



Social Media Skills Need of Computer Education Students for Entrepreneurial Engagement in Public Universities in Enugu State

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Abstract

This study determine social media skills need of Computer Education students for entrepreneurial engagement in Public Universities, Enugu State. The study adopted descriptive survey research design. The data analyzed were obtained from 100 students of Computer Education using simple random sampling techniques. The instrument used for data collection was a structured Social Media Skill Questionnaire (SMSQ), consisting of 37 skills items. Cronbach Alpha was used to estimate the reliability of the instrument at 0.92. The data collected were analyzed using mean and standard deviation. The study found that; ten social media skills in digital marketing; eight social media skills in blogging; nine social media skills in online coaching; ten social media skills in networking were needed by students for entrepreneurial engagement. It was recommended among others that lecturers should make use of the findings of this study to equip the students with social media skills needed for entrepreneurial engagement.

Keywords: Technology, ICT, social media skills, entrepreneurial engagement

Introduction

Technology plays an important part in our lives and is recently leading the way for progress. Internet penetrations, emergence of new electronic devices, online social networks, and overall improvements in the area of computing have completely transformed the way we live and communicate. In addition, the internet regularly evaluates our personal, social and vocational roles and gives accelerated development of compact communication devices; devices easily accessible for anyone, anytime, anywhere containing small CPUs processors and many more (Murad, Gul, Changezi, Naz & Khan, 2019).

Information and Communication Technology (ICT) development has been enabling communication between people to become simpler and faster. ICT is defined as a distinct set of technology tools and resources used to communicate, create, disseminate, store and manage information (Victoria, 2012). ICT is technology that supports such activities as gathering, processing, storing and presenting data in various forms. According to Megha (2017), ICT is technology that supports activities involving information; such activities include gathering, processing, storing and presenting data and these activities also involve collaboration and communication. The internet has created the opportunity for social media to thrive.

Social media is a communication platform that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities (Maya, 2019). Social media users

engage themselves through the use of computer, tablet or smartphones via web-based software or web application, often utilizing it for messaging. Social media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and synchronously or asynchronously (Hudson, 2019). Social media are primarily internet-based tools for sharing and discussing information (Fernado, 2012). Social media has its advantages and disadvantages. It contributes to worldwide connectivity, commonality of interest, real-time information sharing, increased news cycle speed, increase in human interaction, education, offering of help, business promotion, awareness creation, crime fight, improvement of business reputation and sales (Charlie, Blake and Claywell, 2018). Social media also present the following disadvantages to students; fake news, causes distraction, depression, cyberbullying and crimes, among others.

Recently, social media has been adopted by business to reach out for customers in addition to its original use which is to interact with family and friends. Individuals use social media to keep in touch with friends and family members, catch fun, fill up spare time etc. Businesses use the platform to find and engage with customers, drive sales through advertising and promotion, respond to both positive and negative feedback, and offering customer service or support (Maya, 2019). Some examples of popular social media platforms include; Facebook, Twitter, WhatsApp, LinkedIn, Instagram, YouTube, Messenger, WeChat,

Tumbler, Qzone, Tik Tok, Sina Weibo, Redddit, Baidu Tieba, Viber, Snapchat, Pinterest, Line, Telegram, Medium etc. According to Vigay (2018), students are the most addicted and attracted people or targeted people by social media websites and applications. This is because they spend more time on these platforms more than others. It is unproductive for students to spend hours every day chatting and looking at funny photos on social media. For effective utilization of social media, students require some level of skills.

Skills are abilities that one possesses. Skills are qualities that can be learned and developed (Martz, 2016). Skill requires some environmental response and situations to assess the level it's being shown and used (Blake, 2013). According to Lua (2021) skills are things that require you to develop a certain level of understanding, productivity or efficiency to claim expertise. Green (2011) defined skill as a personal quality with three key features: productive, expandable, and social. Skills are learned ability to carry out pre-determined results usually with the minimum display of time, energy, or both; Skills can often be divided into domain-general and domain-specific skills; For example, in the domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be useful only for a certain job (Blake, 2013). Social media skill falls into domain-specific and students require this skill to engage them in online business. The level of students' skills in utilizing social media determines student entrepreneurial engagement.

Entrepreneurial engagement is viewed as encompassing opportunity discovery, evaluation and exploitation (Lim, Oh & Clercq 2016). Entrepreneurial engagement can be seen as the study that involves recognizing & seizing opportunities, converting those opportunities into workable ideas and the group of individuals who searches, evaluates, responds and exploits them. Entrepreneurs try to anticipate and act on developments that others will recognize too late. Social media platforms are often considered as useful tools for entrepreneurial engagement (Park, 2017). Park further states that social media offers opportunities to reach target customers and generate new ideas for starting a business. Since building a strong relationship is important for success, entrepreneurs tend to use social media to share information and find better opportunities.

