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Skills Required by Agricultural Education Students of Colleges of Education for Employment in Compterized Office of Agribusiness Organizations

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Abstract
One of the major concerns of employers of labour in this information age is the recruitment of employees with requisite computerized office skills to fit into the various organization's jobs and positions. In Agricultural education, acquisition of these computerized office skills do not only depends on whether one is able to fulfill the paper requirements of specific jobs but also how one practically stands relative to others within a group of job seekers. In other words, acquisition of computerized office skills describes the possession of the requisite office job performance competencies by Agricultural Education graduates. Thus, the purpose of the study was to find out the computerized office skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations in Enugu State. A survey research design was adopted for the study. A total of 176 respondents were studied with no sampling. A structured questionnaire was used for data gathering. The reliability coefficient of the instrument was 0.85 using Cronbach Alpha method while three lecturers carried out face validation of the instrument. Three research questions and three null hypotheses were tested at 0.05 level of significance. Mean statistic was employed to answer the research questions while t-test was used to test the null hypotheses. It was found that Agricultural education students from Colleges of Education in Enugu State require computerized office skills to be employed in contemporary agribusiness offices after graduation. Findings showed that the computerized office skills required by Agricultural Education students of Colleges of Education for employment are word processing skills, database management skills and internet utilization skills. It was recommended among others that the National Commission for Colleges of Education (NCCE) should as a matter of urgency lay emphasis on skills acquisition and introduction of computing and information technology in Agricultural Education curriculum of Colleges of Education.
Keywords: Skills, Agricultural Education Students, computerized office, Agribusiness, Employment

1. Introduction

In Nigeria, unemployment rates seem to be increasing in spite of schemes such as the National Directorate of Employment (NDE) and Family Support Programmes (FSP). Observation shows that one of the major reasons for unemployment emanates from lack of appropriate and relevant skills. However, there are widespread observations and fears that the unemployment situation in Nigeria may lead to a significant proportion of school leavers remaining ignorant, poor, undeveloped, unscientific and technologically illiterate (Gomwalk, 1996). The other unintended outcome will be an increase in crime rate and other social disorders such as kidnapping, violence and prostitution. For instance, Coombs in Anikweze, Ojo and Maiyanga (2002) observed that for the first time in several decades, youths especially from the middle classes are faced with the feelings of powerlessness and lack of control over their lives which have long been the lot of the lower socio-economic classes. Faced with this unfamiliar and stress- provoking situation (and coupled with the perception that nothing is being done to alleviate their problems), these youngsters may increasingly resort to socially deviant behaviours and anti-social behavior such as crimes and drugs. Based on these facts, the best gift our Colleges of Education can make to graduating students is solid preparation for meeting the challenges that is ahead of them.
However, for decades now, fast changes have been taking place in all facets of human endeavour. This was as a result of information and communication technological advancements. Every office in today's business world, be it government, industry or other human endeavours, requires facts and accurate information for quick decision-making. Today's workplace continues to undergo dramatic transformation, driven largely by shifting demographics, increased use of information and communication technology, and globalization.

ICT skills are becoming increasingly important as we continue to shift from an industrial, manufacturing-based economy to an economy driven by information, knowledge and technological innovation. It may come as a surprise that many students graduating from College of Education today do not have the computerized office skills and aptitude for lifelong learning necessary to function successfully in the workplace. Employers, policymakers and educators must work together to ensure that the Colleges of Education systems are providing a solid foundation in ICT and lifelong learning skills.

