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EXPLORING BUSINESS SUBJECTS TEACHERS' PERCEPTION ON PEDAGOGICAL DIGITAL COMPETENCIES FOR ENHANCING STUDENTS' ACQUISITION OF BUSINESS FOUNDATION SKILLS

Mbanugo, Cyriacus Izuchukwu
Business Education Department, Nwafor Orizu College of Education, Nsugbe.
Anambra State Nigeria.
cyriacandrew1@gmail.com

Umelue, Ogochukwu G.
Business Education Department, Nwafor Orizu College of Education, Nsugbe.
Anambra State Nigeria.
cedar4christ@gmail.com

ABSTRACT
The need to equip students with relevant skills to fit into the digital society necessitated this study. The study explored business subjects teachers' perception on digital pedagogical competencies for enhancing students' acquisition of business foundation skills. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey research design, and 249 business subjects teachers in secondary schools in Anambra State were studied without sampling. A-15 item structured questionnaire which was face validated by three experts in the field of education was used for data collection. The reliability of the instrument was established using trial-test and data collected were computed using Cronbach Alpha which yielded correlation coefficients of .83 and .89 for clusters B1 to B2 respectively with an overall index of .86 obtained. The researcher and four research assistants administered the questionnaires to the respondents. Statistical mean, standard deviation and t-test were used for data analysis. Findings revealed that business subjects teachers to a low extent possess digital content creation, and knowledge deepening competencies for enhancing students' acquisition of business foundation skills. It was also found that gender did not significantly influence business subjects teachers' perceptions on the extent they possess the competencies covered in the study. Based on the findings of the study, the researcher concluded that business subjects teachers in senior secondary schools in Anambra State do not possess enough pedagogical digital competencies to equip their students with business foundation skills. It was recommended among others that; administrators of secondary schools in Anambra State should organize regular in-service digital competency training programmes for business subjects teachers to enable them up-date their competencies on using digital tools in teaching students.

Keywords: Business Subjects, Pedagogy, Pedagogical Digital Competencies, Business Foundation Skills

Introduction

Education is a central function of any nation or community. It inculcates the community's core values, supports the personal development of children, young people and adults, as well as supports the economic development, reducing poverty and increasing widespread prosperity of many nations. In Nigeria, education is operated at different stages such as kindergarten, nursery, primary, secondary and tertiary education levels. However, the secondary education stage is the most crucial stage among all the educational ladders because it is the stage that provides very solid and sound foundation for further education. The secondary education offers learning and education activities that expands on primary education while preparing students for either first entry into the labour market and/or post-secondary education. In Nigeria, the secondary education is divided into the upper basic secondary and post basic secondary levels (Ndubuisi, 2021). At the senior secondary school stage, financial accounting, keyboarding, economics, commerce, insurance, marketing, trademanship, store management, and office practice are among the business subjects. Ndubuisi (2021) stated that students choose two or three business subjects in addition to other subjects to prepare for the West African School Certificate Examination (WAEC).

The primary goal of business subjects, according to the National Policy on Education (FRN) (2013), is to provide students with the required job skills for paid or self-employment as well as for higher education in business-related courses. Business subjects form a means of laying foundation for national, technological, economical advancement and for higher education. According to Okolocha and Onyeneke in Ogwunte (2016), business subjects equip its recipients with personal skills, consumer skills, and knowledge for clerical and managerial abilities needed to adapt to changing economic and business realities and these skills made them to be wealth and job creators rather than wealth and job seekers. Additionally, it is envisioned that these subjects, when effectively taught, will expose students to a wide range of business activities and business skills, as well as offer them good knowledge of the nation's economic system to enable them contribute to the nation's economic growth and sustainability (Onah, 2017).

Business foundation skills are building blocks and as such, they can be arranged, and structured to suit students' future employment or self-employment needs. Students of business subjects upon graduation must possess business foundation skills in order to survive and advance in a globalized digital-based economy. According to Paul (2016), business foundation skills provide a platform for the effective up-skilling of students in general business literacy, and include, communication skills, personal resilience, self-management, presentation skills, business report writing, numerical skills, word processing and spreadsheet skills (Paul, 2016). Similarly, the Secretary's Commission on Achieving Necessary Skills (SCANS) (2000) categorized foundation skills into basic, thinking, and personal qualities. Basic skills include reading skills, writing, arithmetic and mathematical operations,

listening, and speaking skills. Thinking skills involve; creative thinking, decision making, problem solving, and reasoning skills. Personal qualities under the foundation skills include sense of responsibility, self-esteem, sociability skills such as ability to demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings; self management skills such as ability to assess oneself accurately, set personal goals, monitor progress, and exhibit self control; and integrity and honesty which cover ability to choose ethical courses of action.

