EXTENT BUSINESS SUBJECTS TEACHERS IN IMO STATE SECONDARY SCHOOLS UTILIZE WORD PROCESSING SKILLS IN TEACHING BUSINESS SUBJECTS

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Abstract
The study was aimed to find out the extent business subjects teachers in Imo State secondary schools utilize word processing skills in teaching business subjects. Descriptive survey research design was adopted and the population of 272 business subject teachers was studied without sampling. Trial-testing was used to establish the reliability of the instrument using Cronbach Alpha method which yielded coefficients of .75. Two hundred and sixty five (265) duly completed copies of the instrument were retrieved and used for the study. Mean and standard deviation were used to analyze the research questions while the t-test was used to test the null hypothesis at .05 level of significance. Findings revealed that the business subjects teachers utilize word processing skills in teaching business subjects to a low extent. School location significantly affected the utilization of word processing skills. Based on the findings of the study, the researchers concluded that business subjects teachers do not adequately utilize word processing skills in teaching business subjects in secondary schools in Imo State. It was therefore recommended among others, that Ministry of Education in Imo State should organize continuous training and re-training ICT programmes for business subjects teachers to enable them up-date their knowledge so to embrace word processing skills for effective utilization in teaching business subjects in Imo State secondary schools.

Keywords: Business Subjects, Utilization, Word Processing Skills, Teaching and Information and Communication Technology

Introduction

Information and Communication Technology (ICT) is playing major role in the acquisition and diffusion of knowledge which are fundamental aspects of the education process. The impact of ICT on education is enormous. ICT is potentially powerful enabling tools for educational change and reform. When used appropriately, different ICT gadgets will help to expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by helping to make teaching and learning a process that is connected to real life.

Utilization to a layman can be defined as the act of putting something into use. According to Hornby (2018), utilization is the use of something for practical purposes. It is the action of making practical and effective use of something (Murray, 2020). It can also be said to be a measurement of typically in hours or mileage to indicate how frequent a vehicle or piece of equipment is used within a given period of time, may be in a month, quarter or year (Hahn, 2019). Utilization can also be seen as putting or spreading of something into operation. In the utilization of Information and Communication Technology in educational sector, it is the use of ICT facilities in teaching and learning. However, in this context, it means the act of putting into use the basic ICT skills by Business Subject Teachers in teaching business subjects. According to McIntosh (2015), utilization is being defined as the act of using something in an effective way. That is to say that utilization is a way of using anything worth working without wastages.

Teaching according to Hornby (2018) is the process of showing somebody how to perform a task so that they can carry it out successfully. It also entails giving students' information about a particular subject to help them learn. According to Nwaukwa (2015), teaching is a cluster of activities that are noted about teachers such as explaining, deducing, questioning, motivating, talking attendances, keeping record of works, students meet predetermined learning goals. In addition, teaching is a deliberate effort by a matured or experienced person to impact information, knowledge, skills and so on to immature or less experienced person (Aguokpgbuo, 2002).

Moreso, teaching entails imparting of knowledge, developing of skills, attitudes and meeting of special needs of students in various ways ranging from structured to individualized activities, including instructional support activities which aid and enrich the teaching-learning process. Ryan (2011) is of the opinion that teaching is an interaction between the teacher and the taught as far as it is related to imparting knowledge to students, to cover almost every aspect of education which students are expected to learn from a teacher and which the teacher will teach them using all the teaching techniques and aids available to teach. These techniques include motivation, encouragement and character building of the students. Sukhdev (2011) added that teaching is an interpersonal influence aimed at changing the behaviour potential of another person. It is an interactive process, primarily involving classroom talks which takes place between teacher and the pupil and occur during certain definable activities.

Teaching can also be seen as an arrangement and manipulation of a situation in which an individual (teacher or learner) will seek to overcome and from which he will learn in the course of doing so. This means that teaching is concerned with the activities of guidance or direction of the learning of others. The above definitions suggest that teaching is not confined to teachers and students only but it is a process which is continuous. The process of teaching is a kind of transfer or sharing of knowledge from one person to another. The person who transfers his or her knowledge known as the teacher and the one who receives it is known as the learner. Teaching as it relates to this study entails imparting of ICT knowledge from the business subjects teachers to students of business subjects.