Information and Communication Technologies (ICTs) is defined as computer based tools used by people to work with the information and communication processing needs of an organization. It encompasses the

computer hardware and software, the network and several other devices (video, audio, photography camera, etc.) that convert information (text), images, sound, motion etc into common digital form (Milken Exchange on Education Technology, 1999). ICTs refer to technologies people use to share, distribute, gather information and to communicate through computers and computer networks (ESCAP, 2000). Rouse (2005) view ICTs as an umbrella term that includes any communication device or application, encompassing; radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing information. In the context of this study, ICT is computerized devices used to create, design, store, share, transmit, interpret and manipulate information in its various formats from one person to the other in business offices. Jens (2009) explained that ICT includes e-mail, telecommunications and the Internet, and involves the use of computers, telephones, fax machines and copiers, and a variety of mobile communication devices. The term also refers to electronic documents and other content, as well as video communication, software and external drives. Based on the definitions above, it is obvious that computer is a major subset of ICT and it is pertinent to know that for one to work in these present day agribusiness offices, the employee must possess the computerized office skills. Computers are used for all aspects of running a business. Computer used in a business enhances productivity and provides results that might not otherwise be possible. Businesses use computers to keep records, develop budgets and forecasts, prepare marketing documents, research and stay in contact with other employees and customers. Businesses should look at their operations and ensure that they are using their computers to the fullest extent. Agribusiness organization workers can be trained in Colleges of Education.

Furthermore, College of Education is the level of education after secondary education. The mandate of colleges of education is to provide training and carry out pure and applied research (Osofisan & Osunade, 2007). The impact of the computer has continued to improve the standard of the average citizen in the developing countries. The relevance of Agricultural Education to national development lends credence to its inclusion in the courses offered in Colleges of Education.

The Agricultural Education programme in Colleges of Education is geared towards the fulfillment of the need for professionally qualified teachers who can impart technical knowledge and vocational skills to students and thereby contribute to the economic development of Nigeria. But when these graduates are not employed as teachers, having these computerized office skills can be employed in agribusiness organizations or self-employed. Agribusiness according to Food and Agricultural Organization (FAO) (2013) comprises the collective business activities performed from farm to fork. FAO noted that agribusiness is a principal source of value addition for primary agricultural products, a catalyst for the development of efficient value chains, a contributor to improved product quality and safety, and a provider of services that allow food to flow from production to consumption. Tersoo (2014) stated that agribusiness provides inputs to farmers and connects them to the consumers through general handling, processing, transport, marketing and distribution of agricultural products. Computerized office of agribusiness organization can connect various farmers, wholesalers and retailers of a particular agricultural product for agricultural business.

Computerize simply means to enter, process, or store (information) in a computer or system of computers (American heritage Dictionary of the English language, 2000). It also mean to equip with or automate by computers. Malhotra (2009) perceived an office as an administrative unit of an organization where all the actions and activities assigned to or required or expected of a person or group to accomplish the professional working of an organization. An office is a location, usually a building or portion of a building, where a company conducts its business (Business Dictionary, 2013). In view of forgoing, one can safely describe an office as any place where, clerical, secretarial, or administrative activities is performed. Whether it is in ultra-modem, landscaped buildings belonging to a multi-national corporation, in a government department (federal, state or local) or in the office attached to a retail outlet or in the spare room of a self-employed tradesman. What we are concerned is the work, which goes on, its purpose, the functions performed, the systems used, the services provided, and the department, sections and personnel required to perform these functions satisfactorily. The office plays the role of an intermediary between the outside world and the different departments within the business offices. A worker in any office needs some computerizes office skills to function in this digital age.

Skill is defined by Okorie (2001) as the expertness, practical ability, dexterity and tact possessed by an individual. Obi (2005) stated that a person is said to have acquired a skill when he can finish a given piece of work at a given time with minimum errors. Osinem (2008) opined that skill is an individual's capacity to control elements of behaviour, thinking and feeling within specified contexts and within particular task domains. The author explained that skills can be referred to as those series of learned activities/acts required simultaneous or sequential coordinated pattern of mental and /or physical activity in relation to an object or other display of information, usually involving both preceptor and effector process. Skill is the practical/manipulative ability that one possesses that can grant him/her gainful employment. Computerized office skills are therefore all the computer practical skills that one can acquire for gainful employment after graduation. There are some computerized office skills that should be inculcated into the Agricultural Education students of Colleges of

Education for employment in contemporary agribusiness offices. These include; word processing skills, database management skills and internet fluidization skills.

