Business education graduates' information and communication technology competencies for efficient job performance in Rivers State Universities, Nigeria

Ubulom William James [1], OMU Maureen Roseline Tari [2]

[1] Department of Business Education, Faculty of Education Rivers State University, Port Harcourt, Rivers State, Nigeria
[2] Department of Business Education Faculty of Education Federal University, Otuoke, Bayelsa State, Nigeria

Corresponding Author: **Ubulom William James**

Abstract

This study investigated Business Education graduates' information and communication technology competencies for efficient job performance in Rivers State universities. The study was guided by two objectives from which five research questions were posed and two hypotheses formulated. The study employed the descriptive survey design with a population of 141 heads of unit in Rivers State University and Ignatius Ajuru University of Education Port Harcourt. The entire population was taken as census without sampling. The instrument for data collection was a structured questionnaire titled "Questionnaire for Information and Communication Technology Competencies of Business Education Graduates for Efficient Job Performance" (QICTCBEGEJP). The instrument was validated by three experts, one in Educational Measurement and Evaluation and two other Business

Educators. Reliability index of 0.81 was obtained using Cronbach Alpha Model. Research questions were answered using descriptive statistics while t-test was used to test the hypotheses at 0.05 level of significance. The result of the analyzed data revealed that Business Education graduates are competent in the use of certain Digital communication skills. Able to demonstrate certain Word Processing Skills. It was concluded that Business Education graduates are competent in Information and Communication Technology Competencies for efficient job performance in Rivers State Universities. Based on the findings, the researcher recommends amongst others that; Business Education graduates should improve on their digital skills and spreadsheet skills to enable them reach very competent level.

Keywords: Business Education, ICT, Competencies, performance, skills

Introduction

The drastic change in Information and Communication Technology (ICT) has taken over routines carried out in the workplaces. Doing business in office in this millennium involves electronic business (e-business) and electronic commerce (e-commerce) and people no longer travel around the world for business transactions. Today, people can place order, make payment for goods and services and have it delivered at their doorsteps with the knowledge of Information and Communication Technology. This is possible as a result of the revolution in computing and communications, and all indications are that technological progress and use of information technology will continue at a rapid pace (Ubulom, Kayii & Dambo, 2016) [21]. Accompanying and supporting the dramatic increase in knowledge and use of new Information Technologies has been challenging as a result of both technological improvements and increased competition among students, especially among Business Education graduates. According to Moore's law the processing power of microchips is doubling every 18 months. These advances present many significant opportunities but also pose major challenges at work places.

Today, innovations in Information Technology are having wide-ranging effects across numerous domains of society, and policy makers are acting on issues involving economic productivity, intellectual property rights, privacy protection, and affordability of and access to information (James, 2013) [11]. The proliferation of computers and communication technologies allow individuals to communicate with one another in ways complementary to traditional face-to-face, telephonic, and written modes in workplaces. They enable collaborative work involving distributed communities of workers who seldom, if ever, meet physically. These technologies utilize communication infrastructures that are both global and always up, thus enabling 24-hour activity, both asynchronous as well as synchronous interactions among individuals, groups, and organizations. Job performance in organizations will be affected by the use of Computers and Communication Technologies. Worker-to-worker relations across departmental lines will be enhanced through sharing of information and coordination of activities.

Interaction between superiors and subordinates will become more tense because of social control issues raised by the use of computerized monitoring systems, but on the other hand, the use of e-mail will lower the barriers to communications across different status levels, resulting in more uninhibited communications between supervisor and subordinates (Dei, 2018; Ohaka and Akpomi, 2018; Nwazor, 2011) [7, 17, 16], this established conditions are evident with the deployment of Information and Communication Technology Competencies such as digital communication skills and word processing skills.

Business Education Graduates must have acquired these Information and Communication Technology Competencies to enable them to benefit from the offerings. This Information and Communication Technology has geared workers towards more tasks that require thinking, understanding, skills assimilation, and new knowledge to solve complex problems. The changing world and the competitive nature of modern business require participative management where everyone is up and doing, this change involves a lot of workplace skills, competencies that will drive the success of business organizations. It is, therefore, necessary that Business Education Graduates be equipped with such Information and Communication Technology skills to enhance productivity in the labour market of the 21st century.

