

Digital Skills Acquisition and Business Educators' Job Effectiveness in Public Universities in Rivers and Bayelsa States

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Abstract: *This study examined the relationship between digital skill acquisition and Business Educators' job effectiveness in public universities. Specifically, the study investigated the relationship between ICT skill acquisition, video conferencing skill acquisition, and word processing skill acquisition, and their impact on job effectiveness. The study was guided by three research questions, and three null hypotheses tested at a 0.05 level of significance. A correlation survey design was adopted in this study. The population consisted of 72 Business Educators in the aforementioned public universities, and a census sampling of the entire population was used. Data were collected using two structured questionnaires titled “Digital Skill Acquisition Questionnaire (DSAQ)” and “Job Effectiveness of Business Educators Questionnaire (JEBEQ)”. The instruments contained a total of 38 items, and which were validated by experts in Business Education. Reliability of the instruments was determined using the Cronbach Alpha method, yielding coefficients of 0.88, 0.97, 0.95, and 0.98 for ICT skill, video conferencing skill, word processing skill, and job effectiveness respectively, with an overall reliability of 0.95. The instruments were administered with the assistance of one research assistant, and all 72 copies were returned and used for analysis. Data were analyzed using Pearson Product Moment Correlation to answer the research questions and test the null hypotheses. Findings revealed a very strong positive relationship between ICT skill video conferencing skill and word processing skill acquisition respectively and Business Educators' job effectiveness, indicating that proficiency in ICT tools significantly enhances teaching and administrative performance. Video conferencing skills were also strongly related to job effectiveness, suggesting that virtual communication tools improve collaboration and instructional delivery. Word processing skills demonstrated a very strong relationship, highlighting the importance of managing digital documents efficiently for academic productivity. The study concluded that acquiring digital skills in ICT, video conferencing, and word processing significantly improves the job effectiveness of Business Educators. Based on these findings, it was recommended that Ministry of Education and educational stakeholders should provide adequate digital learning facilities, university management should support Business Educators through training and development programmes, and regular appraisals of digital skill acquisition should be conducted to identify gaps and enhance performance.*

Keywords: *Digital Skill Acquisition, Business Educators, Job Effectiveness, Public Universities, Rivers and Bayelsa States.*

Introduction

Digitization is creating a digital image and presenting it on a computer, local area network or the Internet. Digitization refers to converting an item into a printed text, manuscript, image or sound, film and video recording from one format (usually print. or analogue) into digital. The process involves taking a physical object and capturing documents using a scanner or digital camera and converted to a digital format that can be stored electronically and accessed via a computer. Digitization simply, is

an electronic process of converging information from an analog format to the digital format. Digitization has no doubt changed our education system, but we cannot say that it has diminished the value of our old-time classroom learning. The best part about the digitization of education in the 21st century is that it is combined with the aspects of both; classroom learning and online learning methods. Walking hand in hand both act as a support system to each other, which gives a stronghold to our modern students. Digitization in education has also proved to be the right method for saving resources. Online examination platforms have restricted the frivolous usage of paper, directly confining the cutting down of trees.

The popular use of ICTs in the provision of quality education in tertiary institutions is being advocated globally. Arguably, the electronic working environment in universities makes new and innovative formats for educators possible, to which professional ICT competence needs to be applied [1]. As new technologies increasingly transform the education system, University teachers need to be aware of, and understand the innovative potential of the technology that is available for their research and teaching, and also acquire specific and appropriate ICT skill to cope with technological challenges in the academic place.

