Businnes Owners Perception of Social Networking Skills Needed by Computer Education Graduates for Enterprise Management in Nigerian Organizations

Eze Blessing Ngozi, B.I. Onah and Ezenma Chimezie Benard
Department of Computer and Robotics Education, Faculty of Vocational and Technical Education, University of Nigeria, Nsukka, Nigeria

Abstract: The study is focused on determining the social networking skills needed by computer education graduates for enterprise management in Enugu state. The study adopted a survey research design. The population for the study was 75 respondents comprising 27 computer education lecturers, 25 enterprise managers and 23 computer education graduates randomly selected. Total population sampling was used. The instrument used for data collection was a structured questionnaire developed by the researcher. About 50 items multiple choice question with five options lettered was developed on social networking skills. The reliability index of 0.94 was established using Cronbach α for internal consistency of the social networking skills. The research assistance involved in administering the instruments was briefed by the researcher. Data collected was analyzed using mean and standard deviation and Analysis of variance (ANOVA) to test the 5 null hypothesis formulated to guide the study at 0.05 level of significance with the aid of Statistical Package for Social Science (SPSS) Version 22. Data analyzed revealed that social networking skills are needed by computer education graduates for enterprise management. Furthermore, the findings on hypothesis tested revealed that there was no significance difference between the mean scores of computer education lecturers, enterprise manager and computer education graduate it was therefore, concluded that social networking skills is needed by computer education graduates for enterprise management. It is recommended that the government should involve in the provision of the equipment and facilities to give more opportunity to students to learn skills. They should also provide stable power supply to enable the teacher to teach with the facilities. There should be adequate efforts by the government and its

Corresponding Author:
Eze Blessing Ngozi
Department of Computer and Robotics Education, Faculty of Vocational and Technical Education, University of Nigeria, Nsukka, Nigeria

relevant agencies to provide framework that will ensure timely and constant in-service training to computer lecturers and instructors in order to keep updating the required skills for instructional delivery.

INTRODUCTION

In today's world, it is undeniable that communication plays an important role in impacting our culture, economy and the world as a whole. Communication is a powerful force in the world of today and their usefulness to humankind and society goes beyond the ritual of information exchange to political, economics, religious and educational realms of the society. Communication can be done through networking that is why Hoang, said that networking simplified the processes of communication because of its simplicity, economical and easier nature.

Networking is the practice of connecting two or more computing devices with each other for the purpose of sharing data. Networking is also an exchange of information or services among individuals, groups, institutions and establishment. In the same vein, Soh[1], described networking as an activity by which employees obtain information about new work ideas. Networking in the context of this study is simply the connection of computing devices for information exchange between computer education students while the sharing /exchange of the information is referred to as social networking.

However, social networking is the use of dedicated websites and applications to interact and communicate with other users and to find people with similar interests and needs. Social networking is also the use of internet-based social media programs to make connections with friends, family, classmates, customers and clients. The author further explained that social networking is social structure of nodes that represent individuals (or organizations) and the relationships between them within a certain domain. The authors in the same vein buttress that Social networks are usually built based on the strength of relationships and trust between the members (nodes). Social networks have chains of persons in which specific service or support is provided to a person and also expected from the person to provide them with such kind of support[2]. Social networking in the context of this study is the process of connecting with computer education students often through networking sites popularly known as social media.

Social networking site (Social media, social networking site or social networking service) is a platform that build social relations among people who share similar personal and career interests, activities, backgrounds or real-life connections[3]. Social networking services are computer-mediated tools that allow people, companies and other organizations to create, share or exchange information, career interests, ideas and pictures/videos in virtual communities and networks. Boyd and Ellison[3] defined social network sites as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system. Social media comprises of activities that involve socializing and networking online through words, pictures and videos. Kaplan and Haenlein[4] defined social media as a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 that allows the creation and exchange of user-generated content. It depends on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss and modify user-generated content. In line with this, Sherwin[5] stated that social media introduced substantial and pervasive changes to communication between organizations, communities and individuals. Social media's most distinctive aspects are that it has the potential to transform from a way of pushing content outward to a way of inviting conversation of exchanging information and of invoking unparalleled individual, industrial, societal and even global changes. The availability of high speed internet broadband connection with massive use of desktop computer, laptops, e-Readers, Facebook, YouTube and smart phones enables millions of people to actively engage in social media, text messaging, content sharing, online-learning and much more[5].

Furthermore, social media is the future of communication, a countless array of internet-based tools and platforms that increase and enhance the sharing of information[2]. This new form of media makes the transfer of text, photos, audio, video and information in general increasingly among internet users. Social media has relevance not only for regular internet users but for business as well. Social platforms like Twitter, Facebook, linked in and Whatsapp have created online communities where people can share as much or as little personal information as they desire with other members. Chamlee-Wright and Mayers[6], opined that Social media is the collection of digital media and technologies that enables users to exchange information and individually or jointly design media content. In the context of this study social media is a place or platform where computer education student's share or exchange information. For a someone to access the social media the person must possess the social networking skills.

