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Training in Digital Literacy Skills among Secondary School Business Educators for Human Capital Development in Technological Era in Kogi State, Nigeria

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Abstract

Digital literacy skills are central to contemporary business education and practice. Without proper human capital development and training in digital literacy skills, secondary school business educators may lack the necessary competencies in concepts, principles, and practices in this era. This can hinder their ability to effectively teach and improve on some of the business subjects to students and provide them with the skills and mindset needed for entrepreneurial success. The study adopted survey research design and was carried out in Kogi State, Nigeria. Three research questions and two hypotheses tested at 0.05 level of significance guided the study. The population for the study was 68 Business educators from 6 public secondary schools in Kogi State, consisting of 20 teachers from three rural secondary schools and 48 teachers from three secondary schools in the urban area where business subjects are studied as core subjects. The instrument used for data collection was a structured questionnaire that was face-validated by three experts, The instrument has a Cronbach's alpha reliability coefficient of 0.82. The data for the study were collected through the administration of the questionnaire to respondents. In the analysis of the data, descriptive statistics, the weighted mean, and the degree to which individual responses differed from the mean were quantified using the standard deviation, and Spearman's Rho correlation was utilised in testing the hypotheses. The results of the study revealed that the correlation coefficient yielded a non-significant negative very low relationship between age and level of human capital development and training ($r = -0.043$, $p = 0.726$), implying that the higher the age, the lower the level of human capital development and training, and the correlation coefficient yielded a significant positive moderate relationship between experience and level of human capital development and training ($r = -0.501$, $p = 0.000$), implying that the higher the experience, the higher the level of human capital development and training. The study found out further that teachers are resistant to change and reluctant to embrace new pedagogical approaches, technologies, and entrepreneurial practices, which hinder their adoption and implementation of innovative teaching methods that are essential for enhancing human capital development in business subjects. This in turn has a negative impact on the quality of education provided, student engagement, and preparation of students for modern business world. Based on the findings, the study recommended that business educators in secondary schools should be equipped with necessary digital literacy skills, with knowledge of pedagogical implications of technology integration, to enable them become very capable for leveraging technology and enhance student learning experiences at another level of education and work circles.

Key words: Digital literacy skills, Human Capital, Human Capital Development, Training,Business Educators

Introduction

Institutions are currently attempting to effectively improve employee performance, competence, and resources by developing employees' skills, mindsets, and behaviours through training and retaining a skilled and highly productive workforce. This relates to increased transformation, socio-cultural equality, increased efficiency, and optimized rates of participation in human capital development, to improve the economy. As a result, organizations are facing increased pressure to provide effectiveness of employees at all levels especially for teachers in secondary school education. Teachers are trained from every department, either through Nigeria Certificate in Education (NCE) and the various departments at polytechnics for each course in education, or through the university's department (Okifo & Ayo, 2015). The provision of professional development and training opportunities for business educators is essential to ensuring their continuous engagement with current teaching approaches.

Business educators are those who have completed a business education programme, which is a component of general education designed to equip individuals with the necessary skills and information required in the business sector (Mbaegbu, Peters & Onyegbosi, 2021). Business educators are valuable assets and investments in the educational system, and their continuous professional growth is vital to provide quality education to students. The teaching qualifications of educators serve as an indicator of their instructional quality (Yusufu, Utulu, & Achor, 2021), particularly with regard to professional growth. According to Arinde (2010), the certification or licensure status of educators serves as an indicator of their qualifications, encompassing both their understanding of the subject matter and their expertise in effective teaching and learning strategies. This statement suggests that a teacher is someone who has received professional training in a specific subject area in order to effectively carry out his/her responsibilities (Yusufu et al., 2021). Therefore, the enhancement of teaching practice through professional development (PD) for educators is widely acknowledged (Kennedy, 2016). Most business teachers in Nigerian secondary schools, colleges, and universities possesses inadequate pedagogical training (Okifo & Ayo, 2015).

This implies that there are situations where business educators may have limited access to relevant training programs and professional development opportunities focused on enhancing their knowledge and skills in specific business subjects. This lack of training can impede their ability to stay updated with emerging trends, industry practices, and advancements in their field. Curriculum may not be regularly updated to reflect the changing dynamics of the business landscape and the advancements in technology, especially in the area of digital literacy.