Given the above, university educators are faced with the demand that they play their part both in providing knowledge and in revolutionizing the ways in which they deliver their job [2]. Accordingly, the acquisition of ICT skills by tertiary teachers so as to improve efficiency and ensure job effectiveness has slightly been highlighted in the literature [3] and many others have identified challenges faced. According to Bassey and Eric [4] in their study on training initiative for skill acquisition in ICTs by the academic staff of the University of Calabar; they found that the deployment of ICT skill for communication and teaching is important. More important is when the ICT skill is acquired through personal effort rather than formal staff development process. The 21st century can rightly be described as the century of the internet in that it has witnessed a quantum leap in the adoption and adaptation of the digital tools and platform. Virtual conferencing refers to the use of internet-mediated technologies in holding workplace meetings, presentations, content sharing, chats, and multiple participant's calls in real time with participants in dispersed geographical locations. In (2010) in Bunekemeifa [5] described video conferencing as a system 'that enables people to meet and have real-time interactions virtually involving features such as audio and video, chat tools, and application sharing'. The advent of the internet and advancements in communication technology in the late 20th century brought dramatic changes in the way the world interact, trade, communicate and exchange ideas. In a realistic sense, it has turned the world into a global village, breaking geographic, racial, religious and regional barriers and allowing people to interact more and exchange ideas across the globe. The internet in the form of video conferencing has brought a greater awareness of what is happening in other parts of the world thus making it easier for opinion leaders, influence peddlers and entrepreneurs to make the entire world their platform and market for the exchange of ideas.

Microsoft is a word processing application package. It is mostly utilized for the production of information in text form even though its features allow for the insertion of graphics and numeric information. Business Educator can diversify in pursuit of job efficiency and effectiveness through Microsoft word skills [6]. However, its proper utilization requires the educators to develop some relevant word processing skills. This is because as noted by Ndinechi and Ementa [7] that Microsoft word application skills are important for those who want to take up career in any organization. To this end, the authors emphasized the need for educators to be well equipped with Microsoft word application system skills. Agomuo [8] noted that educator require word processing application skills to be able to utilize Microsoft word features effectively for the production of reports and other

documents and apart from the use of Microsoft by educator, it is pertinent to note that Microsoft word can also enhance job performance. Microsoft word is a computer word processing application software package used fundamentally for typing letters, reports, memos and every other written-word document.

A Business Educator's job effectiveness can impact any public university's growth and success. As a result, Business Educators' job effectiveness has become a key parameter in determining the institution's likelihood of success or failure. Job effectiveness refers to an educator's ability to perform effectively in agreement with the job requirements to achieve the university goals and objectives. An educator's job effectiveness is influenced by a combination of qualitative traits, such as an individual's abilities, competencies, motivation, and dedication. In addition, personal discipline, communication skills, organizational training, and individual self-development are some of the other required abilities [9]. As a result, digital skills or working knowledge of computers and the internet, are required for 21st-century public university Business Educators to improve job effectiveness.

Statement of the Problem

The growth of digital technology has changed how teaching and administrative duties are carried out in universities. For Business Educators, possessing digital skills is now essential for effective job performance, as these skills support lesson delivery, communication, research, and assessment. However, despite the emphasis on digital competence in higher education, there are concerns that some Business Educators in public universities in Rivers and Bayelsa States may not have fully acquired the necessary digital skills to perform their duties effectively. Many educators still face challenges in using ICT tools efficiently for teaching and record management. Others struggle with video conferencing applications used for online or blended instruction, while some have limited mastery of word processing software for preparing and organising instructional materials. These limitations may reduce teaching quality, slow down administrative work, and hinder educators' overall job effectiveness. If these challenges persist, the goal of improving instructional delivery and administrative efficiency through digital skill acquisition may not be achieved. It therefore becomes important to understand the extent to which digital skill acquisition relates to the job effectiveness of Business Educators. This study, therefore, seeks to examine the relationship between ICT skill acquisition, video conferencing skill acquisition, and word processing skill acquisition and Business Educators' job effectiveness in public universities in Rivers and Bayelsa States.

Aim and Objectives of the Study

The aim of the study was to examine the relationship between digital skill acquisition and Business Educators' job effectiveness in public universities in Rivers and Bayelsa States. Specifically, the study sought to:

1. examine the relationship between ICT skill acquisition and Business Educators' job effectiveness public universities in Rivers and Bayelsa States.
2. determine the relationship between video conferencing skill acquisition and Business Educators job effectiveness public universities in Rivers and Bayelsa States.
3. explore the relationship between word processing skill acquisition and Business Educators job effectiveness public universities in Rivers and Bayelsa States

Research Questions

The following research questions were posed to guide the study:

1. What is the relationship between ICT skill acquisition and Business Educators' job effectiveness in public universities in Rivers and Bayelsa States?
2. What is the relationship between video conferencing skill acquisition and Business Educator's job effectiveness in public universities in Rivers and Bayelsa States?
3. What is the relationship between word processing skill acquisition and Business Educator's job effectiveness in public universities in Rivers and Bayelsa States?

Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance:

H0₁: There is no significant relationship between ICT skill acquisition and Business Educator's job effectiveness in Rivers and Bayelsa State public universities.

H0₂: There is no significant relationship between video conferencing skill acquisition and Business Educator's job effectiveness in Rivers and Bayelsa State public universities.

H0₃: There is no significant relationship between word processing skill acquisition and Business Educator's job effectiveness in Rivers and Bayelsa State public universities.

Method

Correlation survey design was adopted for this study, this is because correlation survey designs are studies where the researcher is mainly interested in finding out if there is a relationship between two or more variables [10]. The population of this study consists of 72 Business Educators in public universities Rivers and Bayelsa States. The sample for this study consists of seventy-two (72) Business Educators in the study area which represent the entire population. However, since the population is small, the sample size consists of all the respondents in the study population. Hence, census sampling technique was adopted for this study. Two (2) sets of instruments titled "Digital Skill Acquisition Questionnaire (DSAQ)" and "Job Effectiveness of Business Educators Questionnaire (JEBEQ)" with a four (4) point rating scale of Strongly Agreed (SA-4), Agreed (A-3), Disagreed (D-2), Strongly Disagreed (D-1) respectively were adopted for this study. The researcher adopted face and content validity methods, where the instruments were scrutinized by the researcher's supervisor and other experts in Business Education. After a careful study of the questions, observations and corrections were made by the validators and the instruments were modified. The Cronbach Alpha Reliability test method was applied to ascertain the internal consistency of the instruments. Consequently, the reliability of the study was ensured using the internal consistency approach. The Cronbach alpha (α) reliability coefficient developed by Nunnally [11], which has a threshold alpha of 0.07 as the minimum benchmark, was used to calculate the internal consistency of the research instrument. A reliability index of 0.88, 0.97, 0.95, 0.98, was obtained for ICT skill, video conferencing skill, word processing skill, and Job Effectiveness respectively. All variables have Cronbach Alpha of 0.95. All these falls within the range endorsed by Cronbach being a reliable mechanism. With the aid of one research assistant, the researcher administered 72 copies of the questionnaire to the lecturers and their responses were collected at an agreed date and time. The researcher used the Pearson Product Moment Correlation (PPMC) to analyze and answer the research questions and to test the null hypotheses that were formulated at 0.05 level of significance. Furthermore, to establish the range of relationship and

descriptive level of association for the correlation coefficients of each of the research questions, Ukwuije and Orulwene [12] opined that any correlation coefficient (r) value ranging from ± 0.8 - ± 1.0 would be regarded as very strong positive/negative relationship ± 0.0 - ± 0.19 as very weak positive/negative relationship. In addition, to test for the significance of the relationship and ascertain the decision rule, any value of the calculated correlation coefficient (r) that is greater than or equal to the critical table value of r at a given degree of freedom was regarded as significant and the associated hypothesis rejected, but if otherwise, the associated hypothesis was accepted.

Results

Research Question 1: What is the relationship between ICT skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States?

Table 1: Correlation Coefficient between ICT Skill Acquisition and Job Effectiveness of Business Educators

Variable	N	ΣX	ΣX^2	ΣXY	r	Remarks
ICT Skill Acquisition	7	320.	1129.			
Job Effectiveness	7	275.	823.1			
	2	9	3	960.	0.8	Very Strong/Positive Relationship
	2	5		4	0	

Source: Survey Data (2026)

Table 1 shows that the correlation coefficient between ICT skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States is 0.80. This shows a very strong and positive relationship between ICT skill acquisition and job effectiveness of Business Educators. However, this implies that if ICT skill acquisition as a variable of digital skill acquisition is acquired, Business Educators job effectiveness would be high.

Research Question 2: What is the relationship between video conferencing skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States?