Social networking skills are those abilities that are needed for the exchange of information in a social platform[7]. Social networking skills are those abilities that

help in the exchange of information in social platform. Social networking skills in the context of the study are those abilities that are needed by computer education graduates to be a social media professional for enterprise management. This will help to develop a business or get employment that involves social networking. In other to achieve the aim of developing a business via social media, there is need to acquire the skills.

Skills is the expertness, practical ability and dexterity and fact possessed by an individual. Osinem[8], opined that skills are an individual's capacity to control elements of behavior, thinking and feelings within specified context and within particular test domains. The researcher explained that skills can be referred to as those series of learned activities/acts required simultaneously or sequentially that can direct pattern of mental and physical activity in relation to an object or other display of information, usually involving both preceptor and effectors process. 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. Certain environmental stimuli and situations are required for the assessment of level of skill display and usage. Skill is widely regarded as a focus for analytical research and as a core object for policy interventions in the modern global high-technology era. Skills in respect to this study are those practical abilities that computer education graduates acquire for enterprise management.

Enterprise management is the field of organizational development that supports organizations in managing integrally and adapting themselves to the changes of a transformation. According to Kazilan *et al.*[9], enterprise management is a way of thinking, communicating and working, supported by an information system that organizes enterprise's resources in a direct relationship to the leadership's vision and the mission, strategy, goals and objectives that move the organization forward. Enterprise management also provides a 360° view of the organization's collective efforts with the process of organizing, planning, leading and controlling resources within an entity with the overall aim of achieving its objectives.

In order words, the practice of enterprise management enables business managers make effective and efficient coordination, veritable decisions and resolve issues for the benefit of their organizations. Overtoom said that enterprise management enables the optimum use of resources through meticulous planning and control at the workplace. The researcher further explained that enterprise management gives a sense of direction to the employees and this implies that individuals are well aware of their roles and responsibilities in the organization. In the context of this study enterprise management is the art that enables computer education graduates make effective and efficient decisions for the benefit of their organizations. In enterprise management there are social networking skills that are needed by computer education graduates. The social networking skills according to Dominique[10] include: communication skills, creativity skills, analytical skills, decision-making skills and time management skills.

Analytical skill is the ability to visualize, articulate, conceptualize or solve both complex and uncomplicated problems by making decisions that are sensible given the available information. Such skills include demonstration of the ability to apply logical thinking to breaking complex problems into their component parts. Richards, explained that thinking analytically is a skill like carpentry or driving a car. It can be taught, it can be learned and it can improve with practice like many other skills such as riding a bike, it is not learned by sitting in a classroom and being told how to do it. Analysts learn by doing. To test for analytical skills, one might be asked to look for inconsistencies in an advertisement, put a series of events in the proper order or critically read an essay. Analytical skills are the ability to collect, gather, visualize and analyze information in details[11]. They include also the ability to see a problem or situation from different points of view. Organizations visualize and solve problem when interacting with customers online. Analytical skills allow individual to solve complex problems by making decisions in the most effective way.

Decision-making skills process is a consultative affair done by a comity of professionals to drive better functioning of any organization[11]. Therefore, decision-making is a continuous and dynamic activity that pervades all other activities pertaining to the organization. Since it is an ongoing activity, decision-making process plays vital role in the functioning of an organization. Drucker, further said that decision-making is regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities the act or process of deciding something especially with a group of people either by holding a meeting with them or interacting with them online. Every decision-making process produces a final choice; it may or may not prompt action. Decision-making is the process of identifying and choosing alternatives based on the values and preferences of the decision-maker.

Decision-making is an integral part of modern enterprise management[11]. Essentially, rational or sound decision-making is taken as primary function of management. Every manager takes hundreds and hundreds of decisions subconsciously or consciously making it as the key component in the role of a manager. Decisions play important roles as they determine both organizational and managerial activities. Decision-making

process is continuous and an indispensable component of managing any organization or business activities. Decisions are made to sustain the activities of all business activities and organizational functioning. Decisions are made at every level of management to ensure that organizational or business goals are achieved[12]. Furthermore, the decisions make up one of core functional values that every organization adopts and implements to ensure optimum growth in terms of services and products offered.

