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# Note From the Editor-in-Chief

The outburst of information superhighway has sharpened the knowledge society, especially in the area of research, considering the critical role of research in the academic world. It has therefore become imperative for professionals in the academic world to adapt to the ICT bound environment with innovativeness in research, including the quality of research blue-print; its visibility and above all, the appropriateness of issues raised in addressing the problems in today's contemporary global society.

The International Journal of Vocational Education (IJOVED), an annual publication of the Department of Vocational Education publishes issue-based research in Technical and Vocational Education and Training (TVET) and general education. This edition is unique, its quality and content leave no one in doubt, and purposes to build in the minds of would-be readers across academic disciplines and organisations factual knowledge that would further develop the academic community. I strongly recommend this publication to academic libraries within and outside vocational education.

Assoc. Professor Isaac Okeme
Editor-in-Chief

# Editor s Note

This edition of International Journal of Vocational Education (IJOVED), Volume 11, No. 1, November 2021 is unique, drawing contributions across institutions and across disciplines as well as across border. Of course, we are in an era where globalisation and digitalisation combine to ease research activities. Faculty members are therefore on advantage for collaborative research.

This Journal addresses concerns in Technical and Vocational Education and Training (TVET) and other related disciplines in line with the demands of the 21st Century, home-grown demands of Nigeria's economy, institutional goals and individual aspirations in an era of global competitiveness. It is pertinent to draw the attention of our esteemed authors that they take responsibility of all rules and considerations pertaining to publication of this magnitude. Creative Commons copyright licenses and tools apply, thereby creating a balance in the traditional 'all right reserved" that copyright law creates, which is why all authors completed and returned the Creative Common open access license form.

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Dr. E. E. Okon
Production Editor

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# DIGITAL LITERACY SKILLS OF STUDENTS IN LEARNING OF BUSINESS EDUCATION IN TERTIARY INSTITUTIONS

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Abstract

This study investigated digital literacy skills of students in learningof Business Education in tertiary institutions in Cross River State. To achieve the purpose of this study, two research questions and corresponding hypotheses were formulated to guide the study. Related literature was reviewed based on the purpose of the study. Descriptive survey design was utilized for the study. A sample of 87 respondents was used for the study structured and validated questionnaire was used for data collection. The research questions were answered using mean and standard deviation, while independent t-test statistical technique was used to test the stated hypotheses. It was found that students' evaluation literacy skills and learning of Business Education had significant influence on teaching and learning of Business Education in tertiary institutions in Cross River State. The study recommended among others that Business Education teachers should possess

## Introduction

Business Education teachers have the mandate to contribute to classroom development through the use of digital literacy skills. It has been a tool of transformation in the educational sector as it has transformed the sector from mere classroom teaching to virtual learning in the State which is as a result of digital literacy skills possessed by tertiary institutions education Lecturers. Digital age today has been seen as a key factor in various industries and teaching and learning process is one among them, especially Business Education programme. The trend is forcing the Business Education teachers all over the world to re-evaluate the nature of what and how they teach (Idam and Raphael, 2017). Improvement seen in recent years in the area of information and communication technology (ICTs) have transformed the way individuals learn, communicate, collaborate,

interact, and socialize in a rapidly changing workplace, as well as in the educational setting, being considered "digitally literate". Digital literacy has become an inevitable priority for the enhancement of knowledge and skills in both the academic and professional setting. Tertiary institutions now demands that students communicate and collaborate through using the affordances of ICTs in an effective, appropriate, creative and ethical way, hence today's university students are required to possess certain digital literacy skills (Tugba and Abdulmenaf, 2022).

Thus, Eteng (2008) defined digital literacy skills as an individual's ability to find, evaluate, and clearly communicate information through typing and other media on various digital platforms. Digital literacy is presumed to be a fundamental core skill in today's educational system (Markless and Streatfield, 2007), since being digitally literate is seen as increasingly able to affect an individual's potential to becoming a competent student (Meyer, Erikson & Small, 2013).

Information and Communication Technology (ICT) is being termed as the "great equalizer" (Michaels and McDermott, 2003) for individuals with Business Education as it has the potential to empower them and to provide them with increased opportunities to access information equivalent to their teaching and learning. ICT has acquired a prominent role in the teaching and learning process, both in the educational system and at home (Meyers et al., 2013). The internet, in particular, has made available a virtually unlimited number of sources of information. As a result, the teaching and learning process increasingly requires the ability to access, locate, extract, evaluate, organize and present digital information (Argentin, et al., 2014). As the availability of computers and internet is becoming widespread in developing countries (OECD, 2007), the lack of digital literacy skills, as opposed to digital access, is becoming the key factor underlying the existing wide inequalities in how and why people use the internet, what has been called "second-level digital divide" (Hargittai, 2002). What matters for the teaching and learning process is no longer having access to ICT but rather being able to use it effectively.