According to the Federal Republic of Nigeria (FRN, 2013), business subjects are vocational subjects offered at the senior secondary school level, which include Financial Accounting, Economics, Commerce, Computer Studies/Keyboarding, Shorthand, Office Practice and Marketing. NERDC (2012) in Ahmadi and Lukman (2015) stated that business subjects also include Salemanship, Data Processing, Store Keeping and Home Economics which are among the newly introduced thirty-four (34) trade/entrepreneurship subjects in secondary school curriculum. In addition, Uzodi (2012) viewed business subjects as part of business education subjects taught at the senior secondary schools with the objective of bequeathing the students with relevant job skills, knowledge and necessary attitudes for paid or self-employment as well as for higher education in business areas. In the same view, Esene and Ohiwerei in Nwaukwa (2015) defined business subjects as vocational subjects designed for the senior secondary schools. The authors further explained that it is from this group of subjects (i.e Financial Accounting, Economics, Commerce, Computer Studies/Keyboarding, Shorthand, Office Practice and Marketing) that a business student may choose any three or more subjects in the final Senior Secondary Certificate Examination (SSCE).

Business subjects in this study encompasses vocational subjects taught at the senior secondary school level with the aim of preparing students for entry into business related areas in tertiary institutions, or to make a living in this modern society.
Word processing is the application of computer technology to the input, editing, merging, sorting, formatting and printing of text (Chun, 2005). It is also the production of typewritten documents such as business letters with automated and usually computerized typing and texting-editing equipment (Goodrich, 2020). The word processor is a special-purpose computer expressly designed for and solely devoted to the preparation, storage and printing of documents. The system includes a display unit, keyboard, floppy disk drives and a letter-quality print head. The computer can be used to perform multiple word processing activities such as editing and text, inserting new text, deleting text and performing search and replace functions within the text. Other areas where the computer is most useful in daily activities in offices is in the use of the internet and data processing.

Statement of the Problem
Teachers in public secondary schools are expected to apply ICT skills to support their instructional delivery and as well enable secondary school students to use these skills to meet their learning needs. Low utilization of ICT skills in teaching business subjects means

producing students with only theoretical knowledge thus lacking relevant practical skills required of business' graduates for gainful employment or self-reliance. Effective utilization of ICT skills by business subjects teachers is dependent on teachers' ICT skill acquisition, level of training and re-training on the use of ICT in teaching, teachers ability in using ICT facilities for enhancing instructional delivery among others.

Business subjects teachers' over-reliance in using traditional/conventional teaching methods and obsolete instructional materials such as chalkboard, papers and typewriters among others suggest that they are not adequately utilizing ICT skills to enhance instructional delivery. The inability of business subjects teachers to utilize ICT skills in their teaching means that business subjects students on graduation may not be adequately equipped with relevant ICT skills needed for gainful employment or self-reliance in this technological age. Thus, the need to find out the extent business subject teachers utilize word processing skills in teaching of business subjects in Imo State public secondary schools and thus make possible recommendations for improvement.

Research Question
The research question below guided the study:
   ▪ To what extent do business subjects teachers in Imo State secondary schools utilize word processing skills in teaching business subjects?

Hypothesis
The null hypothesis was tested at .05 level of significance:
   1. There is no significant difference in the mean ratings of business subject teachers in urban and rural secondary schools in Imo State, on the extent they utilize word processing skills in teaching business subjects.

Extent Business Subjects Teachers in Imo State Secondary Schools Utilize Word Processing Skills in Teaching Business Subjects
As new ways of performing office task have emerged with new technologies, Business subjects teachers are required to adopt the new skills so that they would be able to train students who can function effectively in their career and even advance in it. According to Maher (2011), word processing developed a specialized programme on mainframe computer during the 1970's on online computing with the use of personal terminal devices having keyboards and display screen become more common. These programs evolved from text based editors used by programmers and computer professional. In the late 1970s, the ability to place intelligent devices on the desk of workers at reasonable cost including cheaper and smaller prints, led to the introduction of machines dedicated to word processing. However, the term word processing refers to the various ways words are combined, arranged, placed, formatted, organized or presented for a defined purpose in the form of a letter, memo, technical report and others.