Time management is the act of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity[13]. Good time management enables you to work smarter not harder so that you get more work done in less time, even when time is tight and pressures are high. The researcher's further state that failing to manage your time damages your effectiveness and causes stress. Time management refers to the way that you organize and plan how long you spend on specific activities[13]. Time management skill is the ability of organizing and planning how to divide your time between specific activities[12]. Good organizational and time management skills can help you to get your projects done on time an essential skill for the workplace. While it seems that some people are naturally organized, many others have to actively work at it. A smart business owner will give employees the tools that they need for proper time management.

Furthermore, social networking plays a vital role in enterprise management and creating relationships with customers. With limited barrier to entry, enterprises are beginning to use social networking as a means of communication and decision-making, among others. Unfortunately, many enterprise struggles to use social networking owing to lack of basic rules and strategy guiding its use. Without a basic understanding of the advantages of social networking and how to use it to engage customers, countless opportunities are missed. The research aims to determine the social networking skills needed by computer education graduates for enterprise management in other to make them to be self-employed and reduce unemployment rate. All this social networking skills discussed above is the abilities that graduate of computer education are required to possess.

Computer education is a programme of studies that is based on acquiring the basic computer knowledge, ideas, skills and other competencies, so as to understand the basic terminologies, weaknesses of computers, potentialities of computers and how computers can be used to solve everyday problems[14]. Computer education is designed to build familiarity with one of the most ubiquitous technologies of the 21st century. Computer education is the process of learning or teaching about computers. Computer education is the process of acquiring the basic computer knowledge, ideas, skills and other competencies, so as to understand the basic of computer[14]. Computer education in the context of this study is a programme of studies that is design to equip the learners with relevant computing, knowledge, skills needed to succeed in the world of work. Computer education is a course that is studied by computer education graduates.

Computer education graduate refers to someone who has completed the requirements of an academic degree in computer education. In the context of this study, computer education graduate is a person who has successfully completed a course of study or training, especially a person who has been awarded an undergraduate or first academic degree in computer education in the university or similar tertiary institution.

University is an institution of higher or tertiary education and research which grants academic degrees in various subjects. The mandate of university is to provide training and carrying output an applied research by Onah[14]. Institutions are important structures that provide the incentives for different types of economic activity. Good affiliation with an academic department and disciplines in accordance with culture is supportive for employment and it will help in social networking[15]. Institutes constitute a vehicle for direct commercialization of networking and are source of better interaction among the employees. University in the context of this study is the level of education after secondary education that offers computer education courses. The people that teach in the university are referred to as lecturer.

Therefore, a lecturer is a person that holds an open ended, tenure-track or tenured position at a university or similar institution and is often an academic at an early career stage that teaches, conducts research and leads research. A lecturer is someone who stands up in front of a class and gives an organized talk designed to teach something to the students. A lecturer in the context of this study is a person who gives lectures, especially as an occupation at a University or College of Higher Education. A lecturer cannot alone determine the networking skills needed by computer education graduates but also with the help of enterprise manager.

An enterprise manager is a person who manages or is in charge of something. Managers can control departments in companies or guide the people who work for them. Managers must often make decisions about things. A manager often has a staff of people who report to him or her. In the context of this study an enterprise manager is an individual who is in charge of a certain group of tasks or a certain subset of a company. An enterprise manager needs to utilize social networking skills in the performance of his/her day to day office operations for the benefit of the organization and also to

satisfy the customers. From the forgoing, it presupposes that social networking skills has the potential for building companies in a more efficient and effective way of meeting the demands of the customers. Consequently, with the increase use of information technology and social networking skills in enterprises, it would be needful to determine the abilities of computer education graduates towards the use of social networking in the enterprise management in Enugu state.

Statement of the problem: Social networking is gaining significant importance in the business and education sectors. According to research, 51% of people using Facebook or Twitter for business purposes at the working place, compared to 19% in 2009. Today companies and marketers are constantly monitoring the customers' brand attitude change taking into account the rapid spread of social media and the rising number of user's and companies. Presently, companies are trying to predict their future sales and behavior towards consumers and respectively toward competitors and thereby improving their marketing communications and optimizing the advertising and persuading campaigns with tools that do not necessarily require the investment of a lot of money. These feet can only be achieved with the help of people that possess sound social networking skills. The number of graduates which computer education produce are part of labour market, thus far the availability of jobs is less than that of the graduates in the labour market. Nigeria's unemployment rate was recorded at 13.3% in second quarter of 2016 of which computer education graduates is part of. It is based on this that this study is undertaken to close the gap in determining the social networking skills needed by computer education graduates for enterprise management, so that, they will be self-employed after graduation and also reduce the percent of unemployed graduate.