Studies showing the dimensions of information and communication technology competencies and efficient job performance have been reviewed. For instance, in a study conducted by Munshai in 2012, on the impact of digital communication competency on the effectiveness of employees in the banking sector in Turkey. Four purposes of the study, four research questions and four hypotheses guided the study. A descriptive survey research design was adopted in the study. A total of four hundred employees in various banks formed the population for the study. Mean and standard deviation were used in analyzing the responses of the respondents while T-test was used in testing the hypotheses formulated in the study. Findings in the study revealed that; so many of the responds can: interact with customers and prospective customers virtually, can send and receive electronic mails, can collaborate with professional colleagues from various part of the world, can utilize information technology communication equipment to effectively reach out to their organization's customers and prospective customers all over the world irrespective of their location, can use various computer programmers and software's to achieve desired results as at when needed and necessary. This study is related to the current study but differ in the area of study and tool used for analysis, where the current study is home-based the study empirically reviewed was conducted in turkey.

Martins (2014) [13] conducted a study on the effect of digital communication competency of fresh graduates in automated offices in Lagos State. Two purposes of the study, two research questions and two hypotheses guided the study. A quasi – experimental research design was adopted in the study. A total of one hundred and fifty employees in various organizations formed the population for the study. The tool used for the analysis was mean and standard deviation while Analysis of Co-variance (ANCOVA) was used to test the hypotheses formulated in the study. Findings in the study revealed that most graduates in various organizations lack the necessary competency required to effectively communicate digitally in automated offices in that they cannot effectively

relate with colleagues virtually, relate with customers or prospective customers virtually, not very competent in sending electronic mails and attaching various soft files via electronic mails, unable to work various electronic devices and soft-ware applications to achieve organizational goals and visions and unable to handle virtual communication effectively. This study is related to the current study but they differ in the following ways; area of the study, design of the study and hypotheses test tool.

Geofrey and Okechukwu (2015) conducted a study on an assessment of the competency level of employees in the use of digital communication tools to enhance workplace performance in selected organizations in Enugu State. Four purposes of the study and four research questions guided the study while four hypotheses were formulated and tested at 0.05 level of significant. Mean and standard deviation were used to analyze the responses of the respondents to the research questions posed in the study and the items in the questionnaire, while T-test was used test the hypotheses formulated in the study was tested at 0.05 alpha level of significance. Findings in the study revealed that most employees are competent in the digital communication skills in that they can; collaborate with colleagues virtually irrespective of location, ability to use electronic-mails effectively in discharging their responsibilities in the organization when the need its use arises, ability to communicate information virtually to customers, prospective customers and colleagues no matter where they are located per time, ability to communicate effectively and efficiently via highly sophisticated digital devices. This study is related to the current study but both studies differ in their area of study.

In a study conducted by Kelechi in 2013 on the Digital Communication Competency level of individuals in establishments in Abia State. Three purposes of the study and three research questions guided the study. Three hypotheses were formulated in the study and tested at 0.05 level of significant. A descriptive survey research design was adopted in the study. A total of two hundred employees in selected establishments formed the population for the study. Mean and standard deviation were used in analyzing the responses of the respondents while z-test was used in testing the hypotheses formulated in the study at 0.05 alpha level of significance. Findings in the study reveals that most employees in establishments can communicate virtually with customers and colleagues, use various applications and improved software's to perform their duties and communicate effectively. This study is related to the current study but they differ in their area of the study and in the statistical tools used in the studies.

Rupa and Pallavi (2018) [20] studied the Importance of Communication Skills on Management Students for effective performance in India. The study employed the descriptive survey design, 200 management students were drawn using a non-probability convenience sampling technique, the instrument for data collection was structured questionnaire and was analyzed via statistical tool SPSS. The findings suggested that, despite the awareness of the students on business communication they were still inept in the utilization of the skills. The authors concluded by recommending amongst others that, more attention should be given to such sensitive area which enhances performance at job interviews and beyond. The present work adopted the same research design with the reviewed, while the current

work did not employ sampling technique the reviewed work did. Both studies are geared toward. Job performance.