Social networking and computer education have received great attention from many scholars and researchers in this 21st century due to the impact they

have made in modern society. Social media are websites which allow creation of profile and visibility of relationships between users. The importance of social media or networking which should basically be just for communication purposes have in recent time-shifted to becoming a business centre where marketers of various goods and services advertise their products. Students spend most of their time reading online stories and chatting with friends and family on social media but the opportunities that social media offers in contemporary society go beyond that and the students have failed to take other advantages of social media such as creating avenue to market a particular product thereby increasing their financial independence. Students are not utilizing the platform for entrepreneurial engagement and this should be attributed to the students not having the skills needed.

The problem of this study is that many students failed to maximize the opportunities offered by social media platforms such as entrepreneurial engagement for self-reliance. This can be attributed to inadequate skills needed for utilizing social media for entrepreneurial engagement. In bridging this gap, students of Computer Education need to be aware of various enterprises offered by social media. This work is geared toward identifying social media job areas for entrepreneurial engagement for Computer Education Students. Students are expected to be competent in the use of social media in order to be engaged in various social media job opportunities which included but are not limited to the following: digital marketing, blogging, online coaching and mentoring, networking etc. The study therefore specifically, intended to determine:

1. Social media skills need of Computer Education students in digital marketing for entrepreneurial engagement.
2. Social media skills need of Computer Education students in blogging for entrepreneurial engagement.
3. Social media skills need of Computer Education students for online coaching and mentoring for entrepreneurial engagement.
4. Social media skills need of Computer Education students in networking for entrepreneurial engagement.

Research Question

The following research questions were posted to guide the study:

1. What are the social media skills need of Computer Education students in digital marketing for entrepreneurial engagement?
2. What are the social media skills need of Computer Education students in blogging for entrepreneurial engagement?
3. What are the social media skills need of Computer Education students for online coaching and mentoring for entrepreneurial engagement?
4. What are the social media skills need of Computer Education students in networking for entrepreneurial engagement?

Methodology

This study which sought to identify the social media skills need of Computer Education students for entrepreneurial engagement in public universities in Enugu State was carried out as a survey research. The study was carried out among 116 undergraduate students of Computer Education department in University of Nigeria, Nsukka and Enugu State University of Science and Technology. A sample size

of 100 undergraduate students of Computer Education department was used for the study. The researcher used a structured questionnaire with response options of Highly Needed (HN), Average Needed (AN), Needed (N) and Not Needed (NN) as the only instrument for data collection and it was divided into two sections, A and B. Section A captured demographic data with respect to personal data of the respondents and Section B to E presented items on the four research questions. The questionnaire was presented to Computer Education experts for face validation of the instrument. This was administered directly to the respondents by the researcher and research assistants. The responses were collected and analyzed using mean and standard deviation for each item. A criterion mean of 2.5 was adopted as the cut-off point (agreement level) for the item. Consequently, any item that has a mean value of 2.50 and above is required while any item below 2.50 is not required. Cronbach alpha was used to check for reliability of the instrument.

Results

Data collected for the study are presented in Tables 1-5.

Table 1: Mean ratings and standard deviation of responses on the social media skills need of Computer Education students in digital marketing for entrepreneurial engagement.

S/N	ITEMS: Ability to:	(\bar{x})	SD	Remarks
1	promote the products or services of a business/company to the consumers	3.81	0.419	HN
2	build an affiliate link for driving traffic back to a company's website	3.37	0.708	AN
3	make graphic designs to elevate marketing	3.51	0.646	HN
4	improve online marketing sites to increase its visibility for relevant searches	3.52	0.691	HN
5	attract customers using digital marketing interventions	3.49	0.628	AN
6	retain customers using online platform	3.35	0.672	AN
7	sustain clients interest and product needs	3.52	0.542	HN
8	create unique online brand	3.47	0.658	AN
9	create brief post using captivating images	3.38	0.693	AN
10	timely respond to clients enquiries	3.47	0.747	AN
Cluster Details		3.49	0.640	Needed

Table 1 revealed that Computer Education students need the 10 social media skills items in digital marketing for entrepreneurial engagement, since the mean ratings ranged from 3.51-3.81 which are greater than the cut-off point of 2.50 on a 4 rating scale. The standard deviation of the 10 social media skills in digital marketing for entrepreneurial engagement ranged from

0.419 to 0.747 and were less than 1.96. This indicated that the respondents are close to one another in their responses.

