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SURVEY OF JALINGO COMPUTER BUSINESS CENTRES PRACTITIONERS' SKILLS FOR SUSTAINABLE SIWES IN ENHANCING EDUCATIONAL TECHNOLOGY

[1]Oyeniyi Solomon Olayinka (solomon77790@gmail.com)
[2]Dr. Ngozi Ibelegbu (ibelegbungozi@gmail.com)
[3]Taofeek Muftau (Taofeekmuftau315@gmail.com)
[4]Adamu Abdulrazaq (abdulrazaqadamu@gmail.com)
Department of Vocational & Technology Education, Taraba State University, Jalingo, Taraba State, Nigeria

ABSTRACT

The study aimed at finding out the Jalingo computer business practitioners' skills for sustainable SIWES in enhancing educational technology. Survey design was used for the study and a sample of 200 Jalingo computer business practitioners were selected from difference locations in Jalingo metropolis. Five research objectives were formulated and five research questions to direct the study and responses were elicited through a structured questionnaire. The result generally showed that Jalingo computer business practitioners do not demonstrate the required computer skills necessary for sustainable SIWES in enhancing educational technology and therefore, it was recommended among others that higher institutions engaging in SIWES program should set the required technical and computer skills objectives expected from the computer business organization before sending students on SIWES training.

KEYWORDS: Educational Technology, SIWES

INTRODUCTION

Nowadays, the usage of technology is not a privilege but an obligation. Students now live in a rapidly changing technological world with information and communication technology (ICT), including hardware and personal digital devices, software, and systems that manage, store, process, create, produce and communicate information, becoming an important part of everyday life. Obviously, these technological developments influence structures and functions of educational institutions. Therefore, it is expected from the teachers that they integrate technology in their lessons in order to instruct the ready learners. This can be done easily when relevant computer skills are applied to teaching and learning process because computer literacy skills are the basic condition for technology learning environment. This is necessary as the rapid increase in technological development creates the need for students and teachers to aspire for requisite skills growth as Hsu (2016) believed that students need basic computer skills before attempting or beginning computer class

Computer literacy refers to knowledge and skills in using traditional computers, such as desktop PCs and laptops. In order words, it focuses on practical skills in using software application packages, computer peripherals and internet facilities. It could also be defined as the knowledge and ability to use computers and related technology efficiently, with skill levels ranging from elementary use to computer programming and advanced problem solving (Gusen, 2019)**.** Computer literacy skill equips students with the knowledge and skills necessary to navigate the vast and ever-evolving digital landscape and to enhance understanding on how to operate computers, use software applications, and navigate the internet. This will definitely empowers students to access information, resources, and opportunities in a digital age

In addition, computer literacy appears to be influenced by student background, including familiarity with computers, as well as the emphasis placed on it in classrooms and schools and the support provided by ICT in education systems as Al Hashlamoun and Lina

(2020) noted that the learning materials such as support provided by ICT positively influenced the students' computer skills, e-learning, and achievement motivation. However, just a little above nothing has been emphasized about the influence of students' industrial training on computer skills acquisition and the preparedness of the business organizations participating in the scheme, as it is obvious in the immediate future, that the construct of computer literacy may definitely need to accommodate increasingly changes in software and hardware contexts in which it is manifested (Ainley, 2018). These computer business organizations need to be consistent with realities of changes in the technological era so as be able to trained SIWES students accordingly.

How these business organizations trained the students in SIWES program so as to justify its aim and objectives is paramount to the development of educational technology. Educational technology is an engine for development; resources use optimization and facilities, access and safety, and also future educational strategic plan. Thus, it is vitally important to learners and/or educators anytime and anywhere, business and other settings. The term technology here encompasses both educational and developmental material objects, such as machines and networking hardware, as well as theories such as instructional theory and learning facilities. Thus, the need to survey Jalingo computer business practitioners' skills for sustainable SIWES in enhancing educational technology

Statement of the Problem

The level of computer literacy is an important variable in a number of settings. Self-reported computer literacy provides some insights into the different attitudes towards adopting new changes in the academic environment as they relate to technological progress and advancement. This offers many new opportunities for innovation in educational assessment through rich new assessment tasks and potentially powerful scoring, reporting and real-time feedback mechanisms but such training cannot be acquired in the normal school setting only. Informal setting like SIWES program provides an avenue for students in institutions of higher learning to acquire industrial skills and experience in their course of study.