Table 2: Correlation Coefficient between Video Conferencing Skill Acquisition and Job Effectiveness of Business Educators

Variable	N	ΣX	ΣX^2	ΣY	ΣXY	r	Remarks
Video Conferencing Skill Acquisition	7	324.	1154.				
Job Effectiveness	7	275.	823.1				
	2	8	3	969.	0.6	Strong/Positive Relationship	
	2	5		3	6		

Source: Survey Data (2026)

Table 2 shows that the correlation coefficient between video conferencing skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States is 0.66. This shows a strong, positive relationship between video conferencing skill acquisition and job effectiveness of Business Educators. However, this implies that if video conferencing as a variable of skill acquisition is acquired, Business Educators job effectiveness would be high.

Research Question 3: What is the relationship between word processing skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States?

Table 3: Correlation Coefficient between Word Processing Skill Acquisition and Job Effectiveness of Business Educators

Variables	N	ΣX	ΣX^2	ΣXY	r	Remarks
Word Processing Skill Acquisition	7	308.	1033.			
Job Effectiveness	7	275.	823.1			
	2	5	0	921.	0.8	Very Strong/Positive Relationship

Source: Survey Data (2026)

Table 3 reveals that the correlation coefficient between word processing skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States is 0.88. This shows a very strong, positive relationship between word processing skill acquisition and job effectiveness of Business Educators. However, this implies that if word processing skill as a variable of digital skill acquisition is acquired, Business Educators job effectiveness would be high.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between ICT skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States.

Table 4: Test of Correlation of Relationship between ICT Skill Acquisition and Job Effectiveness of Business Educators at 0.05 Level of Significance

Variables	N	DF	r-cal	r-critical	Decision
ICT Skill Acquisition	72				
Job Effectiveness	72				
		70	0.80	0.195	Significant/Rejected

Source: Survey Data (2026)

Table 4 shows that the calculated r-value of 0.80 is greater than the r-critical value of 0.195. Therefore, since the computed r-value is greater than r-critical value, the hypothesis which states that there is no significant relationship between ICT skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States is hereby rejected. However, this implies that there is a significant relationship between the two (2) variables.

Hypothesis 2: There is no significant relationship between video conferencing skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States.

Table 5: Test of Correlation of Relationship between Video Conferencing Skill Acquisition and Job Effectiveness of Business Educators at 0.05 Level of Significance

Variables	N	DF	r-Cal	r-Critical	Decision
Video Conferencing	72				
		70	0.66	0.195	Significant/Rejected

Skill Acquisition	72
Job Effectiveness	

Source: Survey Data (2026)

Table 5 shows that the calculated r-value of 0.66 is greater than r-critical value of 0.195. Therefore, since the computed r-value is greater than r-critical value, the hypothesis which states that there is no significant relationship between video conferencing skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States is hereby rejected. However, this implies that there is a significant relationship between the two (2) variables.

Hypothesis 3: There is no significant relationship between word processing skills and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States.

Table 6: Test of Correlation of Relationship between Word Processing Skill and Job Effectiveness of Business Educators at 0.05 Level of Significance

Variables	N	DF	r-Cal	r-Critical	Decision
Word Processing Skill	72	91	0.88	0.195	Significant/Rejected
Job Effectiveness	72				

Source: Survey Data (2026)

Table 6 indicates that the calculated r-value of 0.88 is greater than r-critical value of 0.195. Therefore, since the computed r-value is greater than r-critical value, the hypothesis which states that there is no significant relationship between word processing skill and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States is hereby rejected. This implies that there is a significant relationship between the two (2) variables.

Discussion

ICT Skill Acquisition and Job Effectiveness of Business Educators

The result analysis in Table 1 shows that there is a strong and positive relationship between ICT skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States. In addition, the result of the associated hypothesis shown in Table 4 indicates that, there is a significant relationship between ICT skill acquisition and job effectiveness of Business Educators. This finding corroborated with Okojie [13] that university educators are faced with the demand that they play their part both in providing knowledge and in revolutionizing the ways in which they deliver their job. Accordingly, the acquisition of ICT skills by tertiary teachers so as to improve efficiency and ensure job effectiveness has slightly been highlighted in the literature. This finding is also in agreement with the view of Lawal and Katamba [14], that in their study on training initiative for skill acquisition in ICTs by the academic staff of the University of Calabar; they found that the deployment of ICT skill for communication and teaching is important. More important is when the ICT skill is acquired through personal effort rather than formal staff development process.