Word processing is one of the most common applications for computers today. It would be difficult to spend a day in a modem office without coming into contact with a word processing program (Lutus, 2005). Today's computer-based word processing software does the job of the file cabinet, typewriter and ink pen combined (Dowdell, 2009). Along with the myriad of capabilities, the ease of use and affordability make it a sensible business investment, an office setting, the most commonly used documents are often personalized to suit individual scenarios. This is typically done by creating templates using word processing software such as MS Word or Pages. The "save" or "save as" feature offered by word processing documents allows users to give documents memorable names within the same file location or in different file locations. When documents are saved in a secured computer, client information is protected and easy to retrieve at any time. The password protection feature available in open documents prevents unauthorized changes to important documents.

Furthermore, word processing benefits the environment by reducing the amount of paperwork needed to perform daily tasks (e.g., archiving, sending out letters, sending meeting agendas).By sending documents via a secured email, the costs of postage and paper waste are reduced significantly. Demerica (2009) stated that most offices use MS Word or similar word processing programs for creating documents, proposals and many other things that need to be done in an office. The author stressed that any jobseekers that do not have knowledge of this program should pay to take a course or two to get proficient in it as the employee will use word processing programmes on a frequent basis in an office setting.

Similarly, Niznik (2004) and Abuokwen (2010) agreed that database management skills is one of the important skills students require to gain employment in today's contemporary agribusiness offices. Without a database management system of organizing, controlling and cataloging data, an information system would be an unorganized conglomeration of data. The ultimate role of a database management system is to implement controls and provide maintenance to data files using data security to ensure integrity of data. Goessp (2010) explained that utilizing a centralized DBMS increases speed, improves data management, and over the course of time, decreases costs. In addition to these three advantages, there are other tangible benefits as well. An optimally designed DBMS will eliminate redundancy, increase efficiency and decrease inconsistency. As all business owners and managers know, accuracy and consistency is essential for maintenance of company records. Database management can help agribusiness managers keep track of their customers, and their customers' buying patterns and preferences. It helps them market in the right way to the right people and helps customer retention by providing a personal touch, knowing their favourite goods or which room they always book. All of these things can be monitored in a database.

Another computerized office skill required of Agricultural education students for employment is internet utilization skills. Internet is certainly the most unique and greatest gift of technology to mankind. Internet has made life so easier that today we cannot think our life without it even for a minute. Devine (2009) stated that most young people could not even imagine life without internet. People utilize the web to peruse a company's inventory, as well as find customers, look up the phone number, send an email, download files and order the things they need. Not to mention that a good amount of people use an internet search site to find a company that has exactly what they need. Employers are assuming that everybody knows how to access the Web these days, and even what terms like FTP, download and cookie are all about. So, for one thing, employers are reducing the cost of paperwork, such as benefit application and claim forms, time cards, and paycheck stubs, by shirting much of it to their Web sites (Niznik, 2004). The importance of internet in agribusiness development is immense. In fact, without this wonderful gift of technology, prosperity of agribusiness in today's world would have been a great challenge. For the agribusiness fraternity, internet has been the greatest support and will surely keep on serving it better in the future too.

The importance of the computerized office skills cannot be overemphasized. According to Riordan and Rosas (2003) there is need for educational institutions to adjust to the technological change and new forms of work organization in order to ensure production of employable workforce. International Labour Organization (2000) also opined that employers are seeking employees who are able to flexibly acquire, adapt, apply, and transfer their knowledge to different contexts and under varying technological conditions and to respond independently and creatively. However, Agricultural Education courses in Colleges of Education should be designed to equip graduates with not only the teaching skills but also with computerized office skills and knowledge required to meet the dynamic nature of the ever changing world of work.