Alaa (2019) [2] studied Transferable Business Communication Skills that New Graduates needed to enter the work place in British Colombia. A basic survey was the design of the study. Semi-structured interview was employed for the study to gather data from 32 respondents and data were answered orally. The findings suggested that, face-to-face and telephone skills were most commonly used in the work place which had responses of 48% and 30% respectively but find that e-mail was 22%. The author added that, training in presentation skills, public speaking and power-point techniques should be included in the syllables. This review is similar to the present study because they are both work and skills oriented, although while Alaa's work is foreign-based the current work was carried out in Rivers State owned Universities in Nigeria.

Egbunefu, Amadi and Nwobike (2018) [8] surveyed the Microsoft word application skills required of Business Education graduates for job performance in Rivers State, 2 research questions and 2 hypotheses guided the study, a descriptive research design was adopted and the total population of the study comprised of 1200 Business Education graduates from higher institutions of learning in Rivers State. A sample of 370 respondents was drawn from the population. 30 items questionnaire was developed to gather data from the respondents mean and improvement need index (INI) were used to answer the research questions, on the other hand the hypotheses was tested at 0.05 level of significance with independent t-test. The researchers found Microsoft word application is highly needed by Business Education graduates with positive improvement need index, the authors concluded by recommending amongst others, that employers of graduates of Business Education should sensitize them on the need to acquire Microsoft word as a core skill and upgrade their skills at appropriate time. The study is in tandem with the current study as both studies looked at Microsoft word processing as its core in Information and Communication Technology Competencies to enable job performance in Rivers State. Hence the reviewed study is aimed at identifying the skills the Post-graduate students need in Rivers State, the current study is aimed at determining how well these graduates has acquired the skills so learned, although, Ebunefu *et al* drew sample in the study, this study did not draw sample but similar in their design of studies.

Azih, Ogala and Okoronkwo (2019) [4] investigated the Word Processing and Data-Base Management Skills of secretaries in tertiary institutions in Ebonyi State for effective performance, the study raised two research questions and two null hypotheses were formulated to test the study. Descriptive survey was employed, the study was made up by 200 secretaries from 7 tertiary institutions in Ebonyi State as its population, and the entire population formed the sample of the study as it was manageable. A self-structured questionnaire was developed to gather data from the respondents, mean and standard deviations were used to answer the research questions while t-test was used to test the null hypotheses at the significance level of 0.05 were used to analyze the study. Observed funding proved that, there were differences in the mean ratings of both male and female secretaries based on the particular institution, this implies that the findings will enable the secretaries in the area so observed to be aware of their areas of deficiencies and also enhance their knowledge on the level and type of training deemed fit for performing effectively. The reviewed study is in line with the current study because they are based on performance. The studies did not employ sampling techniques and adopted same statistical tools for analysis but was carried out in different areas.

Bola (2012) [6] carried out a study on the word processing competencies of employees in selected organizations in Lagos State. Two purposes of the study and two research questions guided the study. Two hypotheses were formulated in the study and tested at 0.05 level of significance. A total population of one hundred and twenty employees from selected organizations formed the population for the study while the study adopted a survey research design. Mean and standard deviation were used to analyze the responses of the respondents and T-test was used to test the hypotheses formulated in the study. Findings revealed that employees are competent in the following areas of word-processing; ability to store and retrieve data, ability to convert handwritten documents to typescript, ability to use software's to make corrections in spellings and edit typed documents, ability to edit documents before printing is done, ability to recover lost documents in a computer, ability to indent and use tabulation in the course of processing documents in an organization and ability to use specific applications to edit and process documents. This study is related to the present study in terms of content scope but differ in their area of study.

Asiwaju in 2013 carried out a study on word processing ability of secretaries in organizations in Ekiti State. Three purposes of the study and three research questions guided the study while three hypotheses were formulated in the study and tested at 0.05 level of significance. A survey research design was adopted in the study. A total population of two hundred and twenty secretaries in selected organizations formed the population for the study. Simple percentage method was used in analyzing the responses of the respondents in the study while T-test was used to test the hypotheses formulated in the study. Findings in the study showed that most secretaries in organizations can store and retrieve data effectively, use Microsoft applications, track and retrieve lost documents, format documents efficiently, and access documents virtually. This study is related to the present study but differ in the area of study and design of the study.

