needed	
3.	Ability to save documents in Cloud	3.28	0.46	Moderately Needed	
4.	Ability to format documents in word processing.	3.64	0.49	Highly Needed	
5.	Ability to use Computer Storage Devices (disks, CDs, USB drives, zip disks, DVDs).	3.51	0.56	Highly Needed	
6.	Ability to change the appearance of the document	3.38	0.71	Moderately Needed	
7.	Ability to use the settings of a particular software	3.00	0.98	Moderately Needed	
8.	Ability to format the computer system	3.51	0.60	Highly Needed	
	Weighted Mean	**3.40**	**0.61**	**Moderately Needed**	

Table 3 reveals that Windows and file management technology skill is moderately needed (mean = 3.38), knowledge of copy, cut, move and paste files in different formats is moderately needed(mean = 3.46), ability to save documents in cloud is moderately needed (mean = 3.28), ability to format documents in word processing is highly needed(mean = 3. 64), Ability to use Computer Storage Devices (disks, CDs, USB drives, zip disks, DVDs) is highly needed(mean = 3. 51). Ability to change the appearance of the document is moderately needed(mean = 3.38), Ability to use the settings of a particular software is moderately needed(mean = 3. 00), Ability to format the computer system is highly needed (mean = 3.51).All the eight items have their standard deviation ranged from 0.46 to 0.98 which are below the fixed value of 1.96. This means that the responses of the respondents were not too wide spread, the responses are slightly clustered to the mean. Summarily, the data analyzed in Table 3 reveals that formatting skills are moderately needed for e-learning teaching by business education lecturers during COVID-19 (mean = 3.40, SD = 0.61).

Ho1: There is no significant difference in the responses of business education lecturers on the skills needed for e-learning teaching during Covid-19 based on their gender.

Table 4: Summary of t-test of the difference between the mean response scores of lecturers on the skills needed for e-learning teaching during Covid-19 based on their gender

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	21	3.58	0.26	1.36	37	0.164	NS
Female	18	3.67	0.26				

P>0.05

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The data in Table 4 reveals that there was no significant difference between the mean ratings of male and female business education lecturers on the skills needed for e-learning teaching during Covid-19 (t_{37} = 1.36, P=0.164). Therefore, the null hypothesis that states that there is no significant difference in the responses of business education lecturers on the skills needed for e-learning teaching during Covid-19 based on their gender was not rejected. This implied that male and female teachers did not differ in their responses regarding e-learning skills needed for teaching during Covid-19.

H_o2: There is no significant difference in the responses of business education lecturers on the skills needed for e-learning teaching during Covid-19 based on their years of experience.

Table 5: Summary of One-way Analysis of Variance of the Difference in the responses of business education lecturers on the e-learning skills needed based on teachers' qualifications

Qualification	N	Mean	SD	F-cal	Df	p-value	Remark
1 - 5 years	9	3.10	0.50				
6 – 10 years	8	3.17	0.89				
11 – 15 years	12	3.12	0.64	2.05	3,35	0.240	NS
16 – above years	10	3.15	0.48				

P>0.05

The data presented in Table 5 reveals that there was no significant difference in the responses of business education lecturers on the skills needed for e-learning teaching during Covid-19 based on their years of experience ($F_{3,35}$ = 2.05; P=0.240).Therefore, the null hypothesis which stated that there is no significant difference in the responses of business education lecturers on the skills needed for e-learning teaching during Covid-19 based on their years of experience was not rejected.

Discussion of findings

The study was conducted to determine the E-learning skills needed by Business Education Lecturers for teaching during COVID-19. The study found that internet skills are highly needed for teaching during covid-19. This means that without sufficient amount of internet skills, business education lecturers will find it difficult to teach during covid-19. This finding supports the earlier finding of Akubueze (2012) who found that successful online teachers must be vast in internet skills. Internet skills are a requirement for successful online teaching and learning. It was also found that software skills are moderately needed for teaching during covid-19. This indicate that software skills are

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needed, but not in a high measure like the internet skills. Having these skills will aid teaching during covid-19. This finding supports the earlier finding of Ojeaga and Igbinedion, (2012) who stated that the use of technology to enhance learning which include digital collaboration, satellite broadcasting, CD-ROMS amongst others. It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and video-tape, satellite broadcast, interactive TV, CD-ROM, and more).

The study also revealed that formatting skills are moderately needed by Business Education Lecturers for teaching in COVID-19 era. This means that for successful teaching during covid-19, formatting is a moderate requirement. This finding is in line with Otuka (2019) who stated that e-learning as all forms of electronically supported teaching and learning which are procedural in character and aim to affect the construction of knowledge with reference to individual experience, practice and knowledge to the learner. This also indicates that formatting skills would assist lecturers in teaching during covid-19 when they acquire it. The study found no significant difference in the responses of business education lecturers on the e-learning skills needed for teaching during covid-19 based on their gender and years of experience. These findings show that business education lecturers agreed regardless of their gender and years of experience that the e-learning skills used in this study are needed for teaching during covid-19. The findings corroborate Asabere and Ahmed (2013) who stated that some studies have emphasized that technology can help by allowing learners to take a more active role in their learning through different instructional modes. Therefore, e-learning has been recognized as technological ways for teaching, which enable learners to receive and interact with educational materials and resources through internet, as well as engaging with teachers and peers in ways that previously may have been impossible.

Conclusion

Based on the findings of the study which revealed that internet skills are highly needed, software and formatting skills are moderately needed for e-learning teaching. It is concluded that for successful e-learning teaching, lecturers must acquire internet, software and formatting skills. It means that internet skills must be sufficiently acquired by business education lecturers. Anything short of this will mean that lecturers may find it difficult to teach e-learning courses.

Recommendations

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

1. Business Education lecturers should take it upon themselves to acquire internet skills sufficiently enough for successful e-learning teaching.
2. There is a need for business education lecturers to learn software and formatting skills by a way of special training. This can also be achieved by interacting with some of their colleagues who are good in these skills and are used to e-learning teaching.

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3. That teacher development and re-training should be taken seriously by tertiary institutions managements, who should organize seminars, workshops, conferences and in-service training on ICT and provide the necessary ICT facilities.

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