In addition, the rate at which businesses fail in Nigeria and inability of the management to develop policies for solving the problem of businesses have been responsible for reduced profitability of enterprises. Indeed, nothing weakens organizations more than when management develops poor attitude to enterprise management. Experiences show that the poor attitude of the government to creating conducive environments for business, inadequate planning, not keeping in touch with customers and lack of leadership traits may have reduced the chances of survival of many small-scale enterprises[16]. Enterprise management with appropriate social networking skills could assuage these problems and enhance profitability of businesses in Nigeria. With social networking at the center stage of business activities, the need for proper acquisition of skills, utilization and application lie with expert guidance. It is against this backdrop that this study is undertaken to determine the social networking skills needed by computer education graduates for successful enterprise management.

Purpose of the study: The main purpose of the study is to find out the social networking skills needed by Computer Education graduates for enterprise management. Specifically, the study sought to determine: the analytical skills needed by computer education graduates for enterprise management:

• The decision-making skills needed by computer education graduates for enterprise management
• The time management skills needed by computer education graduates for enterprise management

Significance of the study: The findings of this study will be of great importance to all curriculum developers in computer education program, computer education lecturers, enterprise managers/employers, the federal and the state ministries of education, researchers and computer education students. Curriculum developers will benefit from the findings of this study as such findings would be used for curriculum enhancement. Curriculum developers will thus hinge on the outcome of the research work as impetus to revise the existing computer education curriculum with a view to corporate needed social networking skills in the curriculum. Such revision will enhance and update the computer education curriculum and ensure that contemporary work practices are synchronized with provisions in the curriculum for effective delivery.

The findings will benefit computer education lecturers as it would enable them to make use of necessary instructional materials to use to impart knowledge on the social networking skills. This will advance knowledge acquisition and effectiveness of computer education graduates in enterprise management. Existing lecturers will take advantage of new discoveries to be trained and retrained, so that, they will be able to understand and utilize social networking skills.

The findings will be of benefit to the enterprise managers/employers as it would enable them to know how to treat customers and also motivate them to recruit qualified graduates that will make use of these social networking skills for the growth of the organization.

The findings will enable computer education graduates to be grounded with social networking skills and also enable them to work in any registered business enterprise that are using online platform in their business thereby handling enterprise challenges and problems effectively.

The federal and state ministries of education will also benefit from the findings of the study. The findings will create awareness to the federal and state ministries on the social networking skills needed by computer education graduates, so that, they can provide the necessary equipment and facilities needed during teaching and learning. The findings will also motivate them to recruit qualified lecturers that will impart these social networking skills.

It also hoped that the finding of this study will be significant enough to justify the need to create flexible learning situation that will give students the opportunity to learn and progress at their own pace thus helping both the low and fast learner to succeed. It hoped that the finding of this study will substantiate the basis of recognizing and reinforcing behaviors by computer educators for better learning outcomes which is the trust of connectionism theory.

Lastly, it is hoped that the finding of this study will be significant enough to justify the basis for encouraging students to develop problems and solution based on their learning experience. It is also expected that the findings will justify the need why computer educators need to guide students to seek out solutions using past and present experiences which is the hallmark of constructivist theory of learning.

Research question:
- What are the analytical skills needed by computer education graduates for enterprise management?
- What are the decision-making skills needed by computer education graduates for enterprise management?
- What are the time management skills needed by computer education graduates for enterprise management?

Hypothesis
- H_{O1}: there is no significance difference in the mean ratings of computer education lecturers, computer education graduates and enterprise managers on the analytical skills needed by computer education graduates for enterprise management
- H_{O2}: there is no significance difference in the mean ratings of computer education lecturers, computer education graduates and enterprise managers on the decision-making skills needed by computer education graduates for enterprise management
- Ho_3: there is no significance difference in the mean ratings of computer education lecturers, computer education graduates and enterprise managers on the time management skills needed by computer education graduates for enterprise management

Scope of the study: The study is delimited to three universities in Enugu state namely University of Nigeria, Nsukka, Enugu state, University of Science and Technology and Godfrey Okoye University. These Universities offer computer education programme. This study is also delimited to the lecturers in the three universities that offer computer education programme, all the enterprise managers in the related registered enterprise in Enugu state and computer education graduates that works in the enterprise.

The study is further delimited to the social networking skills and enterprise management such as communication skills, creativity skills, analytical skills, decision-making skills and time management skills.

MATERIALS AND METHODS

Design of the study: This study adopted a survey research design. Survey research design as stated by Ali is one in which the group is studied by collecting and analyzing data from a sample considered as a representative of the population or the entire population when not too large to be managed and comparing what is obtained with the predetermined standards. Osuala also pinpointed that survey research deals with both large and small population to discover the relative incidence, distribution and interrelations of sociological and psychological variables.

Area of the study: The study was carried out in Enugu state of Nigeria. Enugu state is chosen for this study because it has tertiary institutions where computer education programmes are offered and it also has registered business enterprise that are using online platform in their business. Secondly, the state has the characteristics of an economically viable economy that is open to job seekers and because of the presence of the companies, other related/service industries and commercial businesses has been established in the state. Therefore, the state has both large-and small-scale business organizations and public organizations for graduates of computer education.