Digital literacy is a dynamic skill set that continues to evolve as technology advances. It empowers individuals to participate fully in the digital society, access information, communicate effectively, and make informed decisions in an increasingly interconnected world. Digital literacy is the capacity to effectively utilise, comprehend, and analyse digital technologies and information across diverse settings. To Singh, (2022) and Eryansyah, Erlina, Fiftinova & Nurweni, (2019), digital literacy relates to the aptitude and competencies required to gather, examine, and proficiently utilise digital information within a digital or technology community. Singh, (2022) further expressed that the growing significance of technology and digital devices in contemporary culture has led to the identification of digital literacy as a critical and invaluable asset for anyone engaged in lifelong learning. Numerous studies have identified that the acquisition of responsible and ethical attitudes is an integral component of effectively utilising digital technology (Falloon, 2020; Bejakovi & Mrnjavac, 2020; Tohara, 2021) for individuals who are actively involved in continuous education and personal development throughout their lives. In order to properly utilise these skills for their learning processes, it was necessary for the learners to possess the requisite skills, abilities, and knowledge (Fu, 2013; Oyedemi, 2015; Gonel & Akinci, 2018).

Digital literacy is a set of competencies, information, and dispositions that enable individuals to proficiently and ethically interact with digital technologies, platforms, and information sources. Digital literacy

is more than rudimentary technical abilities, such as the aptitude to assess, generate, convey, and cooperate using digital technology. In the contemporary era characterised by the prevalence of digital technology, its integration into diverse spheres of everyday existence, including education and professional endeavours, has assumed paramount significance. According to Heitin (2016), digital literacy can be categorised into three clusters: (a) the ability to locate and access digital content; (b) the skill to generate and produce digital content; and (c) the capacity to communicate and distribute digital content. In the same vein, Helsper and Eynon (2013) proposed a taxonomy consisting of four distinct categories of digital skills, including critical skills, technical skills, social skills, and creative skills. Educational institutions are mandated to actively foster the cultivation of digital literacy, a fundamental competency essential for individuals in contemporary society (Garzón-Artacho, Sola Martínez, Trujillo Torres & Rodríguez García, 2021). This implies that educational organisations are required or obligated to actively promote and support the growth and development of digital literacy skills among their teachers and students.

Effective digital literacy skill requires specific pedagogical techniques that foster creativity, critical thinking, problem-solving, and risk-taking. In contemporary times, it is anticipated that educators adopt an innovative approach to the pedagogical process (Mansur, 2020). Without proper training, business educators may struggle to employ these techniques and create engaging and interactive learning experiences for students. Likewise, lack of access to resources and industry experts can restrict teachers' ability to incorporate real-world examples, case studies, and guest lectures into their teaching. Limited exposure to successful entrepreneurs and their experiences can hamper the development of innovations mindsets among students. In the technological era, business subjects are closely intertwined with technology and digital innovation. However, the lack of technological infrastructure, tools, and training opportunities can create a technological gap among business teachers. This gap may prevent them from effectively incorporating technology into business subjects and teaching students about the role of technology. Insufficient professional development opportunities focused specifically can hinder the growth and capacity-building of business teachers. Without access to relevant training programs, workshops, conferences, and networking opportunities, teachers may struggle to stay updated with current entrepreneurial practices and pedagogical approaches. This implies that it is crucial to provide comprehensive training on digital literacy skills to secondary school business educators in order to equip them with the requisite knowledge, skills, and competencies to effectively teach in the current technological landscape, thereby facilitating human capital development. Investments in human capital through education, training, and skills development are essential for fostering individual and societal progress.

Human capital is a measure of the economic value of an employee's skill set that contributes towards the basic production input of labour in a world where all labour is assumed to be equal (Okifo & Ayo, 2015). Human capital is defined as the stock of knowledge, habits, and social and personal characteristics such as inventiveness that are embodied within the ability to execute in order to generate economic value (Aluko & Auko, 2012). The act of embracing ongoing learning and engaging in professional development activities enables individuals to augment and refresh their human capital during the course of their professional trajectories. This means that providing the necessary environments for employees to understand and apply new ideas, acquire new skills and knowledge, as well as develop skills, behaviours, and attitudes leads to the development of human capital. Organisations and institutions allocate resources towards workforce development efforts with the aim of augmenting human capital through the implementation of training, educational, and skill-enhancement programmes.