Despite this scheme, students have not been able to demonstrate the require computer skills necessary from the industrial schemes. This short-coming in the experiences of SIWES students, which is dependent on the locations and the computer skills of the computer business practitioners or owners, should be studied if there has been improvement in their contribution to the educational system through the SIWES programs. As a result, it becomes necessary to survey the computer skills demonstrated by the computer business practitioners or owners that offer these skills to SIWES students in Jalingo the state capital of Taraba State.

Research questions

1. Do computer business centres in Jalingo use touch typing keyboarding skills for sustainable SIWES in enhancing Educational Technology?

Hypotheses

1 There is no signification difference in the mean score computer software packages use among Jalingo computer business practitioners for sustainable SIWES in enhancing Educational Technology

2 There is no signification difference in the mean score of the location of Jalingo computer business centre in affecting the innovative use of computer peripherals for sustainable SIWES in enhancing Educational Technology

3 There is no signification difference in the mean score of Jalingo computer business centres in the use of ergonomic parameter for safety and sustainable SIWES in enhancing Educational Technology
4 There is no signification difference in the mean score of the use of internet among Jalingo computer business practitioners for sustainable SIWES in enhancing Educational Technology

Results

Research questions one

Do computer business centres in Jalingo use touch typing keyboarding skills for sustainable SIWES in enhancing Educational Technology?

Table 1: Touch typing keyboarding skills with respect to Jalingo computer business locations

Computer Business center location	Typing skills level	2.5 and above, accept, otherwise, reject
	1.24	Reject
NUKKAI	1.55	Reject
ROAD BLOCK	1.30	Reject
SABON GARI	1.51	Reject
BARDE WAY	1.60	Reject
TARABA STATE POLYTECHNICS	1.51	Reject
MAYOGWOI	1.41	Reject
TARABA STATE UNIVERSITY	1.70	Reject
MILE SIX	2.00	Reject
NTA	2.30	Reject
MALLUM		

Table 1 above show the mean scores of computer literacy level of Jalingo computer business centre practitioners in typing skills from different locations of Jalingo metropolis. The mean scores from all the locations are not up the average score, which 2.5

Hypothesis one

There is no signification difference in the mean score computer software packages use among Jalingo computer business practitioners for sustainable SIWES in enhancing Educational Technology

Table 2: Analysis of the use of computer software packages among Jalingo computer business practitioners for sustainable SIWES in enhancing Educational Technology

Group	Sum of squares	Df	Mean Square	F
Between Groups	9.497	9	1.055	2.073
Within Groups	41.740	82	0.509	
Total	51.237	91		

Table 2 above shows the ANOVA analysis of the mean scores of computer literacy level of Jalingo computer business centre practitioners in computer packages The Factor ratio (F) is 2.073, which is significantly greater than one (F>1) and the p-value at 0.05 level of significance under the degree of freedom (df_1 = 9 and df_2 =82) is 2.011 on the table by interpolation. That is, F table is less than F calculated which implies that there is statistical difference in the mean scores of the computer literacy of Jalingo computer business centres practitioners in the use of computer packages in the training of siwes student as an informal curriculum in educational technology

Hypothesis two

There is no signification difference in the mean score of the location of Jalingo computer business centre in affecting the innovative use of computer peripherals for sustainable SIWES in enhancing Educational Technology

Table 3: Effects of computer business locations on use of computer peripheral among Jalingo computer business practitioners for sustainable SIWES in enhancing Educational Technology

Group	Sum of squares	Df	Mean Square	F
Between Groups	18.700	9	2.078	1.426
Within Groups	116.540	80	1.457	
Total	135.240	89		

Table 3 above shows the ANOVA analysis of the mean scores of computer literacy level of Jalingo computer business centre practitioners in computer peripheral. The Factor ratio (F) is 1.426, which is significantly greater than one (F>1) and the p-value at 0.05 level of significance under the degree of freedom (df_1 = 9 and df_2 =80) is 2.013 on the table by interpolation. That is F table is greater than F calculated which implies that there is no statistical difference in the mean scores of the computer literacy of Jalingo computer business centres practitioners in the use of Computer Peripherals in the training of SIWES student as an informal curriculum in educational technology

Hypothesis three

There is no signification difference in the mean score of Jalingo computer business centres in the use of ergonomic parameter for safety and sustainable SIWES in enhancing Educational Technology

Table 4: Use of Ergonomic parameters for safety and among Jalingo computer business practitioners for sustainable SIWES in enhancing Educational Technology

Group	Sum of squares	Df	Mean Square	F
Between Groups	29.979	9	3.331	3.050
Within Groups	78.626	72	1.092	
Total	108.605	81		