Population for the study: The population for the study was 75 respondents comprising 27 computer education lecturers, 25 enterprise managers and 23 computer education graduates that work in the enterprises that are using online platform in their business and 35 enterprise managers in registered companies in Enugu state. The entire population was studied.

Sample and sampling technique: Total population sampling was used. However, the entire population

includes all the computer education lecturers in the three universities that offer computer education programme, all the related registered enterprises managers in Enugu state and the computer education graduates that work in the enterprises.

Instrument for data collection: A structured questionnaire titled "social networking skills needed by computer education graduates for enterprise management questionnaire" was used for data collection. The questionnaire was developed by the researcher through review of available literature on social networking skills required of computer education graduates for enterprise management. The questionnaire is divided into two parts. Part one elicited respondent bio data while the second part is divided into five sections A-E. Section "A" contains 8 items which relate to communication skills, section "B" contains 12 items which relate to creativity skills, section "C" contains 10 items which relate to analytical skills, section "D" contains 5 items which relate to decision-making skills while section "E" contains 15 items which relate to time management skills needed by computer education graduates for enterprise management in Enugu state, respectively. The 50 items questionnaire has 5 point rating scale as following:

- Very Highly Needed (VHN) ... 5 points
- Highly Needed (HN) ... 4 points
- Needed (N) ... 3 points
- Fairly Needed (FN) ... 2 points
- Not Needed (NN) ... 1 points
- Validation of instrument

The instrument was validated by 3 experts from the department of Computer and Robotics Education, University of Nigeria, Nsukka and 2 managers from registered enterprises in Enugu state. Each expert was served with a copy of the instrument and was requested to read through each item for the purpose of identifying lack of clarity or ambiguous statement and proffer suggestion for improving the instrument in order to meet the objectives of the study. The comments and inputs of the experts were used to improve in the final copy of the instrument.

Reliability of the instrument: The Cronbach alpha method was used to determine the internal consistency of the items in the instrument. It was obtained by administering 15 copies of the questionnaire to 8 Computer Education Lecturers of Nnamdi Azikiwe University Awka in Anambra state and 7 enterprise managers in Anambra state which is not part of the population for the study. The data obtained was analyzed

by finding the variance of each item in the instrument, variance of the entire instrument and the total number of items in each section of the instrument. The data were used to calculate the alpha coefficient and the result obtained was 0.84. According to guidelines by Sekaran, a coefficient of 0.6 is considered to be poor, 0.7 is acceptable while 0.8 is good. The result (0.94) is good because it is >0.8. The choice of Cronbach alpha coefficient method is based on the fact that the questionnaire is multiple response type.

Method of data collection: The questionnaire was administered by the researcher with the help of three research assistants who have been briefed on the details regarding the administration of the instrument. The researcher and the research assistants administered the instrument to the respondents and collected the completed instrument at the interval of 1-3 days. This interval is necessary in order to give sufficient time to the respondents to respond to the instrument.

Method of data analysis: The data collected from the study was analyzed using the mean and standard deviation for answering the six research questions, ANOVA statistic was used to test the five null hypothesis at $\alpha = 0.05$ level of significance using SPSS (statistical packages for social science). Any item with a mean rating of 3.00 and above was regarded as needed while any item with a mean rating <3.00 was regarded as not needed. The standard deviation was used to determine the closeness or otherwise of the opinions of the respondents from the group mean. Any hypothesis whose significance "sig (2-tailed)" level is less than or equal to the stated 0.05 level of significance, the null hypothesis was rejected but if significance "sig (2-tailed)" level is >0.05 level of significance, the null hypothesis was accepted.

RESULTS AND DISCUSSION

Research question 1:
- What are the analytical skills needed by computer education graduates for enterprise management?
- To answer this research question, data collected from the analytical skills on items (1-10) were analyzed and presented in Table 1

The data presented in Table 1 showed that the mean ratings of the response of the respondents on the 10 identified items relating to analytical skills had mean ranging from 3.33-3.83 which are all greater than the cut-off point of 3.00 on a 5 rating scale. The standard deviation values for the 10 items ranged from 0.50-0.70

Table 1: Mean and standard deviation of items on analytical skills needed by computer education graduates for enterprise management