Michael (2014) [14] conducted a study on word processing skill of employees in selected manufacturing companies in Osun State. Two purposes of the study and two research questions guided the study while two hypotheses were formulated in the study. A survey research design was adopted in the study and the population for the study comprised of two hundred and fifty employees in selected manufacturing companies. Mean and standard deviation were used to analyze the responses of the respondents while z-test was used to test the hypotheses formulated in the study at 0.05 level of significance. Findings in the study shows that so many employees are very competent in converting manuscripts to type-script, storing and retrieving data, using Microsoft software's to process documents. This study is related to the current study in that they employed the same research design but they differ in the area of the study and statistical tools used.

The twenty first century has brought about diverse changes in the nature of knowledge which has culminated to series of innovations in the various subject areas studied in the school

system. One of such knowledge is on the area of Information and Communication Technology. Relative to this, it is expected that graduates in the various disciplines ought to be well informed about information and communication technology as to enable them function adequately in the work-place and the general Information and Communication Technology driven society to stay afloat and be useful to themselves. Information and Communication Technologies have transformed the way students and workers think and learn as they support risk-taking and knowledge sharing in the performance of jobs, with the use of technologies that are fast, automated, interactive and multimodal and allow users to control how and when they work. Specific requirements change according to the needs of individuals to find solutions to problems or to construct and translate their competencies in the performance of duties. The Information and Communication Technology competence conceptual statement and continuum describe the nature, scope, sequence of learning and knowledge ability of graduates of Business Education at workplaces, as they develop competence in using Information and Communication Technology for tasks associated with information access and management, problem solving, decision making, communicating, creative expression, and empirical reasoning. Also, it is assumed that students develop knowledge, skills and understanding around the fundamental logic and conventions underpinning Information and Communication Technology use and the ability to transfer these from one environment to another (Ubulom, Kayii & Dambo, 2016) [21], (such as from school to workplace and to other social contexts). However, studies has proved that some Business Education graduates do not function efficiently on their jobs where they are expected to use these Information and Communication Technology skills to enhance their job performance which could be traced to the non-functionality of the Information and Communication Technology tools needed to adequately acquire these skills. High cost of maintenance and lack of Information and Communication Technology facilities are factors that impede the proper acquisition of Information and Communication Technology skills by Business Education graduates (Orike, Iyalla & Okereke, 2017) [19]. It is against this backdrop that this study was carried out to investigate Business Education Graduates Information and Communication Technology Competencies for Efficient Job Performance in Rivers State Universities.

Purpose of the Study
The purpose of this study is to investigate Business Education graduates Information and Communication Technology' Competencies for efficient job performance in Rivers State Universities. In specific terms the study sought to:
1. Determine the digital communication skills of Business Education graduates for efficient job performance in Rivers State Universities.
2. Determine word-processing skills of Business Education

3. graduates for efficient job performance in Rivers State Universities

Research Questions
The following research questions were posed to guide the study:
1. How competent are Business Education graduates in digital communication skills for efficient job performance in Rivers State Universities?
2. How competent are Business Education graduates in word-processing skills for efficient job performance in Rivers State Universities?

Hypotheses
The following null hypotheses were formulated and tested at 0.05 level of significant:
1. There is no significant difference in the mean ratings of heads of unit in Rivers State University and Ignatius Ajuru University in the digital communication skills of Business Education graduates for efficient job performance in Rivers State Universities.
2. There is no significant difference in the mean ratings of heads of unit in Rivers State University and Ignatius Ajuru University in the word-processing competencies of Business Education graduates for efficient job performance in Rivers State Universities.