Human capital development, in general, focuses on the training of existing human capital within an organisational setting, as well as considers introducing processes and systems, as well as training programs for employees, with the goal of increasing an organization's productivity and effectiveness (Orngu & Magaji, 2010). In this context, human capital development refers to the process of improving and nurturing the knowledge, skills, and capabilities of individuals. Employee training, career development, performance management and development, training, and mentoring are all included (Okoli & Azih, 2015). This implies that a more accurate workforce as well as improved communication and problem-solving skills will increase

employee retention rates. When individuals receive training through the development of human capital, they become competent in their roles and experience higher job satisfaction as a result of the training.

Training is a systematic procedure that involves acquiring a series of programmed behaviours, applying knowledge, and enhancing the performance of employees in their current roles while also equipping them with the necessary skills for future positions (Agbonaye & Akele, 2018). Training offers individuals the chance to gain novel skills and enhance pre-existing ones, including technical proficiencies such as computer programming or mechanics, as well as non-technical aptitudes such as communication, leadership, and problem-solving, among others. According to Cole (2002) in Chigbu (2017), training is a form of educational endeavour that is specifically aimed at acquiring specialised information and abilities necessary for a certain occupation or task. In a similar vein, Vingil (2009) conceptualised training as a collective endeavour inside an organisation with the purpose of facilitating an employee's acquisition of fundamental skills necessary for proficiently carrying out the tasks associated with their designated role. This implies that training is of utmost importance in the enhancement of human capital development as it provides individuals with the necessary information, skills, and competences to make valuable contributions to economic, social, and personal growth. The presence of a proficient and well-informed labour force is a significant factor in fostering economic expansion. When individuals possess useful talents, they are able to make meaningful contributions to their different individual schools, thereby stimulating economic growth and development. Training programmes aim to bridge skill gaps among the workforce so that individuals can effectively address the disparity between the skills demanded by schools and those possessed by people through the implementation of customised training programmes especially in the area of Digital skill literacy. This implies that training encircles carefully crafted educational experiences that aim to improve individuals' digital literacy abilities, enabling them to effectively and proficiently interact with various forms of technology. Hence, digital literacy skills involve the utilisation of technology and the adept navigation of the digital landscape to effectively employ critical thinking inside the digital realm.

Critical thinking entails the cognitive capacity to systematically examine, assess, and integrate information in order to arrive at well-founded judgements and decisions. To Watson and Glaser (2012) in Fahmi, Setiadi, Elmawati and Sunardi (2019), critical thinking can be defined as the cognitive capacity to discern, assess, and appraise the essential elements required to achieve a certain objective. In the opinion of Agboeze, Onu, and Ugwoke (2013), the nurturing of critical thinking skills among students might contribute to the development of several workplace attributes, such as perseverance, adaptability, metacognition, open-mindedness, information transfer, problem-solving orientation, quality, and independence. Notwithstanding, Gupta (2005), stated that there exists a deficiency in the cultivation of critical thinking skills within higher education via secondary education. Research also suggests that individuals with strong critical thinking skills frequently encounter difficulties when attempting to apply their abilities in practical, real-world scenarios. The existence of diverse disciplinary perspectives on critical thinking contributes to the ongoing controversies around this subject (Ekinci & Ekinci, 2017). In order to effectively develop critical thinking skills in students, it is imperative for educators to engage in critical thinking themselves and serve as role models by demonstrating their own cognitive processes (Paul, 2012). The realisation of this objective necessitates the presence of competent educators who adhere to universal principles and possess critical thinking skills (Coskun & Altinkurt, 2016). This is due to the need for quality teachers who determines the calibre of education received by learners through proficient communication.

Fostering proficient communication skills constitutes a significant aspect of teachers' prospects for professional growth. According to Ihmeideh, Al-Omari, and Al-Dababneh (2010), in order to achieve success in their job, teachers must possess advanced levels of communication skills. To Ihmeideh et al. (2010), it is essential for teachers to acquire advanced oral and written communication skills in order to effectively engage with management, learners, and colleagues. Thus, Pincus and DeBonis (2004), stated that the essence of

leadership lies in its role as a communication process, since it aims to enhance human connections through fostering trust and comprehension. Scholars have extensively reported notable deficits in the communication skills of employees, despite the recognised significance of such skills (Peterson, 1997; Ihmeideh et al., 2010; Ene, 2010). Furthermore, it is important to note that class assignments may not adequately address the diverse set of communication skills that are essential for effective business leadership (Ihmeideh et al., 2010). In order to facilitate the successful implementation of teaching and learning, it is imperative for educators to properly convey technical concepts, ideas, and progress through communication.