Therefore, teaching and learning demands the cultivation of thinking skills, stimulation of interest in the subjects, being knowledgeable in the course, having mastery of the lesson content and motivation of subjects to learn. Teaching and learning does not occur by chance rather effective teachers have become good at what they do and derive pleasure and satisfaction in doing it with a product of turning out successful students who have positive attitude towards their academics for excellent performance (Akeke & Aluko, 2017). Metcals and McDermott (2003) claimed that teaching and learning support students in multiple ways and help to meet their needs of belonging and success. This means that teachers are to make themselves accessible to students.

Sometimes, students must access their teachers because of one reason or the other. Inability to see these teachers can leave a negative impression in the students, hence, to ensure teaching and learning effectiveness, the teacher should be available for students and easy to contact in case of emergency. Akeke and Aluko (2017) noted that frequent computer usage and evaluation test of student performance will provide opportunities for teachers to address the deficiencies of students. Evaluation of curriculum and access to computer enables the teacher, Principal and curriculum developers to determine how well the needs

of learners have been met through a planned series or sequence of instruction.

Business Education teachers are the crux of subject implementation, without them teaching and the subject may not attain its objectives. However, it has been observed that some of these teachers teaching Business Education subjects are not trained Business Education teachers. They are into teaching because the job is readily available. As a result they do not understand the subject content and lack digital skills needed for teaching these subjects. Some Business Education teachers hardly prepare well before coming to the class to teach, which affects students understanding of the content and subject matter. Most teachers fail to create an active learning environment and collaborate learning, which makes the lesson, teacher-centred and boring to students. Others fail to give class work or assignment and when they do, they hardly mark them and do corrections. In addition to these observations, some teachers use derogatory words on their students, which make them feel humiliated. As a result of hese, most students become discouraged and withdraw into their shells which invariably affect their performance. This is evident in the high rate of Business Education subject students failing their examinations yearly as available information from school records, chief examiners report of West African Examination Council (2012), research report of Akeke (2016) showed that students of Business Education subject performed poorly each year.

Evaluation popularly referred to as assessment is simply the process of collecting information about student learning and performance to improve education. Students' evaluation is the method/approach used by the business subject teacher to assess the extent which the students understood what is being taught. It is used to measure students' performance with regards to the lesson's objectives. Student evaluations are tools used to track on student performance and to ascertain whether the learning goals have been achieve. The need for teachers to assess students' progress has been emphasized frequently by various studies. Evaluation of students' progress, according to Kirkpatrick, Lincoln and Morrow (2016) should serve these main functions:

1.      It should provide a useful basis from which reports to others (e.g. the students themselves, parents, other teachers, and other establishments) can be made.
2.      It should highlight any cause for concern if a student's performance shows a marked drop compared with previous progress.
3.      It should facilitate the planning of future work with each student by building upon previous progress and, in particular, by ensuring that progress is adequate in its breadth and depth of coverage and that areas requiring remedial work receive attention.
4.      It ensures that the curriculum provided each year matches students' needs and abilities adequately. Yueming (2014) noted that classroom assessments assisted teachers in making important decisions about daily teaching instruction. According to Flanagan, Mascolo and Hardy (2009), the advantages of using standardized testing is to provide information about the student or groups of students. McKinney, Campbell-Whately and Kea (2015) asserted that effective teachers should good students' evaluation skills and this is evidenced when:
1.      The marking of students' work during and after lessons is thorough and constructive and work is returned in good time.
2.      Feedback on assessments aims not only to be diagnostic and corrective, but also to

encourage further effort and maintain self-confidence, which involves follow-up comments, help or work with particular students as appropriate.

3. A variety of assessment tasks are used, covering both formative and summative purposes.

4. A variety of records of progress are kept.

5. Opportunities are given to foster students' own assessments of their work and progress.

6. Assessment of students' work is used to identify areas of common difficulties, the effectiveness of the teaching, and whether a firm basis for further progress has been established.

7. Assessment is made of the study skills and learning strategies employed by students in order to foster their further development.