Methodology
A descriptive survey design was employed for the study. The population of the study consists of 143 respondents who are Heads of Unit such as; Bursary, Registry, Deans of Faculties, Senate, Council, Exams and Records, Establishment, Student Affairs, Heads of Departments, Dean of PG School and Provost of College of Medicine in Rivers State University and Ignatius Ajuru University of Education Port Harcourt. Purposive sampling was adopted because this is where Business Education graduates could possibly be found. The questionnaire title "Questionnaire for Information and Communication Technology Competencies of Business Education Graduates for Efficient Job Performance (QICTCBEGEJP)" was the instrument used to elicit data from respondents. It was structured in the pattern of 4-point rating scale with response options of Very Competent (VC-4) Competent (C-3), Moderately Competent (MC-2) and Incompetent (IC-1). The instrument was subjected to face and content validation to determine its adequacy, appropriateness and for its proper wordings, and a reliability index of 0.81 was obtained using Cronbach Alpha formula. The mean and standard deviation were used to answer the research questions, while the t-test statistics was used to test the hypotheses at a significance level of 0.05.

Results
Research Question 1
How competent are Business Education graduates in digital communication skills for efficient job performance in Rivers State Universities?

Table 1: Mean Ratings on how Competent Business Education graduates are in Digital Communication Skills for Efficient Performance in Rivers State Universities

S/N	Items	RSU (n=75)		IAUE (n=45)		Midpoint		
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	Rmks
1	Proficient in navigating and using social media platform.	2.69	1.05	2.78	1.01	2.74	1.03	C
2	Effectively used social media to communicate official massage with superiors and subordinates	3.17	0.72	3.11	0..60	3.14	0.66	C
3	Familiar with search engines to aid search for information online	3.52	0.68	3.51	0.81	3.52	0.74	VC
4	Digital etiquette not always observed in performance of duties	3.37	0.78	2.89	1.06	3.13	0.92	C
5	Use e-mail, messenger and SMS for office correspondence.	2.83	0.94	3.07	1.90	2.95	0.92	C
6	Proficient in transmitting vital information digitally using soft wares to improve job performance	2.75	1.01	2.89	0.95	2.82	0.98	C
	Grand Mean/SD	**3.06**	**0.86**	**3.04**	**0.89**	**3.05**	**0.88**	**C**

Table 1 above depicts the responses of Rivers State University and Ignatius Ajuru University of Education heads of unit on how competent Business Education graduates are in digital communication skills to enable for efficient job performance in Rivers State Universities. The mean responses on each item for both Institutions are indicated as the aggregate in the last column, the grand mean for RSU and IAUE are 3.06 and 3.04 from which the final decision was made. One could observe that both institutions' heads of unit agreed that Business Education graduates are competent in electronic commerce, sending and can receive messages electronically, similarly they also, agreed that Business Education graduates have ability to collaborate with colleagues virtually, can transmit information digitally.

RSU and IAUE proved that Business Education graduates are very competent in using price comparison site with mean responses of 3.52 and 3.51 respectively. Furthermore, a grand mean of 2.79 for both universities, this indicates that Business Education graduates from Rivers State University and Ignatius Ajuru University of Education are competent in the use of digital communication skills for efficient job performance in Rivers State Universities.

Research Question 2
How competent are Business Education Graduates' in word processing skills for efficient job performance in Rivers State Universities?

Table 2: Mean Ratings on how Competent Business Education Graduates are in Word-Processing Skills for Efficient Job Performance in Rivers State Universities