Technical skills are distinct proficiencies and expertise acquired through formal education, structured training, and practical experience. The integration of technology within educational institutions is becoming increasingly prevalent, presenting a wide array of prospects for both students and educators alike (Sailer et.al., 2020). In the realm of education, skill sets pertaining to technology encompass the ability to discern and employ suitable technological tools in a manner that effectively supports a diverse array of learning activities, particularly those that foster the application of knowledge and the cultivation of skills among students (Chi & Wylie, 2014). In addition to fundamental digital competencies, it is widely acknowledged that teachers must possess specific knowledge pertaining to digital technology, instructional strategies, and material delivery in order to effectively integrate technology into their teaching practices (Mishra & Koehler, 2006). In order to effectively fulfill their roles, educators must possess a range of technical proficiencies, including the ability to generate comprehensive reports, create engaging PowerPoint presentations, and proficiently use relevant instructional software. Nevertheless, it is important to acknowledge that a comprehensive skill set is often necessary for individuals to thrive in diverse professional positions and effectively engage with co-workers, clients, and stakeholders.

Digital training is designed to improve digital literacy and technology-related skills. Several studies have been conducted to examine the development of human capital (Son, 2010; Currie & Almond, 2011; Dare-Abel, Igwe & Ayo, 2014; Chikwe, Ogidi, & Nwachukwu, 2015; Sima, Gheorghe, Subić, & Nancu, 2020; Sodirjonov, 2020; Ndibe, 2022). Furthermore, several additional studies have been identified that investigate digital literacy in various educational contexts (Ukwoma, Iwundu, & Iwundu, 2016; Islami, 2019; RVSPK, Priyanath, & Megama, 2020; Anthonysamy, Koo, & Hew, 2020; Tinmaz, Lee, Fanea-Ivanovici, & Baber, 2022; Peng & Yu, 2022). Nevertheless, a comprehensive review of the existing literature revealed a dearth of research examining the magnitude of human capital development in relation to the training of digital literacy skills, specifically in Kogi State, Nigeria. The objective of this study is to investigate the development of human capital and training in digital literacy skills among business educators in secondary schools in Kogi State, Nigeria, in the technological era. Specifically, the study sought to find out the extent of:

1. Critical thinking skills training adopted by business educators in secondary schools?
2. Communication skills training adopted by business educators in secondary schools?
3. Technical skills training adopted by business educators in secondary schools?

Research Question

1. What is the extent of adoption of critical thinking skills training by business educators in the development of human capital in secondary schools in Kogi state?
2. What is the extent of adoption of communication skills training by business educators in the development of human capital in secondary schools in Kogi state?
3. What is the extent of adoption of technical skills training by business educators in the development of human capital in secondary schools in Kogi state?

Hypotheses

1. Hypothesis $H0_1$: There is no significant relationship between the age of respondents and their extent of human capital development and training on digital literacy skills among secondary school business educators in the technological era.

2. Hypothesis $H0_2$: There is no significant relationship between the experience of respondents and their extent of human capital development and training on digital literacy skills among secondary school business educators in the technological era.

Methodology

The study adopted a survey research design and was conducted in Kogi State, Nigeria, The population for the study 68 Business educators from 6 public secondary schools that teach subjects like commerce, marketing, business studies, and accounting (teachers**),** in Kogi State, during 2022/2023 academic session. A total of 48 teachers from secondary schools in urban areas, (13 from Gyb Model Science Secondary School, Lokoja, 23 from Federal Government Girls College, Kabba, and 12 from Federal College of Education Staff School, Okene and 20 teachers from secondary schools in Rural areas, 11 from Ebira Muslim Community College, Okengwe, 9 from Community Secondary School, Ihima, and 9 from Local Government Secondary School, Upogoro in Kogi state) were studied. There was no sampling because the population was manageable. The instrument used for data collection was a structured questionnaire that was face-validated by three experts from Department of Business Education University of Nigeria Nsukka and received a Cronbach's alpha reliability coefficient of 0.82. The data for the study were collected through the administration of the questionnaire on respondents. In the analysis of the data, descriptive statistics, the weighted mean, and degree to which individual responses differed from the mean were quantified using the standard deviation and Spearman's Rho correlation.