Business subjects students are expected to develop appropriate skills necessary for solving problems in the modern society. However, this can be made possible by teachers who play significant role in the educational process. Teachers are the taproot of any nation since their quality and competencies are major determinant of the quality of the nation's work force which also determines the productive and developmental levels of the nation. In light of this, Ogwunte (2016) stated that teachers must obtain the necessary degrees, experiences, and professional competencies in order to make the teaching of business subjects effective and meaningful. Stating further, Ogwunte posited that business subjects require the services of such specialized, experienced competent male and female teachers to ensure that students under their supervision acquire the needed skills for the world of work upon graduation. Additionally, the Nigeria Educational Research and Development Council (NERDC) (2008) pointed out that business subjects require teachers to hold the Nigeria Certificate in Education in Business Education, or Higher National Diploma in Business Administration, but should be encouraged to go for one year training in business education.

The current technological revolution has reached all social classes and its educative use by teachers has not gone unnoticed. The education provided by secondary schools is becoming increasingly digitalized, resulting in new challenges for business subjects teachers in providing high-quality teaching and adapting to the needs of changing student digital skills needs. Taking this into consideration, it is not an exaggeration to state that teachers of business subjects need to be pedagogically competent to impart the right knowledge and skills to the students. Pedagogy is refers to any conscious activity by one person designed to enhance the learning of another (Nawaz, Phil and Gomes, 2014). The main aim of pedagogy is to build on previous learning of students and work on the development of skills and attitudes of students. Pedagogy enables students to get a thorough understanding of the subject and helps them in applying those learning in their daily lives outside of the classroom. Competence refers to the capacity, skill, or ability to do something correctly or efficiently, or the scope of a person's or a group's ability or knowledge. Weke (2018) defined competencies as the abilities of a person to exercise or perform a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. Similarly, pedagogical competencies is a set of knowledge, skills and attitudes, that include planning and organizing a student-

centered and inclusive learning process based on the teacher's knowledge of the content of the subject and its teaching methodology combined with constant teacher reflection on students' learning activities and on the teacher's own pedagogical practice (Purina-Bieza, 2021). It involves the ability and willingness among teachers to consistently apply those attitudes, knowledge and skills that promote their students' learning in the best possible way, in accordance with set goals and within the limits provided.

Furthermore, digital competencies are the knowledge, skills and attitudes of teachers in using information technologies in completing tasks. Broadly defined by From (2017), digital competencies involve open, curious and, most importantly, holistic attitude of teachers to ICT in teaching processes. Weke (2018) stated that digital competencies cover knowledge, skills and attitude possessed by teachers to creatively and confidently adapt to the new knowledge requirement of digital technologies and the appropriation of the knowledge and skills towards the attainment of set educational goals. Business subjects teachers must apply Pedagogical Digital Competencies (PDCs) to transform the current instructional delivery processes in order to adequately prepare students to function effectively in modern world after graduation (Sabado, 2018). PDCs are the abilities of a teacher to design and improve educational activities using digital technologies in work environments, primarily in the classroom (From, 2017). PDCs consist of at least three levels, namely: micro-level (interaction level) which involves instructional interaction with students; Meso-level (course level), involving course design and implementation, and macro-level (organizational level), which focuses on educational management. Types of digital competencies required of teachers for successful training of students include information literacy competences, communication competences, digital content creation competences, safety competences and problem solving competences (National Institute of Educational Technologies and Teachers Training, 2017). Similarly, listed PDCs include awareness and self-regulation competencies, attitudinal, knowledge acquisition and processing, cooperation and communication, ethics, and effective organization of teaching learning process competencies. However, the study focused on digital creation competencies and knowledge deepening competencies.