S/N	Items	RSU (n=75)		IAUE (n=45)		Midpoint		
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	RMK
7	Ability to access documents virtually to facilitate productivity.	2.63	1.03	3.07	0.68	2.85	0.86	C
8	Proficient in recovering lost document to aid decision making.	3.16	0.90	2.56	1.09	286	0.99	C
9	Competent in formatting documents for efficient job performance.	3.19	0.83	3.04	0.877	3.12	0.85	C
10	Ability to convert document to different formats like Pdf, Csv, Xps, Rich text and the likes.	2.71	1.04	2.89	1.02	2.80	1.03	C
11	Proficient in finding and replacing document to enhance productivity.	3.55	0.74	3.66	0.52	3.60	0.63	VC
12	Ability to manipulate tab indentations to improve job efficiency.	3.39	0.67	3.33	0.84	3.36	0.76	C
13	Proficient in application and use of Microsoft mobile app, to process document and enhance productivity.	2.72	1.04	3.07	0.95	2.89	1.00	C
14	Ability to track changes, comments and mark up word document.	3.41	0.54	2.71	0.98	3.06	0.76	C
15	Competent in setting pages layout to enhance efficiency.	3.32	0.84	2.93	1.04	3.08	0.94	C
16	Ability to keep track of number of documents for reference purpose.	2.84	1.07	2.76	0.92	2.80	1.00	C
17	Ability to use word document template.	3.25	0.87	3.36	0.76	3.30	0.82	C
18	Ability to edit word document to enhance job outlook.	3.15	0.78	2.89	0.99	3.02	0.89	C
19	Competent in preparing letters and memorandum to enhance job performance.	2.61	1.04	2.91	0.84	2.76	0.94	C
20	Able to create, store, process and retrieve word document for decision making.	3.03	0.91	2.96	0.84	2.99	0.88	C
	Grand Mean/SD	**3.06**	**0.88**	**3.01**	**0.88**	**3.03**	**0.88**	**C**

Table 2 shows item by item analyses of the competencies of Business Education Graduates' on word processing skills for efficient job performance. Items 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19 and 20 showed competent for RSU and IAUE while item 11 showed competent for both RSU and IAUE graduates in Proficient in finding and replacing document to enhance productivity. The grand mean of both institutions respectively (3.06 and 3.01), shows that Business Education Graduates are competent in word processing and this is evident too by the aggregate mean rating of 3.03.

Test of Hypotheses
Ho₁: There is no significant difference in the mean rating of RSU and IAUE in the digital communication skills of Business Education Graduates for efficient job performance in Rivers State Universities.

Hypotheses Testing

Table 3: t-test Analysis of RSU and IAUE Responses on Business Education Graduates' Competencies in Digital Communication Skills for Efficient Job Performance in Rivers State Universities

Variables	N	Mean	SD	SE	t-cal	t-crit	Sig	Remarks
RSU	75	3.06	0.86	0.17	0.089	1.98	0.05	Accept Ho
IAUE	45	3.04	0.89					

The above table 3 shows that the mean and standard deviation for RSU is 3.06 and 0.86 respectively while that of IAUE is 3.04 and 0.89 respectively. The t-critical value is 1.98 at 0.05 alpha level while the t-calculated value is 0.089. With a t-calculated value (0.089) less than the t-critical value (1.98), the null hypothesis which states that there is no significant difference in the mean ratings of RSU and IAUE head of unit

on digital communication skills of Business Education graduates for efficient job performance in Rivers State universities is accepted. The implication is that both RSU and IAUE employers agree that Business Education graduates are competent in digital communication skills for efficient job performance in Rivers State universities as earlier found.

Ho₂: There is no significant difference in the mean rating of RSU and IAUE heads of unit on word processing skills of Business Education graduates for efficient job performance in Rivers State Universities.

Table 4: t-test Analysis of RSU and IAUE Responses on Business Education Graduates' Competencies in Word Processing Skills for Efficient Job Performance in Rivers State Universities

Variables	N	Mean	SD	SE	t-cal	t-crit	Sig	Remarks
RSU	75	3.06	0.88	0.17	0.310	1.98	0.05	Accept Ho
IAUE	45	3.01	0.88					

The above table 4 shows that the mean and standard deviation for RSU is 3.06 and 0.88 respectively while that of IAUE is 3.01 and 0.88. The t-critical value is 1.98 at 0.05 alpha level while the t-calculated value is 0.31. With a t-calculated value (0.31) less than the t-critical value of (1.98), the null hypothesis which states that there is no significant difference in the mean ratings of RSU and IAUE head of unit on word processing skills of Business Education graduates for efficient job performance in Rivers State universities is accepted. This implies that both RSU and IAUE employers agree that Business Education graduates are competent in word processing skills for efficient job performance in Rivers State universities as earlier found.