Word processing machines were primarily aimed at typists particularly those in centralized typing pools where other workers sent hand written notes or Dicaphones, tapes to be transcribed and retrieved for reviewing (Durrer, 2020). Considerable time saving,

economy were achieved by word processing operators. Jones and Bartlett (2020) were of the opinion that word process involves the following processes; production, re-production and distribution of documents. According to Slamecka (2018), there are many ways through which words enter a system, namely: through typing, electronic communication from another computer; it records data through diskettes, or on endless loops inside central system. The device has made it possible for words and data to be entered simultaneously into the computer using the keyboard like that of typewriter.

When using computers, it deviates a little from the common typewriter. There is the enter key replacing the carriage movement and there are commands for paragraph, indent, spacing and so on. In addition, one can store the document for future reference or use, make corrections to the documents very conveniently, format the documents to a wide variety of specification, automate some functions such as page numbering, generation of indexes and others, check the spelling of text in the document to effect correction, insert text, select/highlight text, vary font size and style, understand cut, copy and paste, use undo command, create text box, use boarders, use spell checker, change text alignment, ability to use Thesaurus, change margins and line spacing, use columns, add columns to document, edit rows and columns, understanding factors that affect down loadable copy of document, check spelling, sentences and margins, headers, footers, page numbering, search and replace text, merge text from file to another file, setting of margins, save files to hard disc, disc drives, networks, selection of printer, selection of paper size, number of copies to be sent to the printer and have greater control over page layout (Zandbergen, 2020).

Nevertheless, Nwosu (2009) stated the following word processing skills to include: knowledge of word processing systems involving hardware and software, personnel and proceures, appreciate the relationship of computerized application to word processing, know the skills in using different word processing software packages for creating different types of documents; speed and accuracy in computer keyboarding, activate the computer and other word processing equipment, edit keyed in text, store text, retrieve text, activate text and print out document.

Naturalistic theory
Naturalistic theory was propounded by Johann Heinrich Pestalozzi in 1780. He advocated education of the poor and emphasized teaching methods designed to strengthen the student's own abilities. He was of the view that the child develops inevitably as a product of nature, and the main function of the teacher is to provide the optimum conditions for that development. That view leads to the theory that the child's experience is the essential thing. As a result, his practical schemes were designed to provide the most appropriate experience for the child's development. This theory suggested that the modern revival of the potency of experience is an acknowledgement of the developmental element in learning and urged that any form of constraint was to be avoided. Nevertheless, this theory saw humans as noble savages growing in a social life. In addition, their other assumptions include:
(1) There should be a reduced emphasis placed on 'knowing' while greater emphasis should be

placed on 'acting and doing',
(2) There should be promotion of positive interests in learning, and
(3) There should be an encouragement of children to depend on their own resources.

The relevance of this theory to this study is that, it encourages business subjects teachers to bring the best out of their students by creating a conducive (friendly) and welcoming learning environment. Thereby carrying every student along without leaving any behind. Secondly, as it emphasized more on practical than theory, the business teacher utilization of ICT skills (word processing inclusive) in teaching will boost learning to be more active as students will develop high thinking, retain whatever they are being taught and even develop their own skills.

Thirdly, business teachers will be satisfied on their job seeing themselves producing dependent, relevant and useful graduate into the society, as much kudos will be given to them by parents, employers, government, the society at large and even by the students themselves.
Lastly, this theory encourages business subject teachers to be granded and keep updating their ICT skills to remain relevant in their profession in order meeting up with the students ICT demands.

Method
Descriptive survey research design was adopted for this study. According to Nworgu (2015), descriptive survey research design is concerned with collecting data from members of a population in order to determine conditions that exist, opinions that are held and processes that are going on. The survey research design is deemed appropriate for this study since it sought to obtain the views and opinions of business subjects teachers on the extent they are utilizing word processing skills in teaching business subjects.