Competencies in digital content creation can help business subjects teachers to provide ideal learning environment with multiple ways to assess students' progress. According to Weke (2018), teachers (business subjects teachers inclusive) can create and edit digital content such as e-mail, blogs, Tweeter, Facebook, YouTube as well as creating other forms of media like videos and podcasts, integrate and re-elaborate previous knowledge and content, produce creative expressions media out puts and programming. Digital content creation competencies include; abilities to use digital tools to create and edit new documents in Microsoft word, create and edit an email address, WebPages, word documents, presentation slides, videos, podcasts, among others (Weke, 2021). Digital content creation competencies of teachers, according to Antón-Sancho, Vergara, Lamas-Álvarez and

Fernández-Arias (2021), are ability to use paint, canva, Photoshop, CorelDRAW, and MindMeister in designing leaning documents, ability to use Power point to support class presentations, ability to use Google Forms, Google Classroom, Mentimeter, Quizizz, and Kahoot digital tools for classroom evaluation, and ability to create online forum, blogs, glossaries, and wikis to generate learning communities.

Knowledge deepening competencies involve teachers' ability to manage learning information, structure problem tasks, and integrate open-ended software tools and subject-specific applications with student-centered teaching methods and collaborative projects in support of students' in-depth understanding of key concepts and their application to complex, real-world problems. To support collaborative projects, teachers should use networked and web-based resources to help students collaborate, access information, and communicate with fellow students in other locations to analyze and solve their selected problems. Teachers should also be able to use ICT to create and monitor individual and group student project plans, as well as to access information and experts and collaborate with other teachers to support their own professional learning (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2010).

In Nigeria, equipping business subjects students who are often called "Generation Z" (persons who are born, and who grow up in the information age) requires a new breed of business teachers who possess the necessary digital competencies and are capable of utilizing modern ICT facilities to bring about the desired learning outcomes in students. Digitalization in education has changed business subjects teachers' roles in the classroom, and necessitates a different set of classroom management skills from them. It gives ample and exceptional opportunities to the students to develop capacities for high quality and to increase their ability to innovate. Nigeria cannot afford to lag behind in using digitalization to raise the intellectual and creative resources of her secondary school students. However, one of the challenges confronting secondary school teachers (business subjects teachers inclusive) in Nigeria is lack of digital competencies to integrate technologies in classroom to enhance students' acquisition of digital skills for gainful employment upon graduation.

Accordingly, Godwin-Maduike (2015) stated that although, secondary school teachers in Anambra State have access to some technologies for use in the classroom, they are not being used as an effective instructional tools for students to cultivate the intellectual competencies needed to function effectively as global citizens. In agreement, Ahmadi and Lukman (2015) reported that most teachers in Nigerian secondary education system is not digital savvy and do not utilize digital tools to facilitate their teaching process. This lack of digital competencies makes it difficult for teachers to properly implement business subjects content of the curriculum. Admittedly, the researcher's cursory observation showed that business subjects teachers' in Anambra State lack digital competencies and their inability to apply digital these competencies in teaching of the subjects is one of problems militating against effective implementation

of content of business subjects curriculum. Additionally, to compete globally, digitalization must be leveraged in teaching business subjects to engage students in critical learning opportunities that prepare them for college and career. The business subjects classroom settings must reflect authentic learning that mirrors the real-world application of the digital competencies, but it seems that business subjects teachers are not adapting pedagogy to effectively address digital competencies.

Furthermore, educational systems and pedagogical practices in Nigeria have become out of date or obsolete and are not meeting the learning needs of the new generation of tech savvy students (Tabowei, 2021). It is not enough for students to be able to use technologies; ICTs should be used to facilitate students' learning through active participation and collaborative interaction with content and peers to further develop abilities to assess and assimilate multiple sources of information related to discipline areas. The learning environment must be structured to provide learning opportunities where students can begin to build functional skills. There is a growing disparity between the classroom learning experiences provided by teachers in developing countries (Nigeria inclusive) to engage students in learning versus the real-world application of digital skills required to compete in global economy. Obviously, there is a difference between implementing technologies as teaching tools and integrating technologies into teaching and learning practices to engage students in authentic learning experiences.

The perspective of business subjects teachers regarding pedagogical digital competencies may be influenced by gender. In agreement, Emeasoba and Nweke (2016) stated that gender was a attributing factor in explaining the new digital technology acceptance behaviour of teachers. For instance, studies infer that male teachers experience less anxiety about digital technologies and make more frequent use of it than female teachers. Moreover, female teachers tend to show lower self-confidence or knowledge ability than males about applying their digital competencies in instructional delivery (Godwin-Maduike and Nwazor, 2017). Since the mid-20th century, gender and new technologies works hand in hand. Utilization of digital technologies is being done by gender. Unequal power relationship between gender (male and female) and the use of new technologies in instructional delivery are bent to match together. In line with this viewpoint, Fraile, Penalva-Velez and Lacambra (2018) reported that teachers have low conception on digital competence, digital safety and communication, excluding protection of digital data and preservation of digital identity was high. Content creation and problem solving was also low. It is against this background that this study was carried out to explore business subjects teachers' perception on digital pedagogical competencies for enhancing students' acquisition of business foundation skills in secondary schools in Anambra State.