There are many different types of activities that can be used to assess students' proficiency on a given learning objective, and the same activity can be used to assess different objectives. To ensure more accurate assessment of student proficiencies, it is recommended that the teacher uses different kinds of activities so that students have multiple ways to practice and demonstrate their knowledge and skills. Micheal (2010) examined "Continuous Assessment and Students' Performance in 'A' Level Secondary Schools in Masaka District". Finding showed a positive relationship between some of the continuous assessment strategies used and students' performance. Ogundele and Etejere (2016) in their study on school plant administration and teaching effectiveness in secondary schools in Cross River State Central Senatorial District formulated hypothesis that there is no significant relationship between school plant administration and teachers' evaluation of students work". The statistical tool used was Pearson Product Moment Correlation Coefficient analysis which was significant at .05 level, critical r=.113, df =359. The result revealed that school plant administration has a significant relationship with evaluation of student work.

According to Curtis and Norgate (2017), when deciding on what kind of assessment activities to use, it is helpful to keep in mind the following questions:

1. What will the student's work on the activity (multiple choice answers, essays, project, presentation, etc) tell the teacher about their level of competence on the targeted learning objectives?

2. How will the teacher's assessment of students' work help guide students' practice and improve the quality of their work?

3. How will the assessment outcomes for the class guide the teacher's teaching?

For students' evaluation to be meaningful, it must be done thoughtfully and systematically and should be driven by skilled teachers, so that the information gathered: reflects the goals and values of particular discipline; helps instructors refine their teaching practices and grow as educators and helps schools and programs refine their curriculum to prepare students for an evolving workplace (Burns et al., 2010).

Assessments should reveal how well students have learned what the teacher wants them to learn. What the teacher wants students to learn and be able to do, should guide the choice and design of the assessment. There are two major reasons for aligning assessments with

learning objectives. First, alignment increases the probability that the teacher will provide students with the opportunities to learn and practice the knowledge and skills that will be required on the various assessments designed.

Second, when assessments and objectives are aligned, "good grades" are more likely to translate into "good learning". When objectives and assessments are misaligned, many students will focus their efforts on activities that will lead to good grades on assessments, rather than focusing their efforts on learning what is important. Scott et al., (2010) stated that teachers irrespective of their discipline should be able to appropriately evaluate their students, as this can influence their teaching effectiveness. They added that teachers should be skilled in students' evaluation and is reflected when:

1.      Lessons are evaluated to inform future planning and practice.
2.      Current evaluation practice is regularly considered with a view to identifying aspects for useful development.
3.      Use is made of a variety of ways to reflect upon and evaluate current practice.
4.      The teacher regularly reviews whether his or her time and effort can be organized to better effect.
5.      The teacher regularly reviews the strategies and techniques he or she uses to deal with sources of stress.

In another study, Ogwa and Ogbu (2016) identified "Skill Improvement Needs of Electrical Installation Trade Teachers in Technical Colleges for Productive Employment". Findings of the study revealed that teachers need to update their pedagogical skills in planning curriculum, instructional objectives and evaluation in electrical installation trade teaching. The teachers also need to improve their teaching prowess by partaking in in-service trainings to update their competencies aimed at up skilling technical college students to enable them adjust to the world of paid employment or self-reliance on graduation.

According to Cameron (2012), teachers should make their students understand that assessment is part of their learning process and not just one activity to fulfil the subject's requirement. This benefits students from learning environments, which help peer tutoring, co-operative learning and questioning, summarizing and collaborative reasoning. Chitiyo, et al., (2012) stated that the teacher gather information based on their skills and reflect on learning through a systematic process that informs instruction when the teacher:
1.      Uses multiple methods to systematically gather data about student understanding and ability.
2.      Uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice.
3.      Revises instructional strategies based upon student achievement data.
4.      Uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions.
5.      Co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance.
6.      Guides students to apply rubrics to assess their performance and identify improvement strategies.

7.      Provides regular and timely feedback to students and parents that moves learners forward.

8.      Allows students to use feedback to improve their work before a grade is assigned.

9.      Facilitates students in self- and peer-assessment.

10.     Reflects on instruction and makes adjustments as student learning occurs.

Effective business subject teachers have good expertise in a variety of assessment methods, equitable practice, and a good and fair evaluation system. They teach to encourage students to take greater responsibility for their own learning. They also make sure that their students know what the objectives and goals of the learning program are; understand how these goals will be assessed; know whether they are on the pathway to achieve success; and are actively involved in evaluating their own leaning. Effective teachers request formal and informal responses from students during the term, and use the information to improve their courses as they are being taught (Burns et al., 2010). Besides, evaluation techniques should be clearly related to course objectives, and have to provide a fair and objective evaluation of learning.