This study was carried out in all the public secondary schools in Imo State. Imo State is one of the states in South East Nigeria. Owerri is its capital. The State has 27 Local Government Areas (LGAs) and six Education Zones. The population of the study consisted of 272 business subjects teachers from all the 284 public secondary schools in Imo State. The population was obtained from statistics record from Ministry of Education Owerri, Imo State Secretariat. The sample of the study was 272 (two hundred and seventy-two) business subjects teachers. Census sampling technique was adopted by the researcher where the entire population was studied without sampling because the population was manageable.

The instrument for data collection was self developed structured 10-item questionnaire with a five point rating scale which include, Very High Extent (VHE), High Extent (HE) , Moderate Extent (ME), Low Extent (LE), Very Low Extent (VLE). The validity of the instrument was established by researcher's supervisor and opinions of three experts. Two experts were from the field of Business Education while one expert was from Measurement and Evaluation Unit of Education Foundation Department all from Chukwuemeka Odumegwu University, Anambra State. The questionnaire was trial-tested

using 20 business subjects teachers from public secondary schools in Anambra State who were not part of the study population. Data collected were analyzed using Cronbach Alpha and Coefficient value of .75 was obtained. This high reliability value indicates that the instrument is reliable for the study.

The researcher personally administered and retrieved copies of the questionnaire to the respondents by hand after establishing contacts with the principals of the different schools under study with the aid of three research assistants adequately briefed on the modalities for administration and retrieval of the questionnaires. However, respondents that were not able to complete their copies immediately were revisited on an agreed date. This ensured timely and high return rate of the instrument as 265 out of the 272 copies distributed were correctly filled and returned. The exercise lasted for a period of two weeks.

Data collected were analyzed using mean and standard deviation. Mean was used to answer the four research questions posed for the study while standard deviation was used to ascertain how homogeneous or heterogeneous the respondents' opinions are relative to the questionnaire items. Decision on the research questions was based on the cluster mean relative to the real limits of numbers. t-test was used to test the four null hypotheses at .05 level of significance using Special Package for Social Sciences (SPSS) version 23.0. The decision rule was that a null hypothesis was rejected where the p- value is less than or equal to the significant value of .05, otherwise, the null hypothesis was accepted.

Results
Research Question
To what extent do business subjects teachers in Imo State secondary schools utilize word processing skills in teaching business subjects?

Table 1: Respondents' mean ratings on the extent business subjects teachers utilize word processing skills in teaching business subjects
             (N = 265)

S/N	Word Processing Skills	$\overline{X}$	SD	Remarks
1	Ability to select/highlight text	3.18	.57	Moderate Extent
2	Ability to insert text	2.54	.44	Moderate Extent

3	Ability to vary font size and style	2.41	.68	Low Extent
4	Ability to create text box	2.40	.71	Low Extent
5	Ability to use borders	3.16	.59	Moderate Extent
6	Ability to use spell checker	2.50	.62	Moderate extent
7	Ability to format text in columns	2.55	.80	Moderate Extent
8	Ability to change margins and line spacing	1.87	.72	Low Extent
9	Ability to add table to a document	1.94	.45	Low Extent
10	Ability to use suitable commends to edit document	1.71	.87	Low Extent
	Grand Mean	**2.43**		**Low Extent**

Data in table 1 shows that out of 10 word processing skills listed, business subjects teachers indicated that they utilize items 1, 2, 5, 6 and 7 in teaching business subjects to a moderate extent with mean scores ranging between 2.50 to 3.46 while remaining five items are utilized to a low extent with mean scores ranging between 1.71 to 2.41.The ground mean score of 2.43 shows that on the whole, business subjects teachers utilize word processing skills in teaching business subjects to a low extent. The standard deviation for all the items is within the same range meaning that the respondents are not wide apart in their mean ratings.

Hypothesis
There is no significant difference in the mean ratings of business subject teachers in urban and rural secondary schools in Imo State, on the extent they utilize word processing skills in teaching business subjects.

Table 2: T-test analysis of business subjects teachers in urban and rural secondary schools on the extent they utilize word processing skills in teaching business subjects

School Location	N	$\overline{X}$	SD	df	T-value	P-value	Decision
Urban	91	2.49	.63				
				263	.38	.03	Significant
Rural	174	2.00	.70				

Table 2 shows that t-value of .38 at 263 degree of freedom with a p-value of .03 is less than the criterion value of .05 (.03 < .05). Since p-value is less than the significant value, the null hypothesis is therefore rejected. This means that there is a significant difference in the mean ratings of business subject teachers in urban and rural secondary schools in Imo State, on the extent they utilize word processing skills in teaching business subjects.