Results

Table 1: Frequency and percentage of Respondents Demography

Variable	Frequency	Percentage
Sex		
Male	35	51.5
Female	33	48.5
Educational Qualification		
NCE/OND	26	38.2
Bachelor Degree/HND	33	48.5
Masters Degree and Above	9	13.2
Years of Working Experience		
1 – 10 years	17	25
10 – 20 years	33	48.5
20 - 30 years	16	23.5
30 years and above	2	2.9
Age		
18 – 25 years	3	4.4
26 – 40 years	34	50
41 – 50 years	19	27.9
51 and above	12	17.6

Table 1 showed that more than half, 35 respondents (51.5 %) were male while 33 respondents (48.5%) were female. The Table also shows that 26 respondents representing 38.2% had NCE/OND, A majority, 33 respondents representing 48.5% had a Bachelor Degree/HND, while 9 respondents representing 13.2% had Masters Degree and Above. With regards to years of working experience, 17 (25%) respondents had 1 – 10-year experience, and a greater number, 33 (48.5%) respondents had 10 – 20-year experience, 16(23.5%)

respondents had 20 - 30 years, while 2 (2.9%) respondents had 30 years and above experience. Similarly, with regards to the Age, 3(4.4%) respondents were between 18 – 25 years, and half, 34(50%) respondents were between 26 – 40 years, 19(27.9%) respondents were between 41 – 50 years, while 12 (17.6%) respondent were 51 years and above.

Research Question One: What is the extent of adoption of critical thinking skills training by business educators for human capital development in secondary schools in Kogi state?

Table 2: Mean and Standard Deviation of respondents on critical thinking skills training adopted by business educators for human capital development in secondary schools in Kogi state

S/N	**Item Statement** **Ability to:**	$\bar{X}$	**Std. Dev.**	**Remark**
1	identify and evaluate assumptions of various perspectives	2.41	0.65	Low Extent
2	incorporate activities that require critical thinking.	2.51	0.78	High Extent
3	encourage students to challenge assumptions and explore alternative perspectives	2.46	0.98	Low Extent
4	integrate real-world examples & case studies in the classroom.	2.59	1.12	High Extent
5	encourage students to analyze and evaluate different sources of information before judgments or decisions.	2.38	0.96	Low Extent
6	provide opportunities for students to solve problems and apply critical thinking skills to real-life business scenarios	2.28	0.69	Low Extent
7	continuously updating teaching methods to incorporate new strategies for fostering critical thinking skills.	2.38	1.01	Low Extent
8	facilitate class discussions that require critical thinking	2.51	0.97	High Extent
9	actively promote critical thinking skills among students	2.24	0.85	Low Extent
	Grand Mean and Standard deviation	**2.42**	**0.89**	**Low Extent**

Note: $\bar{X}$ *= Mean, Std. Dev.* **.** *= Standard Deviation*

The data presented in Table 2 showed the mean and standard deviation of respondents on critical thinking skills training adopted by business educators in human capital development in secondary schools in Kogi state. The Table revealed that item statements 2, 4 and 8 had their mean ranged from 2.51 – 2.59, indicating that they are highly adopted by business educators. However, item no 1, 3, 5, 6, 7 and 9 had their mean ranged from 2.24 – 2.46, indicating that they were adopted to a low extent by business educators.

In addition, the standard deviation values of nine items ranged from 0.65 – 1.11 which were below 1.50, indicating that the respondents were close to the mean and each other in their responses.

Research Question Two: What is the extent of adoption of communication skills training by business educators for human capital development in secondary schools in Kogi state?

Table 3: Mean and Standard Deviation of respondents on communication skills training adopted by business educators for human capital development in secondary schools in Kogi state

S/N	Item Statement Ability to	$\bar{X}$	Std. Dev.	Remark
1	share thoughts and knowledge with persons and organizations who share common interests	2.53	0.85	High Extent
2	control one's emotional responses while also considering the needs of others	2.49	0.81	Low Extent
3	be sympathetic to other people's feelings and viewpoints	2.88	0.91	High Extent
4	participate in conversation, both speaking and listening.	2.63	1.08	High Extent
5	eliminate redundant problems and promote improved performance	2.75	0.85	High Extent
6	preserve efficient workplace relationships	2.65	1.03	High Extent
7	boost overall productivity and build a strong team.	2.91	0.86	High Extent
8	promote intercultural competence in the workplace	2.46	1.18	Low Extent
9	remove interaction impediments and concentrate on nonverbal signals	2.31	0.93	Low Extent
	Grand Mean and Standard deviation	**2.62**	**0.95**	**High Extent**

***Note**: $\bar{X}$ = Mean, Std. Dev. = Standard Deviation*

The data presented in Table 3 showed the mean responses and standard deviation of respondents on communication skills training adopted by business educators in human capital development in secondary schools in Kogi state. The Table revealed that item nos 1, 3 – 6 and 7 had their mean ranged from 2.53 – 2.91, indicating that they were highly adopted by business educators. However, item nos 2, 8 and 9 had a mean ranged from 2.31- 2.49 indicating that they were adopted to a low extent.