The findings of the study are summarized thus
1. Business Education graduates of RSU and IAUE were found to be competent and equipped with digital communication skills to perform efficiently on their job in Rivers State Universities. No significant difference exists in the mean responses of RSU and IAUE on the digital communication skills to enable for efficient job performance.
2. Business Education graduates of RSU and IAUE were found competent in the application of Microsoft Word-Processing skills to enable them to meet up their task in the office and perform to the standards anticipated in employment. There was no significant difference identified between RSU and IAUE on the mean ratings of how competent Business Education graduates are on Word-Processing skills.

Discussion of findings
Findings from research question one revealed that Business Education graduates are competent, since they are equipped with digital communication skills that could enable them to deliver their duties efficiently. This means they were proficient in navigating and using social media platform, can effectively use social media to communicate official massage with superiors and subordinates, are familiar with search engines to aid search for information online, can use e-mail, messenger and SMS for office correspondence and proficient in transmitting vital information digitally using soft wares to improve job performance. No significant difference was found in the mean responses of RSU and IAUE on the digital communication skills of Business Education graduates for efficient job performance in Rivers State Universities. This

findings is in agreement with the view of Munshi (2012), on the Impact of digital communication competency on the effectiveness of employees in the banking sector in Turkey, who depicts that so many of the respondents can interact with customers and prospective customers virtually, can send and receive electronic mails, can collaborate with colleagues from different parts of the world irrespective of their location etc., similarly the finding is also in tandem with the study conducted by Geoffrey and Okechuku (2015) on the assessment of the competency level of employees in the use of digital communication tools to enhance workplace performance, opined that employees are competent in carrying out activities relating to digital communication skills. Also, a study conducted by Kelechi (2013) on digital communication competency level of individuals proved that individuals can communicate virtually with customers, use various applications and improved software to perform their duties and communicate efficiently.

The three studies are in agreement with the current study in terms of their findings, similar variables were used and same research designs were employed but vary in the statistical tools used. On the other hand, the study conducted by martins (2014) [13] was in disagreement with the findings of the current investigation, which revealed that most graduates in various organizations lacked necessary competencies to effectively communicate digitally in an automated office.

RSU and IAUE on the aggregate agreed that Business Education graduates are able to apply Word-Processing skills for efficient job performance in Rivers State universities. No significant difference was found amongst RSU and IAUE heads of unit regarding their Word-processing skills for efficient job performance, the findings aligned with Bola (2012) [6] who found that employees in word processing have abilities to store, retrieve data, convert manuscripts to typed document, edit and recover documents etc. This study is related to the current study because the two studies employed the same research design approach they also have the same content scope but differ in the area of study.

Findings from research question two revealed that Business Education graduates are competent and are equipped with word processing skills that could enable them to deliver their duties efficiently such as: ability to access documents virtually to facilitate productivity, proficient in recovering lost document to aid decision making, competent in formatting documents for efficient job performance, ability to convert document to different formats like Pdf, Csv, Xps, Rich text and the likes, proficient in finding and replacing document to enhance productivity, ability to manipulate tab indentations to improve job efficiency, proficient in the application and use of Microsoft mobile app, to process document and enhance productivity, ability to track changes, comments and mark up word document, competent in setting layout pages in a document to enhance efficiency, ability to keep track of number of documents for reference purpose, ability to use word document template, ability to edit word document to enhance job outlook, competent in preparing letter and memorandum to enhance job performance and able to create, store, process and retrieve word document for decision making.

The findings of this study is tandem with the studies of Okoye (2011) [18] and Abdulahi (2012), Iro-Idoro, Osore and Jimoh (2018) [10] on the use of computer application packages by secretaries for performance enhancement revealed, a high use and good of office application, though while the respondents

were highly rate the current study is just at the average.

Conclusion
Based on the findings, it can be inferred that Business Education graduates are competent in using Information and Communication Technology for efficient job performance in Rivers State Universities. This is because they are knowledgeable and equipped with the needed Information and Communication Technology skills such as: digital communication skills and word processing skills.

Recommendations
Based on the findings of this study, the following recommendations were made:
1. Business education graduates should opt for more training in Digital Communication Skills to enable them to be very competent.
2. Graduates of Business Education should source for other ways of improving themselves in word processing skills to enable them reach the peak of what is expected of them.