The data for answering research question 2 were presented in Table 2.

Table 2: Mean ratings and standard deviation of responses on the social media skills need of Computer Education students in blogging for entrepreneurial engagement.

S/N	ITEMS: Ability to:	(\bar{x})	SD	Remarks
1	create a blog account	3.67	0.589	HN
2	choose a niche and a domain name	3.36	0.662	AN
3	write a good content	3.65	0.557	HN
4	edit photos and images in a blog post in order to create an impact	3.49	0.659	AN
5	share your post with family, friends and on other social platforms	3.29	0.704	AN
6	rank your blog/articles on googles first page towards getting more traffic	3.32	0.740	AN
7	monetize your blog by linking google AdSense to it	3.34	0.755	AN
8	promote products and services using social platforms	3.45	0.730	AN
Cluster Details		3.44	0.674	Needed

Table 2 revealed that Computer Education students need the 8 social media skills items in blogging for entrepreneurial engagement, since the mean ratings ranged from 3.29 -3.67 which are greater than the cut-off point of 2.50 on a 4 rating scale. The standard deviation of the 8 social media skills in digital

marketing for entrepreneurial engagement ranged from 0.557 to 0.755 and were less than 1.96. This indicated that the respondents are close to one another in their responses.

The data for answering research question 3 were presented in Table 3

Table 3: Mean ratings and standard deviation of responses on the social media skills need of Computer Education students for online coaching and mentoring for entrepreneurial engagement.

S/N	ITEMS: Ability to:	(\bar{x})	SD	Remarks
1	choose a niche and a name for the business	3.49	0.665	AN
2	create an offer that people are actually willing to pay and at the same time can't resist.	3.44	0.688	AN
3	keep your attention on your audience in order to provide a great transformation	3.45	0.672	AN
4	choose a price that can sell a coaching offer.	3.22	0.746	AN
5	connect with learners on their favorite social media platforms	3.35	0.722	AN
6	provide online trainings and services to clients	3.34	0.688	AN
7	to provide one-to-one training as well as one-to-many mentoring	3.16	0.817	AN
8	keep learners' attention by sharing value which can be an insight or a tip.	3.22	0.773	AN
9	create social media micro communities to allow learners to share ideas with each other	3.27	0.750	AN
Cluster Details		3.32	0.724	Needed

Table 3 revealed that Computer Education students need the 9 social media skills item in online coaching and mentoring for entrepreneurial engagement, since the mean ratings ranged from 3.16-3.49 which are greater than the cut-off point of 2.50 on a 4 rating scale. The standard deviation of the 9 social media skills in online coaching and mentoring for entrepreneurial

engagement ranged from 0.668 to 0.817 and were less than 1.96. This indicated that the respondents are close to one another in their responses. The cluster mean has a mean 3.49 indicating that the 10 skills are needed in digital marketing.

The data for answering research question 1 were presented in Table 4

Table 4: Mean ratings and standard deviation of responses on the social media skills need of Computer Education students in networking for entrepreneurial engagement.

S/N	ITEMS: Ability to:	(\bar{x})	SD	Remarks
1	choose products you are interested in selling	3.64	0.644	HN
2	search for companies to contact their distributors or up line sponsors	3.38	0.616	AN
3	connect with the target clients	3.47	0.688	AN
4	create groups on social media sites	3.32	0.695	AN
5	use social media metrics (e.g. likes, comments, shares, etc.)	3.23	0.652	AN
6	hold presentations on a particular product in the social media groups you created	3.36	0.630	AN
7	use captivating images of the products and other convincing evidence in the groups	3.49	0.703	AN
8	create referral messaging for inviting customers	3.30	0.745	AN
9	effectively communicate the products and services of a company to clients	3.48	0.659	AN
10	recruit others to purchasing a company's products	3.16	0.735	AN
	Cluster Details	3.38	0.676	Needed

Table 4 revealed that Computer Education students need the 10 social media skills item in networking for entrepreneurial engagement, since the mean ratings ranged from 3.16-3.64 which are greater than the cut-off point of 2.50 on a 4 rating scale. The standard deviation of the 10 social media skills in networking for entrepreneurial engagement ranged from 0.616 to 0.745 and were less than 1.96. This indicated that the respondents are close to one another in their responses.