In similar vein, Lawal and Katamba [15] in their study on the relationships among ICT training, skill acquisition, use and job performance of library personnel in universities in Nigeria; found a significant relationship exist between ICT skill and job performance of librarian in Nigeria. This made them to recommend that the management of universities should make more provisions for librarian in

universities in Nigeria to acquire ICT skills. However, the relationship between ICT skill and job effectiveness have not been established in relation to Business Educators; this may be partly caused by very few studies carried on this regard or because no sufficient study has carried out in public universities. This has raised the question on what relationship exist between ICT skill acquisition and job effectiveness of Business Educators.

Video Conferencing Skill Acquisition and Job Effectiveness of Business Educators

The result analysis in Table 2 shows that there is a strong and positive relationship between video conferencing skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States. In addition, the result of the associated hypothesis shown in Table 5 reveals that there is a significant relationship between video conferencing skill acquisition and job effectiveness of Business Educators. This finding is in consonance with the view of Nunez et al. [16] that the 21st century can rightly be described as the century of the internet in that it has witnessed a quantum leap in the adoption and adaptation of the digital tools and platform. Virtual conferencing refers to the use of internet-mediated technologies in holding workplace meetings, presentations, content sharing, chats, and multiple participant's calls in real time with participants in dispersed geographical locations. Also, the finding is in line with the view of Bunekemeifa [17] which states that video conferencing as a system 'that enables people to meet and have real-time interactions virtually involving features such as audio and video, chat tools, and application sharing'. The advent of the internet and advancements in communication technology in the late 20th century brought dramatic changes in the way the world interact, trade, communicate and exchange ideas. In a realistic sense, it has turned the world into a global village, breaking geographic, racial, religious and regional barriers and allowing people to interact more and exchange ideas across the globe. The internet in the form of video conferencing has brought a greater awareness of what is happening in other parts of the world thus making it easier for opinion leaders, influence peddlers and entrepreneurs to make the entire world their platform and market for the exchange of ideas.

Again, the finding aligned with that of Angie et al. (2021) that video conferencing is a term used to describe a system where two or more participants in different locations can interact while both seeing and hearing each other in real time with the help of specialized equipment and a high-speed Internet connection [18]. As the quality of online transmission has been continually improving and the cost of computer equipment falling, videoconferencing is becoming a technological tool used in various workplace inclusive of tertiary institution like the universities. In this day and age, conventional education is having gaps when it comes to teaching. Because, due to factors beyond their control, the immobilization of people caused by various external factors can be bridge by video conferencing platform if one has the required skill. Educators at various level has been affected by one form of immobility or the other, which have result in the need of tertiary teacher to acquire the necessary skills needed for video conferencing.

In a study by Angie et al. (2021) on the analysis of the use of video conferencing in the learning process during the pandemic at a university in Lima; they found that the use of video conferencing platform such as zoom help in improving the teaching learning process. This is in coherent with the fact that both teachers and students do not find it difficult in using the platform and teachers mentioned that they are in constant training to learning new digital tools as well as students feeling comfortable during virtual classes. In similar fashion, Barbara (2018) in a study on video conferencing as a tool for developing speaking skill; found that video conferencing allows and bridge the gap of geographical distance.