2. Statement of the Problem

Every year thousands of graduates are turned out into the society where there are no jobs. Nigerian streets are littered with youths who ordinarily would have found gainful employment in some agribusiness organizations; or would have demonstrated their skills and resourcefulness if there are enabling environments and reliable management structures on ground. Instead, the youths have now shifted their attention to so many undesirable

activities like kidnapping, prostitution, armed robbery etc. Unfortunately, unemployment poses great danger to the society, for it creates identified crisis which thus results after long term into various undesirable activities. This has been witnessed in Enugu State and the society loses a great deal when it cannot put to work so many millions of hands. Unemployment among graduates of Agricultural Education from Colleges of Education has always been attributed to the fact that most graduates are ill-equipped with sufficient skills needed for a particular job.

According to the National Bureau of Statistics (NBS) data, the nation's unemployment figures had risen to 49 million, regretting that 52 per cent of these figures were unemployable due to lack of skills. Thus, there is need to identify these computerized office skills as this study is directed towards filling the gap.

The major purpose of the study was to determine the computerized office skills required by Agricultural Education Students of Colleges of Education for employment in agribusiness organizations in Enugu State. Specifically, the study sought to:

1. Determine the word processing skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations.
2. Determine the database management skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations.
3. Determine the internet utilization skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations.

These three research questions were formulated in line with the specific objectives of the study. They are:

1. What are the word processing skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations?
2. What are the database management skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations?
3. What are the internet utilization skills required by Agricultural Education Students of Colleges of Education for employment in agribusiness organizations?

Four null hypotheses were formulated and tested at 0.05 level of significance. They are:

HO_1 There is no significance difference between the mean responses of Computer Education lecturers and agribusiness managers on the word processing skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations.

HO_2 There is no significant difference between the mean responses of Computer Education lecturers and agribusiness managers on the database management skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations.

HO_3 There is no significant difference between the mean responses of Computer Education lecturers and agribusiness managers on internet utilization skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations.

3. Research Methodology

The study adopted a survey research design. Survey research as stated by Ali (2006) is one in which a group is studied by collecting and analyzing data from a sample considered to be representative of the population or the entire population when not too large to be managed and comparing what is obtained with the predetermined standards. The design was suitable for the study since information was solicited from Computer Education lecturers and agribusiness managers through the use of questionnaire.

The population for this study was 176 respondents comprising 41 Computer Education lecturers from the five Colleges of Education in Enugu State and 135 managers of agribusiness organizations. The entire population was studied. Therefore no sampling was done.

The instrument was subjected to face validation by three lecturers from the Department of Vocational Teacher Education, University of Nigeria, Nsukka. Each lecturer was served with a copy of the instrument and was requested to read through each item for the purpose of identifying ambiguous statement and offer suggestions for improving the instrument. The comments and inputs of the lecturers were used to produce the final document of the instrument. The instrument was also subjected to reliability test, using Cronbach alpha method to determine the internal consistency which yielded a coefficient of 0.85.

The questionnaire was administered by the researchers with the aid of three research assistants. The researcher assistants were trained on instrument administration before the exercise.

Data collected for the study were analyzed using the Mean to answer the three research questions. Any item whose Mean ranged from 3.50 and above was regarded as highly required, any item whose Mean ranged from 2.50-3.49 was regarded as moderately required, any item whose Mean ranged from 1.50-2.49 was regarded as slightly required while any item whose Mean ranged from 0.50-1.49 was regarded as not required. Similarly, t-test was used to test the null hypotheses at 0.05 level of significance using SPSS software. Any null hypothesis

whose p-value was greater than 0.05 level of significance ($p>0.05$) at 174 degrees of freedom was accepted while null hypothesis was rejected when the p-value was less than 0.05 level of significance ($p<0.05$) at 174 degrees of freedom.