Statement of the Problem

The high rate of unemployment among youths has led to renewed calls to equip students with relevant business foundation skills to enable become gainfully employed

or self-employed after graduation. The aim of teaching business subjects at senior secondary school stage is to provide students with the required job skills for paid or self-employment in the digital society .Digitalization has brought with it swift changes in all aspect of human endeavour, including education. In view of this, the business subjects teachers need to possess pedagogical digital competencies to effectively train students. However, the fact that many business subjects teachers still employ traditional teaching methods implies that they lack the necessary digital pedagogical competencies to use digital tools in classroom instruction to enhance students acquisition of employability skills. Additionally, many business subjects teachers may see these digital competencies as too complex to cope with which may affect their abilities to apply them in their teaching processes. In Anambra State, despite the fact that ICT facilities have been provided by the state government for teachers to use, there are concerns that these ICT resources are not been adequately integrated into classrooms by teachers (business subjects teachers inclusive) probably as a result of poor pedagogical digital competencies by these teachers. Lack of these digital competencies could lead to lack of exposure of business subjects students to digital skills for global competiveness. However, there are inadequate empirical studies in Anambra State on business subjects teachers' perception of their pedagogical digital competencies for enhancing students' business foundation skills. Based on this background, this study determined from the perception of business subjects teachers on the extent (1) digital content creation competencies are possessed by business subjects teachers for enhancing students' acquisition of business foundation skills, (2) knowledge deepening competencies are possessed by business subjects teachers for enhancing students' acquisition of business foundation skills.

Research Questions

The following research questions guided the study;

1. To what extent do business subjects teachers possess digital content creation competencies for enhancing students' acquisition of business foundation skills?
2. To what extent do business subjects teachers possess knowledge deepening competencies for enhancing students' acquisition of business foundation skills?

Hypotheses

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

1. Male and female teachers in secondary schools in Anambra State do not differ significantly in their mean perceptions on the extent they possess digital content creation competencies for enhancing students' acquisition of business foundation skills.
2. There is no significant difference in the mean perception of male and female teachers in secondary schools in Anambra State on the extent they possess knowledge deepening competencies for enhancing students' acquisition of business foundation skills.

Research Method

The study adopted descriptive survey research design. It was carried out in Anambra State, and 249 business subjects teachers in the 261 public secondary schools in Anambra State were studied without sampling. The instrument for data collected was a structured questionnaire titled "Business Subjects Teachers Perception on Pedagogical Digital Competencies for Enhancing Students' Business Foundation Skills (BSTPPDC-ESBFS). The questionnaire consisted of two sections A and B. Section A contained item on demographic information of the respondents such as gender while Section B contained 15 items according to the two research questions. The instrument was structured on a five point rating scale of Very Great Extent (VGE), Great Extent (GE), Moderately Extent (ME), Low Extent (LE) and Very Low Extent (VLE). Face validity of the instrument was ascertained using three experts, two from the field of Business Education and one expert from Measurement and Evaluation. The reliability of the instrument was carried out using trial-test and data collected were computed with Cronbach Alpha to determine the internal consistency of the instrument and correlation coefficients of .83 and .89 obtained for clusters B1 to B2 respectively with an overall index of .86. The researcher with the help of four research assistants adequately briefed administered copies of the questionnaire to the respondents in their schools. On the spot distribution and collection of questionnaires was employed and those who did not fill theirs immediately were revisited on another agreed date for retrieval. Out of 249 copies of questionnaire distributed, 238 were correctly filled and returned and used for data analysis. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' perceptions 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. The analysis was carried out using Statistical Package for Social Sciences (SPSS) version 23.0.

Research Results

Research Questions 1: To what extent do business subjects teachers possess digital content creation competencies for enhancing students' acquisition of business foundation skills?