Table 4 above shows the ANOVA analysis of the mean scores of computer literacy level of Jalingo computer business centre practitioners in Ergonomic Parameters. The Factor ratio (F) is 3.050, which is significantly greater than one (F>1) and the p-value at 0.05 level of

significance under the degree of freedom (df_1 = 9 and df_2 =72) is 2.024 on the table by interpolation, That is F table is less than F calculated which implies that there is statistical difference in the mean scores of the computer literacy of Jalingo computer business centres practitioners in the use of Ergonomic Parameters in the training of siwes student as an informal curriculum in educational technology

Hypothesis four

There is no signification difference in the mean score of the use of internet among Jalingo computer business practitioners for sustainable SIWES in enhancing Educational Technology

Table 5: Use of Internet among Jalingo computer business practitioners for sustainable SIWES in enhancing Educational Technology

Group	Sum of squares	Df	Mean Square	F
Between Groups	8.434	9	0.937	1.630
Within Groups	46.009	80	0.575	
Total	54.443	89		

Table 4 above shows the ANOVA analysis of the mean scores of computer literacy level of Jalingo computer business centre practitioners in Internet Facilities. The Factor ratio (F) is 1.630, which is significantly greater than one (F>1) and the p-value at 0.05 level of significance under the degree of freedom (df_1 = 9 and df_2 =80) is 2.011 on the table by interpolation, That is F table is greater than F calculated which implies that there is no statistical difference in the mean scores of the computer literacy of Jalingo computer business centres practitoners in the use of Internet Facilities in the training of siwes student as an informal curricullum in educational technology

Discussions of Finding

From the study, it is obvious that no computer business location in Jalingo, the state capital of Taraba State uses touch typing skills while operating a computer system, meaning that SIWES students will not be able to touch type effectively and efficiently. This will definitely affect their academic performances; especially in computer related courses because they will be slow 'typer' and waste a lot of time and expresses significant errors in typing. Furthermore, the result shows that computer business location in rural areas had more time to develop typing skills than those in urban location

Based on the data analyzed the finding of the study revealed that there is statistical difference in the mean scores of the computer literacy of Jalingo computer business centres practitioners in the use of computer software packages in the training of SIWES students as an informal curriculum in educational technology, meaning that there are significant variations in the computer software package training that will be given to the SIWES students. This does not suggest standardization of curriculum approach

Conversely, there is no statistical difference in the mean scores of the computer literacy of Jalingo computer business centres practitioners in the use of Computer Peripherals in the training of SIWES student as an informal curriculum in educational technology, meaning there were no innovative approaches to the use of computer peripherals among Jalingo computer business centres practitioners. Skills development in the use of computer peripheral is

relatively low, implying that input and output devices were either not available or not accessible to SIWES students, thereby limiting its use and the development of its accomplish skills

Result also showed that there is statistical difference in the mean scores of the computer literacy of Jalingo computer business centres practitioners in the use of Ergonomic Parameter for training of SIWES student as an informal curriculum in educational technology, meaning computer business location in Jalingo metropolis do not follow the standardized method of using the ergonomic parameters for the safety of the SIWES students and the machines. This might result to health hazard of SIWES students and consequently affect their academic performances

It was also established in the study that there is no statistical difference in the mean scores of the computer literacy of Jalingo computer business centres practitioners in the use of Internet Facilities in the training of siwes student as an informal curriculum in educational technology, meaning computer business location in Jalingo metropolis all use the same approach to internet system limiting the internet explorations of SIWES students**.**

RECOMMENDATIONS

There is need for higher institution of learning to select computer business organization where the required computer skill can be obtained by undergraduate students for SIWES program. Likewise, higher institutions should give a training manual to computer business organization for optimal training in computer skills

In order to develop student typing skills, rural locations should be considered for SIWES program more than the urban areas so students can have ample time for development of typing skills because rural areas have lesser activities than the urban areas and most job that will be available will be typing job. Emphasis should be made on the observance of ergonomic parameters in the use computer system for SIWES students. Likewise, various internet facilities should be made available for digital exploration in order to enhance skills development that will enhance the training of SIWES student as an informal curriculum in educational technology

CONCLUSIONS

There is an urgent need to unify the training of SIWES students from higher institutions who undergo the industrial training especially in Computer Science Education and Educational Techhnology so as to align with the objectives of the curriculum. This study had given an insight on how competent Jalingo computer operators are in training the SIWES students in computer application software, typing skills, computer peripherals, ergonometric parameters and internet facilities.

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