4. Result

Data presented in Table 1 revealed items 7, 8, 9 and 14 had their grand means of 3.52, 3.52, 3.67 and 3.66 which are above 3.50. This signifies that creating http and html documents, backing up of documents, mail merging and use of drawing tools are the word processing skills highly required by agricultural education students of colleges of education for working in computerized office of agribusiness organization. The data presented also showed that items 1, 2, 3, 4, 5, 6, 10, 11, 12, 13 and 15 had their grand means ranging from 3.23 to 3.49 which are within the range of 2.50 3.49. This implies that creating and editing documents, previewing and printing documents, faxing and e-mailing documents, creating and inserting tables, symbols and pictures, designing and separating colours, among others are word processing skills moderately required by agricultural education students of colleges of education for working in computerized office of agribusiness organizations. Data presented in the same table further indicated that all the items had their p-values greater that 0.05 level of significance at 174 degrees of freedom. This implies that there is no statistically significant difference ($p>0.05$) in the mean responses of the respondents on the word processing skills required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations.

Data presented in Table 2 revealed all the items had their grand means ranging from 3.16 to 3.48 which are within the range of 2.50 to 3.49. This implies that all the items are the database management skills moderately required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. The table also showed that the p-values of the items are greater than 0.05 level of significance at 174 degrees of freedom. This implies that there is no significant difference in the mean responses of the respondents on the database management skills required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. Therefore, the null hypothesis is upheld.

Data presented in Table 3 revealed that item 27 had a grand mean of 3.54 which is above the value of 3.50. This implies that accessing, copying and pasting information from internet to different applications are the internet utilization skills highly required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. The table also showed that items 26, 28, 29, 30, 31, 32, 33, 34 and 35 had their grand means ranging from 3.29 to 3.43 which are within the range of 2.50 to 3.49. This also implies that those items are the internet utilization skills moderately required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. Information in the table further showed that all the items had their p-values greater than 0.05 level of significance at 174 degrees of freedom. This also indicates that there is no statistically significant difference ($p>0.05$) in the mean ratings of the respondents on the internet utilizations skills required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. Therefore, the null hypothesis is accepted.

5. Discussion of the findings

The discussion of the findings is organized under the following headings:

5.1 Word processing skills required by Agricultural Education students in the Colleges Education

Result presented in Table 1 showed that creating and editing documents; previewing and printing documents; faxing and e-mailing documents; creating and inserting tables, symbols and pictures; designing and separating colours; creating http and html documents; backing up of documents; mail merging and use of drawing tools; importing and exporting texts, graphics, tables, among others are the word processing skills required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations. These findings are in line with Reynolds (1999) who reported that word processing was developed from the need for writers to easily type a document, save the document for future reference, edit changes and print the final product. The author also stated that students who learn word processing skills in school continue to gain valuable experience that can be transferred to the working world, including performing tasks such as writing letters, creating advertisements for products and designing brochures.

5.2 Database Management skills required by Agricultural Education students in the Colleges Education

The findings presented in Table 2 indicated that entering data using existing templates; recognizing parts of a database like records, fields etc; creating database tables, queries, reports, and forms; carrying out sorting; managing files; designing, previewing and printing database files; carrying out SQL programming; uploading database forms and tables to the web; among others are the database management skills required by agricultural

education students of colleges of education for employment in computerized office of agribusiness organizations. The result agreed with the views of Goessi (2010) who reported that utilizing a centralized database management system increases speed, improves data management, and over the course of time, decreases cost. The author also stated that an optimally designed database management system will eliminate redundancy, increases efficiency and decrease inconsistency. As all agribusiness owners and managers know, accuracy and consistency are essential for maintenance of company records.