Items	$\bar{X}$	SD N = 75	Decision
1. Ability to work with large quantities of statistical data and convert it into understandable results to post to online customers	3.70	0.58	Needed
2. Ability to and handle problem resolutions with tact and appropriateness on social media platform	3.83	0.68	Needed
3. Ability to identify efficient ways to address a variety of tasks and complete them in a time efficient manner when using social media	3.33	0.50	Needed
4. Ability to track record , collecting and analyzing information and implementing actions with a view to meet goals in social media platform	3.67	0.61	Needed
5. Ability to scrutinize complex work processes and streamlining them for increased output	3.61	0.64	Needed
6. Ability to perform crises intervention activities and managing problems in a calm and tactful manner in social media platform	3.73	0.70	Needed
7. Ability to effectively handle intricate project details by employing keen screening abilities when dealing with online customers	3.68	0.70	Needed
8. Ability to have the knowledge of using a variety of tools and procedures for the purpose of handling quantitative analysis	3.51	0.53	Needed
9. Ability to ability to create steps for the purpose of implementing complicated processes when using social media	3.73	0.57	Needed
10. Ability to report skills with a view to chart down information to emit effectiveness of an event or project on social media platform	3.66	0.65	Needed

X = Mean; SD = Standard Deviation; N = Number of the respondents

Table 2: Mean and standard deviation of items on decisions-making skills needed by computer education graduates for enterprise management

Items	$\bar{X}$	SD N = 75	Decision
1. Ability to work with large quantities of statistical data and convert it into understandable results to post to online customers	3.71	0.76	Needed
2. Ability to and handle problem resolutions with tact and appropriateness on social media platform	3.74	0.66	Needed
3. Ability to identify efficient ways to address a variety of tasks and complete them in a time efficient manner when using social media	3.26	0.60	Needed
4. Ability to track record, collecting and analyzing information and implementing actions with a view to meet goals in social media platform	3.95	0.59	Needed
5. Ability to work with large quantities of statistical data and convert it into understandable results to post to online customers	3.71	0.76	Needed

X = Mean; SD = Standard Deviation; N = Number of the respondents

which showed that the respondents were not far from one another in their responses and that their responses were not far from the mean. Hence, analytical skills are needed by computer education graduates for enterprise management.

Research question 2:
• What are the decisions-making skills needed by Computer Education graduates for enterprise management?

To answer this research question, data collected from the decisions-making skills on items (1-5) were analyzed and presented in Table 2.

The data presented in Table 2 showed that the mean ratings of the response of the respondents on the 10 identified items relating to decision-making skills had mean ranging from 3.26-3.95 which are all greater than the cut-off point of 3.00 on a 5 rating scale. The standard deviation values for the 10 items ranged from 0.59-0.76 which showed that the respondents were not far from one another in their responses and that their responses were

not far from the mean. Hence, decision-making skills are needed by computer education graduates for enterprise management.

Research question 3:
• What are the time management skills needed by Computer Education graduates for enterprise management?

To answer this research question, data collected from the time management skills on items (1-15) were analyzed and presented in Table 3.

The data presented in Table 3 showed that the mean ratings of the response of the respondents on the 15 identified items relating to time management skills had mean ranging from 3.49-4.17 which are all greater than the cut-off point of 3.00 on a 5 rating scale. The standard deviation values for the 15 items ranged from 0.55-0.86 which showed that the respondents were not far from one another in their responses and that their responses were not far from the mean. Hence, time management skills are needed by computer education graduates for enterprise management.

Table 3: Mean and standard deviation of items on time management skills needed by computer education graduates for enterprise management

Items	$\overline{X}$	SD N = 75	Decision
1. Ability to audit how time is spent on social media platform	3.77	0.69	Needed
2. Ability to avoid excessive small talk with co-workers on social media platform	4.15	0.85	Needed
3. Ability to avoid procrastination on social media platform	3.55	0.61	Needed
4. Ability to break broader goals into smaller parts and focusing on one step at a time on social media platform	3.56	0.79	Needed
5. Ability to break up projects into manageable parts on social media platform	3.56	0.65	Needed
6. Ability to create daily, weekly and monthly "to do" lists on social media platform	3.66	0.65	Needed
7. Ability to create schedules on social media platform	3.55	0.55	Needed
8. Delegating more routine tasks to lower level staff on social media platform	3.72	0.65	Needed
9. Ability to prioritize a list of projects and focusing on higher value tasks with more immediate deadlines on social media platform	3.62	0.81	Needed
10. Ability to multitask and shift smoothly from one task to another when using social media	3.71	0.69	Needed
11. Ability to allocate time for specific tasks	3.73	0.59	Needed
12. Ability to analyze processes and selecting the simplest way to accomplish a task on social media platform	3.65	0.76	Needed
13. Ability to ask for help when overwhelmed with demands on social media platform	3.83	0.56	Needed
14. Ability to say no to inappropriate demands that distract from central duties on social media platform on social media platform	3.49	0.86	Needed
15. Ability to attack more complex tasks when you have the highest energy and sharpest concentrations	4.11	0.57	Needed