The importance of developing skills in assessing students is recognized by its inclusion in various lists of the skills expected of teachers. For example, Borich and Tombari (2014) highlighted several elements regarding assessment by teachers. That the teachers should;

1.      have knowledge of the assessment requirements for the subjects/curriculum areas and age ranges they teach;

2.      have knowledge of a range of approaches to assessment, including the importance of formative assessment;

3.      have knowledge of how to use local and national statistical information to evaluate the effectiveness of their own teaching, to monitor their students' progress, and to raise their students' levels of attainment;

4.      make use of a range of assessment, monitoring and recording strategies;

5.      assess the learning needs of students in order to set challenging learning objectives;

6.      provides timely, accurate and constructive feedback on students' attainment, progress and areas for development.

This assessment information assist in interpretation, monitoring student progress, giving constructive feedback, and improving both student learning and teaching methods (Flanagan et al., 2009). Other researchers have supported that view and have noted that assessment is part of the learning cycle and adds value to student's performance.

Computer literacy skills have significant influence on teaching and learning of Business Education (Ibet & Udida, 2017). There is an increasing research on the effectiveness and benefit of the integration of computer technology in business education in recent years. Ibet and Udidia (2017) stated that because of the recent developments in technology, computers have become more important teaching and learning tools in the classroom. Vanfossen (2001) pointed out that, there are many supporters who claim that there are many benefits of computer use in the classroom such as the ability to breakdown the classroom's physical limitations and expanding students' experiences with usual technology.

It is considered that technology is the main tool for the student learning developments and

the computers are the main technology support as a tool for effective teaching and learning process (Usman & Usun, 2004). Ogundele and Etejere (2013) in their study on the relationship between computer literacy and teacher's job effectiveness of secondary schools in Kwara State, Nigeria revealed in their findings that utilization of computers in teaching and learning processes invariably aid teacher's job effectiveness, such as job performance, record keeping, and school discipline and supports students' academic performance. It was also revealed that computer literate teachers perform better in the schools than non-computers in the schools making use of computer in driving their teaching and learning.

The result is supported by Sofoluwe (2007) who pointed out that computer utilization by teachers will enhance computer aided instruction, and that the knowledge of computers also aid effective data processing, storing, outputting and retrieving of information in the school system. Again, the findings were supported by Fashiku (2007) who observed that knowledge of computers would aid effective management of information systems in the schools and it would aid effective reason making processes which eventually make administrating of schools effective. Ameh (2002) stated that the knowledge of computer operational and technical skills enables the teachers to have accurate student data on students' enrolments progression and results, school events and other statutory and non-statutory records that may be recorded for quick decision making in the schools with easy availability. Akpinar (2010) study showed that 50% of teachers do not use the computer to support teaching in educational process. Akpinar (2010) states that majority of teacher use traditional methods to cope with the learning problems of students rather than the computer-based teaching methods. Ibet and Udida (2017) points out that although teachers have positive attitude towards the use of computer, they cannot use computer at the desired level.

On the other hand, as stated above, the utilization of computer is very high in American Schools. Thus, it is expected that all teachers including Business Studies teachers might be able to integrate computer-based instructional studies into their teaching. However, a study conducted in the state of Missouri among middle school business studies tea indicated that only half of the participants used the computer in the classroom. Another survey, conducted on secondary business studies teachers in the state of Indiana, indicated that the majority (more than 85%) of teachers who participated in the survey were employing computer in some way for professional use including planning research and, so forth (Vanfossen, 2001). The data showed that 61.5% of Turkish teachers encourage students use the computer to gather background information while 38.5% teachers themselves use the computer frequently for this purpose. The data indicated that the second common reason for using the computer among teachers is to gather information for lesson planning. Slightly more than half of the respondents indicated that they use the computer for this purpose occasionally while almost 20% of them use the computer frequently for this purpose. Therefore, teachers use computer basically for personal purposes such as to find information and other resources and to gather background information for planning rather than in teaching and learning activities in the classroom.

According to Smerdon and Lanahan (2010) advances in modern computer technology have changed the way we do many things including the way we learn, study and

communicate. What goes on in the classroom today is impacted upon by the computer technology and will likely affect the skills that today's children learn in schools and the way they are taught to function in the world. According to Jenkins and Springar (2009) computer is a willing instructional tool which the teacher can use to present information and manage class activities to help students achieve their educational goals. Ibet and Udida (2017) noted that achieving quality in teaching and learning depends substantially on making learning resources such as the computer as accessible an interactive as possible. Ozigi (2007) found in a study on influence of computer on teachers' effectiveness in secondary schools that teachers exposed to workshop and seminars on the use of computer systems were more effective in tertiary institutions.