Word Processing Skill Acquisition and Job Effectiveness of Business Educators

The result analysis in Table 3 proves that there is a very strong and positive relationship between word processing skill acquisition and job effectiveness of Business Educators in public universities in Rivers and Bayelsa States. Also, the associated hypothesis shown in Table 6 proves that there is a significant relationship between word processing skill acquisition and job effectiveness of Business Educators. This finding is in agreement with the opinion of Chibuike et al. (2018) which asserts that Microsoft is a word processing application package. It is mostly utilized for the production of information in text form even though its features allow for the insertion of graphics and numeric information. Business Educator can diversify in pursuit of job efficiency and effectiveness through Microsoft word skills (Chibuike, et al., 2018). However, its proper utilization requires the educators to develop some relevant word processing skills. This finding also agreed with that of Ndinechi and Ementa (2013) that Microsoft word application skills are important for those who want to take up career in any organization. To this end, the authors emphasized the need for educators to be well equipped with Microsoft word application system skills. Agomuo (2023) noted that educator require word processing application skills to be able to utilize Microsoft word features effectively for the production of reports and other documents and apart from the use of Microsoft by educator, it is pertinent to note that Microsoft word can also enhance job performance. Microsoft word is a computer word processing application software package used fundamentally for typing letters, reports, memos and every other written-word document. Microsoft word as part of software applications was released in 1979 by Microsoft international.

According to Agomuo (2023), word processing can be linked to a typewriter inside a computer in that it incorporates all the functions of a typewriter which basically are the ability and produce text on paper, store and manipulate text in documents and get printed copies. In the same vein, Ubani (2008) opined that Microsoft word application software package is mainly used for creating and management of documents ranging from simple letters, reports to complex documents such as textbooks, magazines and it can be used to enter, edit, format, store, retrieve and print documents consisting of text and sometimes simple graphics and tables. Agomuo (2023) also observed that word processing allows the user to store the document for future reference or use, make corrections to documents conveniently, format your document, to a wide variety of specification, automate some functions such as page numbering, generation of indexes, check the spelling of text in document for correctness and have greater control over page layout attribute such as margins, etc. The word processor automatically keeps track numbers so that the correct number appears on each page. Layout allows you to specify different margins within a single document and to specify various methods for indenting paragraphs. A macro is a character or word that represents a series of keystrokes. The keystrokes can represent text or commands. The ability to define macros allows you to save yourself a lot of time by replacing common combinations of keystrokes. Merges allows the user to merge text from one file into another file. This is particularly useful for generating many file that have the same format but different data. Generating mailing labels is the classic exam. Spell checker is a utility that allows you check the spelling of words. It will highlight any words that it does not recognize. Tables of contents and indexes allow you to automatically create a table of contents and index based on special codes that you insert in the document. Having understand that word processing skill is important for both educators and student, the kind of relationship that exist between word processing skill and job effectiveness of educators in Business Education have not been empirically defined in literature. This have raised a question on what is the relationship between word processing skill and job effectiveness of Business Educator.

Conclusion

The study examined the relationship between different aspects of digital skill acquisition and the job effectiveness of Business Educators in public universities. The findings showed that ICT skill acquisition, video conferencing skill acquisition, and word processing skill acquisition all have strong positive relationships with job effectiveness. This means that as Business Educators acquire and improve their digital skills, their ability to perform their teaching and administrative responsibilities also increases. The result on ICT skill acquisition revealed a very strong correlation with job effectiveness, showing that educators who are proficient in ICT tools tend to perform better in their roles. Similarly, video conferencing skills were found to have a strong positive relationship with job effectiveness, suggesting that the use of virtual communication tools enhances teaching delivery and collaboration among educators. Word processing skills also showed a very strong correlation, indicating that the ability to create and manage digital documents contributes significantly to efficiency and productivity in academic tasks. The study establishes that digital skill acquisition, particularly in ICT, video conferencing, and word processing, plays a key role in improving the job effectiveness of Business Educators. Continuous training and exposure to emerging digital tools are recommended to help educators adapt to modern teaching demands and perform their duties more effectively.

Recommendations

Considering the findings of this study, the following recommendations were proffered:

1. Ministry of Education and educational stakeholders should endeavor to make available digital learning facilities to enable Business Educators to acquire the necessary skills effectively.
2. Management of universities and Ministry of Education should encourage Business Educators through sponsorship and development programmes in order to acquire knowledge and skill in utilizing digital learning technologies.
3. Regular appraisal on digital skill acquisition programme should be initiated to identify deficiencies in the use of digital technologies by Business Educators in order to boost their morale.

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