In addition, the standard deviation values of the nine items ranged from 0.81 – 1.17 which were below 1.50, indicating that the respondents were close to each other in their opinions and that their responses are not far from the mean.

Research Question Three: What is the extent of adoption of technical skills training by business educators for human capital development in secondary schools in Kogi state?

Table 4: Mean and Standard Deviation of respondents on technical skills training adopted by business educators for human capital development in secondary schools in Kogi state

S/N	Item Statement Ability to:	$\bar{X}$	Std. Dev.	Remark
1	teach widely accepted computer operating system	2.25	1.15	Low Extent
2	communicate ideas, concepts, knowledge, and messages in writing through keyboarding	2.46	1.06	Low Extent
3	create documents such as letters, guidelines, specifications, handbooks, news stories, presentations, charts, and flow diagrams	2.44	1.15	Low Extent
4	browsing and scrolling through online materials	2.68	1.04	High Extent
5	provide a graphic or visual demonstration of what you're saying using electronic means	2.19	1.00	Low Extent
6	improve email practices while minimizing the negative effects of email handling	2.44	1.07	Low Extent
7	save and retrieve records efficiently when needed	2.65	1.05	High Extent
	Grand Mean and Standard deviation	**2.44**	**1.07**	**Low Extent**

***Note**: $\bar{X}$ = Mean, Std. Dev. = Standard Deviation*

The data presented in Table 4 showed the mean and standard deviation of respondents on technical skills training adopted by business educators in human capital development in secondary schools in Kogi state. The table revealed that item statements 4 and 7 had a mean of 2.68 and 2.65 respectively, indicating that they are highly adopted by business educators. However, item nos 1 – 3, 5 and 6 had their mean ranged from 2.19-2.46 indicating that they were adopted to a low extent.

In addition, the standard deviation values of the seven items ranged from 0.99 – 1.14 which were below 1.50, indicating that the respondents were close to each other in their opinions and that their responses are not far from the mean.

Test of Hypotheses

Hypothesis One

Hypothesis $H0_1$: There is no significant relationship between the age of respondents and their level of human capital development and training on digital literacy skills among secondary school business educators in the technological era.

Table 5: Spearman's Rho **Correlation of Age and** level of human capital development and training

			AGE	**Human Capital Development**
Spearman's rho	AGE	Correlation Coefficient	1.000	-.043
		Sig. (2-tailed)	.	.726
		N	68	68
	Human Capital Development	Correlation Coefficient	-.043	1.000
		Sig. (2-tailed)	.726	.
		N	68	68

The data in Table 5 shows the relationship between Age and level of human capital development and training. Correlation coefficient yielded a non-significant negative very low relationship between Age and level of human capital development and training ($r = -0.043$, $p= 0.726$), implying that the higher Age, the lower the level of human capital development and training.

Hypothesis Two

Hypothesis $H0_2$: There is no significant relationship between the experience of respondents and their level of human capital development and training on digital literacy skills among secondary school business educators in the technological era.

Table 6: Spearman's Rho Correlation of Experience and level of human capital development and training

			Yr experience	**Human Capital Development**
Spearman's rho	YR OF EXPERIENCE	Correlation Coefficient	1.000	.501**
		Sig. (2-tailed)	.	.000
		N	68	68
	Human Capital Development	Correlation Coefficient	.501**	1.000
		Sig. (2-tailed)	.000	.
		N	68	68
**. Correlation is significant at the 0.01 level (2-tailed).				

Data in Table 6 showed the relationship between experience and level of human capital development and training. The correlation coefficient yielded significant positive moderate relationship between experience

and level of human capital development and training (r = -0.501, p= 0.000), implying that the higher experience, the higher the level of human capital development and training. As educator's increases in his work experience, his level of human capital development and training also increases.