Discussion

The findings of the study on research question 1 which deals with the social media skills need of Computer Education students in digital marketing revealed that Computer Education students needed the social media skills in digital marketing. The findings are in line with the opinion of Simplilean (2021) that being successful in digital marketing requires the following skills: ability to promote the products or services of a business/company to the consumers, ability to improve online marketing sites to increase its visibility for relevant searches, ability to build an affiliate link for driving traffic back to a company's website, ability to make graphic designs to elevate marketing, ability to create unique online brand, ability to create brief post using captivating images, ability to timely respond to clients' enquiries. This study is also in agreement with the opinions of Joyce (2019) that there are essential skills for digital marketing which include: ability to promote the products or services of a business/company to the consumers, ability to improve online marketing sites to increase its visibility for relevant searches, ability to attract customers using digital marketing

interventions, ability to retain customers using online platform. The opinion of the authors cited above help to increase the validity of the findings in digital marketing by this study.

The findings of the study on research question 2 which deals with the social media skills need of Computer Education students in blogging revealed that Computer Education students needed the social media skills in blogging. The findings are in line with the opinion of Yolanda (2020) that being successful in blogging requires the following skills: ability to choose a niche and a domain name, ability to write a good content, ability to share your post with family, friends and on other social platforms. This study is also in agreement with the opinions of Chris (2020) that there are essential skills in blogging which include: ability to create a blog account, ability to choose a niche and a domain name, ability to write good content, ability to monetize your blog by linking google AdSense to it, ability to promote products and services using social platforms. The opinion of the authors cited above help to justify the findings of this study on the social media skills needed by Computer Education students in blogging for entrepreneurial engagement.

The findings of the study on research question 3 which deals with the social media skills need of Computer Education students for online coaching and mentoring revealed that Computer Education students needed the social media skills for online coaching and mentoring. The findings are in line with the opinion of Morrow (2020) that being successful in online coaching and mentoring requires the following skills: ability to choose a niche and a name for the business, ability to

create an offer that people are actually willing to pay and at the same time can't resist, ability to keep learners' attention by sharing value which can be an insight or a tip. The findings are also in line with the opinion of Kumar (2019) that being successful in online coaching and mentoring requires the following skills: ability to choose a niche and a name for the business, ability to keep learners' attention by sharing value which can be an insight or a tip, ability to create social media micro-communities to allow learners to share ideas with each other. The opinion of the authors cited above help to justify the findings of this study on the social media skills needed by Computer Education students in online coaching and mentoring for entrepreneurial engagement.

The findings of the study on research question 4 which deals with the social media skills need of Computer Education students in networking revealed that Computer Education students needed the social media skills in networking. The findings are in line with the opinion of Samu (2020) that being successful in networking requires the following skills: ability to choose products you are interested in selling, ability to create referral messaging for inviting customers, ability to effectively communicate the products and services of a company to clients, ability to recruit others to purchasing a company's products. This study is also in agreement with the opinions of Nicky (2018) that there are essential skills in networking which include: ability to choose products you are interested in selling, ability to hold presentations on a particular product on social media groups, ability to connect with the target clients, ability to effectively communicate the products and services of a company to clients. The opinion of the authors cited above help to justify the findings of this study on the social media skills needed by Computer Education students in networking for entrepreneurial engagement.

Conclusion

In the context of today's electronic media, social media sites have come to mean individuals, using the internet and web application to communicate in previously impossible ways. Social media sites are fast becoming very popular means of both interpersonal and public communication in Nigeria. A reasonable number of undergraduate students use social media sites but do not have adequate knowledge of basic social media skills for entrepreneurial engagement, hence, they have not been financially independent. Their limited knowledge of basic social media skills, therefore, indicated the need

for imparting the skills needed for making money through social platforms. This study identified the skills needed by Computer Education students for entrepreneurial engagement. The study made contributions to knowledge and skill requirement by identifying 37 social media skills need of Computer Education students for entrepreneurial engagement. Based on this, it is instructive to note that lectures and other students' instructors, have to take good measures to ensure that they (student) are made to be aware of how they use the social platforms to generate income.

Recommendations

Based on the findings drawn from this study, the researcher has made the following recommendations:

1. Tertiary institutions should organize a seminar to enlighten students on the too-good aspects of using social platforms as media of commerce. This can be done by exposing students to the importance of social media in the creation of self-employment.
2. Curriculum planners should be requested by the Ministry of Communication Technology to integrate the findings of this study in Computer Education courses to help the students acquire skills in social media.
3. The government should direct lecturers to make use of the findings of this study, integrate it to the programme of Computer Education in order to prepare the students towards being financially independent.
4. Computer Education students should use the findings of this study to seek for social media skills for entrepreneurial engagement.

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