X = Mean; SD = Standard Deviation; N = Number of the respondents

Table 4: Summary of analysis of variance for test of significance between the computer education lecturers, computer education graduates and enterprise managers in analytical skills

Groups	Sum of squares	df	Mean square	F-values	Sig.
Between groups	0.14	2	0.07	2.66	0.08
Within groups	2.07	79	0.03		
Total	2.21	81			

Table 5: Summary of analysis of variance for test of significance between the computer education lecturers, computer education graduates and enterprise managers in decision-making skills

Groups	Sum of squares	df	Mean square	F-values	Sig.
Between groups	0.29	2	0.15	2.68	0.08
Within groups	4.27	79	0.05		
Total	4.56	81			

Testing of hypothesis:

- Ho_1: there is no significance difference (p<0.05) in the mean ratings of computer education lecturers, computer education graduates and enterprise managers on the analytical skills needed by computer education graduates for enterprise management

To answer this hypothesis, data collected from all the 10 items were analyzed and presented in Table 4. Table 4 shows that F-calculated value for the groups are 2.66 with a significance of F at 0.08 which is >0.05. Hence, the null hypothesis was therefore accepted at 0.05 level of significance. With this result there is no significant difference between the mean ratings of computer education lecturers, computer education graduates and enterprise manager on the analytical skills needed by computer education graduates for enterprise management:

- H_{O2}: there is no significance difference (p<0.05) in the mean ratings of computer education lecturers, computer education graduates ad enterprise managers on the decision-making skills needed by computer education graduates for enterprise management

To answer this hypothesis, data collected from all the 5 items were analyzed and presented in Table 5.

Table 5 shows that F-calculated value for the groups are 2.68 with a significance of f at 0.08 which is >0.05. Hence, the null hypothesis was therefore accepted at 0.05 level of significance. With this result there is no significant difference between the mean ratings of computer education lecturers, computer education graduates and enterprise manager on the decision-making skills needed by computer education graduates for enterprise management:

- Ho_3: there is no significance difference (p<0.05) in the mean ratings of computer education lecturers, computer education graduates and enterprise managers on the time management skills needed by computer education graduates for enterprise management

To answer this hypothesis, data collected from all the 15 items were analyzed and presented in Table 6. Table 6 shows that F-calculated value for the groups are 2.130 with a significance of F at 0.126 which is >0.05.

Table 6: Summary of analysis of variance for test of significance between the computer education lecturers, computer education graduates and enterprise managers in time management skills

Groups	Sum of squares	df	Mean square	F-values	Sig.
Between	0 .18	2	0 .09	2.13	0.13
Within	3.36	79	0.04		
Total					

Hence, the null hypothesis was therefore accepted at 0.05 level of significance. With this result there is no significant difference between the mean ratings of computer education lecturers, computer education graduates and enterprise manager on the time management skills needed by computer education graduates for enterprise management.

Analytical skills needed by computer education graduates for enterprise management: The data presented in Table 1 provided answer to research question 1. The findings revealed that the mean score for analytical skills is >3.00 which mean that it's needed by computer education graduates. Analysis of variance was used to test the third hypothesis; Table 4 shows that (F = 2.66) with a significance of F at (0.08) and confidence level of 0.05 thus indicating that there was a no significance difference between the response of computer education graduates, computer education lecturer and enterprise manager the implication of this finding is that analytical skills is needed by computer education graduates for enterprise management. The finding is similar to the view by Kazilan etc. which said that analytical skills helps practitioner identify community problem, plan intervention and conduct evaluation and Analytical skills also allow an organization to solve complex problems by making decisions in the most effective way. That is when analytical thinking became one of the crucial skills in the workplace with a vital role in every type of business field. To achieve that you have to be able to gather and analyze information about company's current position and to build a plan and strategies for business developing. If you do not possess strong analytical skills, it would be a mission impossible. Decision-making skills needed by computer education graduates for enterprise management.

The data presented in Table 2 provided answer to research question 2. The findings revealed that the mean score for decision-making skills is >3.00 which mean that it's needed by computer education graduates. Analysis of variance was used to test the fourth hypothesis; Table 5 shows that (F = 2.68) with a significance of F at (0.08) and confidence level of 0.05, thus, indicating that there was a no significance difference between the response of computer education graduates, computer education lecturer and enterprise manager the implication of this finding is that decision-making skills is needed by computer education graduates for enterprise management. The finding is similar to the view of

Mintzberg and Raisinghani[17] which reported that the approach to governance leads managers in each sector to experience different demands and expectations which are apt to influence their decision-making. Each sector's role calls for dealing with users and clients in different ways which may also influence how decisions are made. According to Mintzberg and Raisinghani[17] strategic decision has lasting effects and high visibility in an organization. This can be in different forms such as responding to direct messages or posting your own, starting a discussion on Twitter or sharing relevant information. The best way to interact with consumers on a daily basis is to keep them interested. This can be done by posting visual updates in the form of images or short video clips, re-tweeting useful content to your followers, creating new groups and communities, posting questions or updating your audience with your latest blog content. Decisions are made at every level of management to ensure that organizational or business goals are achieved. Furthermore, the decisions make up one of core functional values that every organization adopts and implements to ensure optimum growth in terms of services and products offered.