Discussion of Findings

This study examined human capital development on digital literacy skills among secondary school business educators in Kogi State across various criteria. The study revealed that the adoption of critical thinking skills among business educators in secondary schools in Kogi State, Nigeria, was found to be limited. This study aligns with Gupta's (2005) research, which identified a deficiency in the cultivation of critical thinking abilities through higher education. The findings of the present study is also consistent with the findings of Coskun and Altinkurt (2016), which indicate that pre-service teachers exhibit an average level of critical thinking dispositions. However, these findings contrast with the results of Ekinci and Ekinci (2017), who reported that teachers possess a high degree of critical thinking disposition.

The importance of providing training and skill development opportunities for educators, particularly in the area of communication skills, cannot be overstated. The results of these studies indicate that certain variables were widely embraced, while others, such as the ability to foster intercultural competence in the workplace and the ability to address barriers to interaction and focus on nonverbal communication for lifelong education, were less prevalent. The study found that business educators in secondary schools in Kogi State have widely embraced communication skills training as a means to enhance the development of human capital. The findings of this study are in contrast with the findings of Ihmeideh et al. (2010), which indicated a lack of formal training sessions in communication skills for class teachers and childhood teachers during their preparation programmes. The findings of this study are also in contrast with those of Ene (2010), who stated it is not uncommon for individuals with a high level of education to frequently misuse terminology. However, the most significant detriment arises from an insufficient understanding of fundamental scientific principles and technologies.

The study also revealed that business educators at secondary schools within Kogi State exhibit a limited degree of engagement in technical skills training, which serves as a potential avenue for bolstering the growth of human capital. In contrast to the findings pertaining to technical skills, Sailer et al. (2020) observed that solely positive attitudes associated with the planning and sharing stages exhibited a correlation with the frequency of digital technology utilisation in educational settings, while Mansur (2020) found that enhancing the quality of the existing education system necessitates equipping instructors with innovative methodologies and proficient technical skills, in this era.

The correlation coefficient yielded a significant positive and moderate relationship between experience and the level of human capital development and training. Higher levels of human capital development and training are associated with greater levels of experience, which can lead to a deeper and more comprehensive mastery of skills and adeptness at navigating changes in technology, industry trends, and business environments, making them more resilient in the face of challenges.

The findings of correlation coefficient analysis suggest that there is a non-significant, negative, and very low relationship between age and the level of human capital development and training. This implies that as age increases, there is a tendency for the level of human capital development and training to decrease slightly, but this relationship is not statistically significant.

Conclusion

Based on the findings of the study, human capital development and training among business educators in Nigeria have far-reaching influence on improved teaching quality, enhanced student learning outcomes, alignment with industry demands, technological integration, professional growth, job satisfaction, and economic development. Investing in the development of business teachers is crucial for fostering a knowledgeable and skilled workforce that can drive Nigeria's economic prosperity. Providing relevant and up-

to-date training programs, updating curriculum content, allocating resources for instructional materials and technology integration, fostering industry partnerships, and supporting teachers with ongoing professional development opportunities are necessary steps to overcome the barriers of low enhancement of human capital development. By doing so, the quality of business subjects can be significantly improved, and students better equiped with the skills and knowledge needed for success in the business world

Recommendation

Based on the findings, the study recommends that

1. Business educators in secondary schools be equipped with the necessary digital literacy skills, understand the pedagogical implications of technology integration, and be capable of leveraging technology to enhance student learning experiences at another level of education and in the world of work.
2. The school administrators should organise regular professional development workshops and training for educators specifically focusing on enhancing critical thinking skills for business educators. These workshops can provide practical strategies and techniques to promote critical thinking in the classroom in order to acquaint students with contemporary pedagogical methodologies, technologies, and entrepreneurial practices and encouraging business educators to model critical thinking in their teaching methods.
3. Showcase demonstrations and success stories of examples from other schools of successful implementation of innovative teaching methods in business subjects. Highlight how these methods led to improved student engagement, learning outcomes, and the overall classroom experience. Real-life success stories can inspire hesitant teachers to give new approaches a try.
4. Peer mentoring should be adopted by secondary schools through the pairing of teachers who are tech-savvy mentors who can share their experiences, address concerns, and provide practical guidance in developing their technical skills and provide hands-on assistance when needed. These mentors should be open to change and innovation, unlike those who are resistant. Gradually integrate new methods into the curriculum, allowing teachers to adapt at their own pace.

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