Statement of the problem

Researchers have attributed teaching ineffectiveness to poor salary structure, late payment of remuneration, poor fringe benefits, and poor staff motivation among others. However, this issue still persists despite research recommendations on tackling teaching ineffectiveness. If this issue is allowed to continue, there would be increase failure rate in the subject, fewer number of students would offer Business Education subject in tertiary institutions as compared to their Science and Arts counterparts. Even those few offering these subject, teachers would be lacking in our secondary schools. It is as a result of these that the study identifies digital literacy skills in teaching and learning of Business Education in tertiary institutions in Cross River State.

Objectives of the study

1.      Examined the influence of students' evaluation literacy skills in learning of Business Education.
2.      Determined the influence of computer skills in learning of Business Education.

Research questions

1.      Do students' evaluation literacy skills influence teaching and learning of Business Education?
2.      Do computer literacy skills influence teaching and learning of Business Education?

Statement of hypotheses

H01.   Students' evaluation literacy skills have no significant influence on teaching and learning of Business Education.

H02.   Computer literacy skills have no significant influence on teaching and learning of Business Education.

Research methods

The descriptive survey design was used for this study. The study was carried out in Cross River State. The population for the study consist of all 87 Business Education educators in tertiary institutions in Cross River State. A census technique was used in this study since the population is small. The instrument for data collection was a research-developed structured questionnaire known as "Digital Literacy Skills in Teaching and Learning of Business Education questionnaire (DLSTLHEQ)". The instrument was divided into two parts. Part one deals with the respondents' demographic-information such as name of institutions: (1) UNICROSS (2) CRSCOE, (3) SFCE, Ikom and (4) FCE, Obudu; while section 2 on the other hand sought information on digital literacy skills in teaching and learning and has four

rating scale response options of Highly required (HR), Moderately required (MR), Slightly required (SR) and Not required (NR).

The instrument was validated by research experts in test and evaluation and one business educator in Business Education. In other to establish the reliability of the instrument, a trial test was carried out on 30 members of the population who were not part of the study sample. Data collected were analyzed using mean and standard deviation to answer the four research questions that guided the study. Independent t-test was used to test the hypotheses.

Results
Research question one
Do students' evaluation literacy skills influence teaching and learning of Business Education?

Table 1: Mean and standard deviation of students' evaluation literacy skills in teaching and learning of Business Education, N = 87

| S/N | Students' evaluation literacy skills | | SD | Remarks |
|---|---|---|---|---|
| 1. | Ask questions as the lesson progress to ascertain students' level of understanding | 3.00 | 1.73 | Required |
| 2. | Give class work promptly | 3.10 | 1.69 | Required |
| 3. | Provide performance feedback to students | 3.60 | 158 | Required |
| 4. | Spent time to mark assignments given to the students | 3.30 | 1.67 | Required |
| 5. | Give assignment s after teaching each topic to enhance learning | 3.50 | 1.61 | Required |
| 1. | Grade students' performance | 3.69 | 1.54 | Required |
| 2. | Administer tests to students in a conducive atmosphere | 2.55 | 1.75 | Required |

$Y\acute{s}\bar{T}$ = Mean, SD = Standard Deviation

In providing answers to research question one, weighted mean and standard deviation of respondents were used. The result is presented in Table 1. Table 1 shows that the seven (7) isolated items recorded mean ratings between 2.55 and 3.69 which were above 3.56 cut-off point on the four points scale. The result shows that students' evaluation literacy skills influence teaching and learning of Business Education in tertiary institutions in Cross River State. The standard deviation ranged from 1.54 to 1.75 which revealed that respondents were not too far from the mean and each other in their responses.

Research question two
Do computer literacy skills influence teaching and learning of Business Education?