Time management skills needed by computer education graduates for enterprise management. The data presented in Table 3 provided answer to research question 3. The findings revealed that the mean score for time management skills is >3.00 which mean that it's needed by computer education graduates. Analysis of variance was used to test the fifth hypothesis; Table 6 shows that F = 2.13 with a significance of F at (0.13) and confidence level of 0.05, thus, indicating that there was a no significance difference between the response of computer education graduates, computer education lecturer and enterprise manager the implication of this finding is that time management skills is needed by computer education graduates for enterprise management. The finding is similar to the view by Greve which said that good organizational and time management skills can help you to get your projects done on time an essential skill for the workplace. While it seems that some people are naturally organized, many others have to actively work at it. A smart business owner will give employees the tools that they need for proper time management. Anyakoha and Eluwa[18], itemize the advantages of time management. According to them, time management minimizes waste of time and leads to the accomplishment of greater work. Helps to establish a routine for household

task and finally, reduces indecision or work in the use of time and other resources, so as to reach goals. In addition, effective time management ensures full coordination of all component units of a system and ensures that all available time are utilized judiciously. While it is well appreciated that time management is gaining recognition in enterprise settings.

CONCLUSION

Social networking skills include communication skills, creativity skills, analytical skills, decision-making skills and time management skills. With digital empowerment, learners will gain new abilities and ways to participate and express themselves in a networked information technology driven society. Being digitally empowered is likely to influence graduate's future pathways, since, it is generally considered to be an essential requirement for access to the desirable labour market. It is imperative to state that computer students in Nigeria University and Enugu state in particular are not well grounded on social networking skills. To achieve effective social networking skills among computer education graduates, the lecturers should empower the students in content, training and application of digital technologies for learning.

Therefore, the study outlined the social networking skills needed by computer education graduates for enterprise management. The study found out that the computer education lecturers, computer education graduates and enterprise managers agreed that social networking skills are needed by computer education graduates for enterprise management. Based on these findings the study concluded that social networking skills should be integrated into the curriculum of computer education in Enugu state Nigeria, so that, when they graduates they will be employed.

IMPLICATIONS

The findings of this study have far reaching implication for effective management of enterprises in Enugu state. The study found out that social networking skills are important in improving computer education graduates in management of an enterprise. The implication of this study to curriculum planners is that they should develop appropriate curriculum, they should include social networking skills in the curriculum, so that, students will get the skills before they graduate.

Having found out that social networking skills are important in management of an enterprise. There is also need for computer education lecturers to teach the students the social networking skills that is needed for enterprise management so that they will be well informed before they graduate. Moreover, the findings that emerged from this study will be of important to students. It is therefore, implied that follow up lessons aimed at boosting the interest of the students on social networking skills should be organized by the lecturers as this will help improve their interest in social networking and other related courses.

RECOMMENDATIONS

Based on the findings and the conclusion drawn from this study, the following recommendations were made: the ministry of Education may use the findings of this research to organize seminars, conferences and workshops for retaining of teachers on social networking skills.

Stakeholder's in-charge of educational reform and development in the country should be strengthened by reviewing their computer skills and enabling them to up skill and provided with appropriate funds for research and development of new programmes to enrich the existing curriculum in order to continuously meet societal needs. Facilities provided in the various institutions should also embrace the present state of information technology such that the transition from school to work place by the graduates will be easy. This supports one of the theories of vocational education that effective training will take place only where the training jobs are carried out in the same way with the same operations, the same tools and the same machines as in the occupation itself.

Government should involve in the provision of the equipment and facilities to give more opportunity to students to learn skills. They should also provide stable power supply to enable the teacher to teach with the facilities. There should be adequate efforts by the government and its relevant agencies to provide framework that will ensure timely and constant in-service training to computer lecturers and instructors in order to keep updating the required skills for instructional delivery.

The practice of looking for systems and equipment only during accreditation exercise should be discarded so that computer educator will have the sense of fulfillment and be more productive in the place of work if they are well equipped with necessary skill.

The success of any educational programme depends on the level of availability of resources provided for the programme. Therefore, it is recommended that adequate human and instructional materials be made available by the government for effective teaching of computer studies in Nigerian universities.

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