Table 1: Respondents' mean perception and standard deviation on the extent business subjects teachers possess digital content creation competencies for enhancing students' acquisition of business foundation skills. (N = 238)

S/N	Items on digital content creation competencies	X	SD	Remarks
	I possess the ability to:			
1	use digital tools to create and edit new documents in Microsoft word to enhance instructional delivery	2.59	.48	Moderate Extent
2	create online forum, blogs, glossaries, and wikis to generate learning communities	1.61	.57	Low Extent
3	use paint, canva, Photoshop, CorelDRAW, and MindMeister in designing learning documents	1.52	.83	Low Extent
4	create, modify and manage digital educational resources	1.40	.51	Very Low Extent
5	use Power point to support class presentations	1.50	.68	Low Extent
6	use the digital content responsibly	1.30	.72	Very Low Extent
7	use open-ended teaching software packages appropriate to course content areas	1.19	.61	Very Low Extent
8	use Google Forms, Google Classroom, Mentimeter, Quizizz, and Kahoot digital tools for students classroom evaluation	1.31	.49	Very Low Extent
	Cluster Mean	**1.55**		**Low Extent**

Data in Table 1 reveal that digital content creation competencies are to a low extent possess by business subjects teachers for enhancing students' business foundation skills. This is shown by the cluster mean of 1.55 which falls within the low extent category. The item by item analysis shows that item 1 is rated moderate extent with mean of 2.59, items 2, 3 and 5 are rated low extent with mean ranging from 1.50 to 1.61 while the remaining four items are rated very low extent. The standard deviation for all the items range from .48 to .83 meaning that the respondents are not wide apart in their mean response.

Research Question 2: To what extent do business subjects teachers possess knowledge deepening competencies for enhancing students' acquisition of business foundation skills?

Table 2: Respondents' mean perception and standard deviation on the extent business subjects teachers possess knowledge deepening competencies for enhancing students' acquisition of business foundation skills
(N = 238)

S/N	Items on knowledge deepening competencies	$\bar{X}$	SD	Remarks
	I possess the ability to:			
9	manage learning information, structure problem tasks	1.59	.67	Low Extent
10	integrate open-ended software tools and subject-specific applications with student-centered teaching methods and collaborative projects in support of students' in-depth understanding of key concepts and their application to complex, real-world problems	2.01	.47	Low Extent
11	use networked and web-based resources to help students collaborate, access information, and communicate with fellow students in other locations to analyze and solve their selected problems	2.38	.92	Low Extent
12	use ICT to create and monitor individual and group student project plans	1.43	.91	Very Low Extent
13	Use online resources to access academic resources	2.50	.58	Moderate Extent
14	Use video conferencing tools to collaborate with other teachers to support their own professional learning	1.42	.72	Very Low Extent
15	use ICT resources to improve classroom interaction with students in face-to-face, mixed and online learning	1.49	.81	Very Low Extent
	Cluster Mean	**1.83**		**Low Extent**

Data in Table 2 reveal that knowledge deepening competencies are to a low extent possess by business subjects teachers for enhancing students' business foundation skills. This is shown by the cluster mean of 1.83 which falls within the low extent category. The item by item analysis shows that item 13 is rated moderate extent with mean of 2.50, items 9, 10 and 11 are rated low extent with mean ranging from 1.59 to 2.38 while the remaining three items are rated very low extent. The standard deviation for all the items range from .47 to .92 meaning that the respondents are not wide apart in their mean responses.

Hypothesis 1: Male and female teachers in secondary schools in Anambra State do not differ significantly in their mean perceptions on the extent they possess digital content creation competencies for enhancing students' acquisition of business foundation skills.

Table 3: Summary of t-test analysis of mean perceptions of male and female business subjects teachers on the extent they possess digital content creation competencies for enhancing students' acquisition of business foundation skills.

Gender	N	$\bar{X}$	SD	df	t-value	P-value	Decision
Male	65	1.68	.79				
				236	.28	.11	Not Significant
Female	173	1.56	.89				

The results in table 3 show a t-value of .28 at 236 degree of freedom with a p-value of .11. Since the p-value of .11 is greater than the criterion value of .05 (P-value = .11 > .05),

the null hypothesis is therefore accepted. This shows that there is no significant difference in the mean perceptions of male and female business subjects teachers in secondary schools in Anambra State on the extent they possess digital content creation competencies for enhancing students' acquisition of business foundation skills.

Hypothesis 2: There is no significant difference in the mean perception of male and female teachers in secondary schools in Anambra State on the extent they possess knowledge deepening competencies for enhancing students' acquisition of business foundation skills.

Table 4: Summary of t-test analysis of mean perceptions of male and female business subjects teachers on the extent they possess knowledge deepening competencies for enhancing students' acquisition of business foundation skills.