Table 2: Mean and standard deviation of computer literacy skills in teaching and learning of Business Education, N = 87

| | S/N | Computer literacy skills | | SD | Remarks |
|---|---|---|---|---|---|
| 1. | 1. | Ability to enter and format data in excel | 3.51 | 1.53 | Required |
| 2. | 2. | Gather needed information from the internet | 3.20 | 1.67 | Required |
| 3. | | The teacher have a good knowledge of search engines | 3.35 | 1.63 | Required |
| 4. | | The teacher create tables with word processing | 3.07 | 1.72 | Required |
| 5. | | Calculate summaries using excel formulas | 3.54 | 1.50 | Required |
| 6. | 6. | Manipulate various databases through internet | 3.11 | 1.69 | Required |
| 7. | 7. | Sort records | 3.05 | 1.65 | Required |

$Y\acute{s}\bar{F}\square$ = Mean, SD = Standard Deviation

To provide answers to research question three, weighted mean and standard deviation of respondents were used. The result is presented in Table 2. Table 2 shows that the seven (7) isolated items recorded mean ratings between 3.05 and 3.55 which were above 2.50 cut-off point on the four points scale. The result shows that the seven (7) computer literacy skills influence teaching and learning of Business Education in tertiary institutions in Cross River State. The standard deviation ranged from 1.50 to 1.75 which revealed that respondents were not too far from the mean and each other in their responses.

Hypothesis one

Students' evaluation literacy skills have no significant influence on teaching and learning of Business Education. To test this hypothesis, independent t-test was used and the result is presented in Table 3.

Table 3: Independent t-test analysis of mean ratings of students' evaluation literacy skills of teaching and learning Business Education, N=87

| {Ćj ís∎Ćℓ šóÄ∎î ÄĆ╜◘▄╜ĆŝnÄ╜F ℓ╫┼▄ℓ | N | {5 | t-cal | p-val |
|---|---|---|---|---|
| Business Education educators in universities | 59 | 17.42 | 1.58 | | |
| Business Education educators in COE | 28 | 17.30 | 1.70 | 0.31 | 0.003 |

Result significant at P<0.5, Crit-t = 1.984, NS = Not significant

Table 3 shows that the calculated f-value of .65 was less than the critical t-value of 1.984 at 0.05 levels of significance with 85 degree of freedom. Since the calculated t-value was less than the critical t-value and its associated p-value of 0.015 was less than .05 levels of significance, the null hypothesis was retained. This implies that Business Education lecturers in universities and COE agreed that all the seven isolated items on Students' evaluation literacy skills influence teaching and learning of Business Education.

Hypothesis two

Computer literacy skills have no significant influence on teaching and learning of Business Education. To test this hypothesis, independent t-test was used and the result is presented in Table 4.

Table 4: Independent t-test analysis of mean ratings of computer literacy skills of teaching

and learning Business Education, N=87

| Computer literacy skills | N | | SD | t-cal | p-val |
|---|---|---|---|---|---|
| Business Education educators in universities | 59 | 17.05 | 1.42 | | |
| | | | | 0.33 | 0.012 |
| Business Education educators in COE | 28 | 16.93 | 1.67 | | |

Table 4 revealed that the calculated t-value of 0.33 was less than the critical t-value of 1.984 at 0.05 levels of significance with 85 degree of freedom. Since the calculated t-value was less than the critical t-value and its associated p-value of 0.012 was less than .05 levels of significance, the null hypothesis was retained. This implies that business education lecturers in universities and COE agreed that all the seven isolated items on computer literacy skills influence teaching and learning of business education.

Findings

The results in hypothesis one shows that students' evaluation literacy skills have significant influence on teaching and learning of Business Education on how to be audible while teaching, write eligibly on the board and answer questions to students understanding. On the other hand, they possess communication skills on how to fluency in spoken English, use of simple and correct English to the understanding of students. this result is supported by McKinney, Campbell-Whately and Kea (2015), that asserted that effective teachers should have good student evaluation skills and this is evidence when: The marking of students' work during and after lesson is thorough and constructive, and work is returned in good time, feedback on assessments aims not only to be diagnostic and corrective, but also to encourage further effort and maintain self-confidence.

The result in hypothesis three revealed that computer literacy skills have significant influence on teaching and learning of business education. This finding is in line with Ibet and Udida (2017) that utilization of computers in teaching and learning processes invariably aid teachers' job effectiveness such as job performance, record keeping and supports students' academic performance.

Conclusion

Based on the findings, it was concluded that students' evaluation literacy skills and computer skills of Business Education are predictors to teaching and learning. It is therefore needful for Business Education teachers to possess these skills to ensure thorough evaluation of their students' activities for better performance.

Recommendations

Based on the findings and conclusion, the following recommendations were made:

1.      That Business Education teachers should possess good communication literacy skill to enhance instructional delivery in class.

2.      That Business Education teachers should utilize multiple methods of evaluation to assess students and should attend seminars to learn more on trending evaluation techniques.

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