Discussion of Findings
Findings of the study revealed that business subjects teachers in secondary schools in Imo State utilize word processing skills in teaching business subjects to a low extent. Business subjects teachers indicated that to a moderate extent they utilize ability to select/highlight text, ability to insert text, ability to use borders and ability to use spell checker in teaching business subjects while to a low extent they utilize the remaining six items in teaching business subjects. The findings of the study is in line with that of Ibelegbu (2013) which

found that business studies teachers were not trained with modern ICT technologies and facilities and therefore do not apply ICT skills in instructional delivery. Ibelegbu pointed out that business subjects teachers are required to adopt the word processing skills so that they would be able to train students who can function effectively in their career and even advance in it. However, the author regretted that these teachers hardly apply word processing skills because of lack of training in ICT skills.

Similarly Igbongidi (2018) observed that most business studies teachers in junior secondary schools in the state have some difficulties in teaching the ICT component of the curriculum. Igbongidi noted that the present business studies teachers are those that were trained and had been working in the school system many years ago particularly before the introduction of modern technologies in teaching and learning of business studies. These teachers were not trained with modern ICT technologies and facilities. Mingaine (2013) found that most of the teachers employed to teach in secondary schools lack basic word processing skills and thus did not utilize them in instructional delivery.

The findings of the study further revealed that business subjects teachers in urban and those in rural secondary schools in Imo State differ significantly in their mean ratings on the extent they utilize word processing skills in teaching business subjects. This means that location of schools is an important factor on the extent business subjects teachers utilize word processing skills in teaching business subjects. It could be that there is disparity in the availability of ICTs between secondary schools in urban and rural areas which means that business subjects teachers utilize word processing skills differently. This could have influenced their difference in mean ratings. In agreement, Nwaukwa (2015) reported that most schools in rural areas lack basic ICT gadgets which negatively affect their utilization in instructional delivery by business subjects teachers. Nwaukwa revealed school location significantly therefore affect business subjects teachers' mean ratings on the extent they integrate ICT in instructional delivery.

Summary of Findings
Major findings of the study are summarized as follows:
1. Business subjects teachers in secondary schools in Imo State utilize word processing skills in teaching business subjects to a low extent.
2. Business subjects teachers in urban and those in rural secondary schools in Imo State differ significantly in their mean ratings on the extent they utilize word processing skills in teaching business subjects.

Conclusion
From the findings of this study, one can see that lots of business subject teachers utilize word processing skills in this study in teaching business subjects to a low extent. Despite the prevalent nature of ICT in virtually every aspect of human endeavors, they have not been widely utilized by business subjects teachers in teaching processes in secondary schools. Word processing skill utilization will not only revolutionize teaching of business subjects, they will stimulate the development of students' innate technological and critical

thinking abilities and acquisition of ICT skills needed to fit into the modern society upon graduation. Based on the findings this study, the researcher concludes that business subjects teachers do not adequately utilize word processing skills in teaching business subjects in secondary schools in Imo State.

Recommendations
Based on the findings of this study, the following recommendations were drawn:
1.   Ministry of Education in Imo State should organize continuous training and re-training ICT programmes for business subjects teachers to enable them up-date their knowledge in the use of ICT skills for effective utilization in teaching business subjects in secondary schools.
2.   Relevant supervisory agencies should ensure that ICT courses integrated in the business education programmes in universities and colleges of education are adequately taught. This will ensure that the business education graduates are well groomed in the use of word processing skills to support their teaching when posted to secondary schools.
3.   The state governments should ensure adequate provision of ICT facilities especially in rural secondary schools to improve their usage by teachers of business subjects in teaching business subjects. This is because, ICT facilities are expensive to acquire, and cannot be left in the hands of secondary schools to provide.
4.   The Imo state government should partner with private sectors in providing training and re-training programmes for business subjects teachers so to acquaint them on how to utilize word processing skills in the instructional process. This could empower and professionally develop ICT skills for improved performance in their profession.

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