Gender	N	$\bar{X}$	SD	df	t-value	P-value	Decision
Male	65	1.62	.71				
				236	.62	1.00	Not Significant
Female	173	1.59	.82				

Table 4 show a t-value of .62 at 236 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 therefore accepted. This means that there is no significant difference in the mean perception of male and female teachers in secondary schools in Anambra State on the extent they possess knowledge deepening competencies for enhancing students' acquisition of business foundation skills.

Discussion of Findings

Findings of the study revealed that business subjects teachers in secondary schools in Anambra State to a low extent possess digital content creation competencies for enhancing students' business foundation skills. The findings of this study is no surprising to the researcher in view of the over reliance on traditional teaching methods by teachers in training students in secondary schools. The findings could be due to inadequate in-service training programmes for business subjects teachers to leverage on to up-date their digital competencies for effective integration into instructional processes. The findings of this study supports the earlier findings of Godwin-Maduike (2015) which revealed that although, business subjects teachers in Anambra State secondary schools have been provided with digital tools for use in the classroom, however, they are not utilized as effective instructional tools for students to cultivate the intellectual skills needed to function effectively as global citizens. In agreement, Ndubuisi (2021) found that most business subjects teachers in Nigerian secondary education system is not digital savvy and do not utilize digital tools to enhance teaching processes. Ahmed (2017) revealed that secondary school teachers in Nigeria vary differently in their pedagogical digital competencies. Additionally, Fraile, Penalva-Velez and Lacambra (2018) reported that secondary

school teachers have low conception on digital competence, digital safety and communication, content creation and problem solving competencies. Furthermore, the findings revealed that there was no significant difference in the mean perceptions of male and female business subjects teachers in secondary schools in Anambra State on the extent they possess digital content creation competencies for enhancing students' acquisition of business foundation skills. This agrees with the findings of Nwaukwa (2015) and Gambari, Balogun and amp; Alfa (2014) reported that gender did not significantly affect the business subjects' teachers' mean perceptions on the extent they integrate digital tools) in instructional delivery. It could be that both male and female business subjects teachers have not been adequately trained on digital content creation competencies and their application in teaching which may have informed their uniformity in the mean perceptions. Findings of the study indicated that business subjects teachers to a low extent possess knowledge deepening competencies for enhancing students' business foundation skills. The findings is in line with that of Fernández-Batanero, Cabero-Almenara, Ro mán-Graván, Palacios-Rodríguez (2022) which revealed low level of digital competencies of teachers regarding the use of ICT in training students. This supports the earlier findings of Fernández-Batanero, Román-Graván, Montenegro-Rueda and Fernández-Cerero (2021) that there was great concern about teachers skills in using digital tools in instructional delivery. Furthermore, Ortiz Colón and Colmenero Ruiz (2019) observed that training of teachers in digital competences in all stages of education are one of the main barriers that hinder the integration of ICT to support students' acquisition of foundation skills. The findings of the study likewise showed that there was no significant difference in the mean perception of male and female teachers in secondary schools in Anambra State on the extent they possess knowledge deepening competencies for enhancing students' acquisition of business foundation skills. This finding concurs with the finding of Cabero- Almenara, Román-Graván, Palacios -Rodríguez (2022) which found that gender variable was not relevant to predict the level of digital competencies of teachers. The result from the test of this null hypothesis confirmed the earlier assumption of the researcher that business subjects teachers in secondary schools in Anambra State regardless of gender seem not to possess enough digital competencies to train students on modern employability skills.

Conclusion

One important aim of teaching business subjects at the senior secondary schools is to bequeath students with skills for gainful employment, self-employment or for further studies in business-related courses. In order to empower students with digital skills to fit into the digital society, business subjects teachers need to possess these digital competencies so as to use digital tools in training their students. However, the findings of this study revealed that business subjects teachers possess digital content creation competencies as well as knowledge deepening competencies to low extent for enhancing students' acquisition of business

foundation skills. In view of these findings, the researcher concluded that business subjects teachers in senior secondary school do not possess enough pedagogical digital competencies to equip their students with business foundation skills.

Recommendations

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

1. Administrators of secondary schools in Anambra State should organize regular in-service digital competency training programmes for business subjects teachers to enable them up-date their competencies on using digital tools in teaching students.
2. Digital training of business subjects teachers should not only focus on the use of technologies, but on the ability to impact the learning of students to acquire business foundation skills.
3. During business subjects teachers' training, both initial and ongoing, these teachers should be exposed to a wide variety of technological resources and tools that support students; ac with disabilities

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