References
1. Abdullahi K. Extent of utilization of spreadsheet application skill by graduates in small and medium scale enterprises in Plateau State: International Journal of Business and Corporate Management. 2012; 4(2):18-25.
2. Alaa A. Rethinking business communication skills education: Are communication courses preparing students for the workplace. SERRCH. 2019; 22(2):10
3. Asiwaju BN. Word Processing ability of secretaries in organizations in Ekiti State, International Journal of Economic and research. 2013; 2(2):16-20.
4. Azi N, Ogala CS, Okoronkwo R. Word-processing and database management skills needed by secretaries for effective performance in tertiary institutions in Ebonyi State Nigeria: Middle-East Journal of Scientific Research. 2019; 27(3):226-234
5. Bakeel JT, Ubulom WJ. Information and communication technology competencies required by business educators for effective industrial delivery in universities in Rivers State, International Journal of Innovative Information Systems and Technology Research. 2019; 7(4):30-34.
6. Bola T. Word processing competencies of employees in selected organizations in Lagos State: International Journal of Management. 2012; 4(5):18-20.
7. Dei DJ. Assessing the use of information and communication technology in teaching and learning in secondary schools; Library Philosophy and Practice, 2018. (e-Journal) Retrieved from http://digitalcommons.unl.edu.libphipra/.
8. Egbunefu C, Amadi EA, Nwobike A. Microsoft word-application skills need of business education graduates for job performance and economic diversification in Rivers State: International Journal of Innovative Education Research, SEACHI. 2018; 6(3):58-65.
9. Geoffrey A, Okechukwu CN. Assessment of the competency level of employees in the use of digital communication tool in enhancing workplace performance, International Journal of Arts and Reading. 2015; 4(8):6-8.
10. Iro-idoro CB, Osore AF, Jimoh TA. Knowledge and use of computer application packages by office managers/secretaries in higher institutions in Ogun State Nigeria: Implication on performance enhancement, World Academy of Science, Engineering and Technology International Journal, 2018.
11. James O. Assessment of information and communication technology competencies possessed by postgraduate business students to handle entrepreneurship business challenges in Nigeria: Global Journal of Management Research. Global Journal Inc. (USA). 2013; 13(8):43-52.
12. Kelechi N. Digital communication competency level of individuals in Establishments, Abia: International Journal of Communication and Arts. 2013; 3(10):115-118.
13. Martins A. Effect of digital communication competency of fresh graduates in automated offices in Lagos State: International Journal of Technology. 2014; 4(6):5-6.
14. Michael O. Word processing skill of employees in selected manufacturing companies in Osun State. Journal of Comparative Studies and Social Development. 2014; 2(8):18-25.
15. Munshai J. Impact of digital communication competency on the effectiveness of employees in the banking sector, Turkey: International Journal of Economics. 2012; 2(3):112-115.
16. Nwazor JC. Business education teacher preparation and e-learning: The way forward. UNIZIK Orient Journal of Education. 2011; 6(182):215-220.
17. Ohaka NC, Akpomi ME. Information and communication technology: A potent tool for problem-solving in business education program, International Journal of Innovative Information Systems Technology Research, SEACHI. 2018; 6(9):9-17.
18. Okoye N. Spreadsheet competencies of individuals in selected organizations in Anambra State. Journal of Education Studies and Technology. 2011; 8(4):166-170.
19. Orike KU, Iyalla I, Okereke GO. Competency of business education student in information and communication technology (ICT) for learning in tertiary institutions in Rivers State, International Journal of Advanced Academic Research/Arts, Humanities & Education, 2017, 3(6)3.
20. Rupa R, Pallavi R. Role of communication skills for management students: Global Journal of Commerce & Management Perspective. Global Research. 2018; 7(1):41-46.
21. Ubulom WJ, Kayii NE, Dambo BI. Information and communication technology and business studies students' academic performance in upper basic education in Tai local government area, Rivers State Nigeria: Information Economics and Policy International Journal of Innovative Social Science Education Research. 2016; 4(1):1-7.