5.3 Internet Utilization skills required by Agricultural Education students in the Colleges Education

The findings in Table 3 showed that creating a web page; copying and pasting information from internet to different applications; downloading and uploading information from/on the web; adopting multiple browsers; using internet services like Telnet, Newsgroup and file transfer protocol; accessing and using address book entries; composing and sending e-mails, navigating to known websites; and downloading and installing software and plug-ins are the internet utilization skills required by agricultural education students of colleges of education for employment in computerized office of agribusiness organizations.. The result is in line with Aduwa-Ogiegba and lyamu (2005) who reported that even many developing nations have embraced ICT. According to the authors, concerted efforts have been made by many African governments to initiate internet connectivity and technology training programs. The authors stated that such programs link schools around the world in order to improve education, enhance cultural understanding and develop skills that youths need for securing jobs in the 21st century.

6. Conclusion

The objective of this study was to determine the computerized office skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations. The computerized office skills required by the students are word processing, database management and internet utilization skills. These skills lead to productivity, proficiency and efficiency in agribusiness organization. Hence, the need for Agricultural Education students to possess these skills so that they can fit into today's contemporary agribusiness offices.

7. Recommendations

Based on the findings of the study, the following recommendations were made:

1. The National Commission for Colleges of Education (NCCE) should as a matter of urgency lay emphasis on skills acquisition and introduction of computing and information technology in Agricultural Education curriculum of Colleges of Education.
2. The NCCE and Ministry of Education should use the findings of this research as a base for organize seminars, conferences and workshops for retraining of lecturers in Agricultural Education.
3. Information technology facilities and equipment should be provided in various Colleges of Education to enhance easy transition from school to work place by the graduates of agricultural education. This supports one of the theories of Vocational Technical 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.

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Table 1: Mean Ratings and t-test Analysis of Respondents on Word Processing Skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations

S/N	Items Ability of the students to:	$\overline{X}_G$	SD	DEC	$\overline{X}_1$	SD_1	$\overline{X}_2$	SD_2	Sig(2-tailed)	Rem
1	Create and edit documents	3.42	0.63	MR	3.41	0.75	3.43	0.51	3.41	NS
2	Preview and print documents	3.23	0.58	MR	3.28	0.78	3.17	0.38	3.28	MS
3	Fax and e-mail documents	3.28	0.74	MR	3.15	0.98	3.40	0.50	3.15	NS
4	Create and insert tables, symbols and pictures	3.42	0.78	MR	3.40	1.05	3.43	0.50	3.40	NS
5	Design and separate colours	3.49	0.72	MR	3.38	0.94	3.60	0.50	3.38	NS
6	Use scanners to capture pictures and images	3.37	0.70	MR	3.43	0.92	3.30	0.47	3.43	NS
7	Create http and html documents	3.52	0.69	HR	3.44	0.88	3.60	0.50	3.44	NS
8	Back up documents on CDs and DVDs	3.52	0.76	HR	3.43	1.03	3.60	0.50	3.43	NS
9	Mail merge	3.67	0.58	HR	3.73	0.65	3.60	0.50	3.74	NS
10	Apply macros	3.34	0.78	MR	3.34	1.08	3.33	0.48	3.34	NS
11	Import and export text, graphics, tables from various sources	3.34	0.79	MR	3.30	1.09	3.37	0.49	3.30	NS
12	Spell check, thesaurus and proof-read documents	3.52	0.72	HR	3.43	0.94	3.60	0.50	3.43	NS
13	Create an equity fax using templates	3.40	0.63	MR	3.50	0.78	3.30	0.47	3.50	NS
14	Use drawing tools	3.66	0.62	HR	3.71	0.73	3.60	0.50	3.71	NS
15	Save and open documents	3.41	0.70	MR	3.54	0.94	3.27	0.45	3.54	NS

Table 2: Mean Ratings and t-test Analysis of the Respondents on Database Management Skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations

S/N	Items Ability of the students to:	$\overline{X}_G$	SD	DEC	$\overline{X}_1$	SD_1	$\overline{X}_2$	SD_2	Sig(2-tailed)	Rem
16	Enter data using existing templates and other techniques	3.40	0.63	MR	3.43	0.59	3.37	0.67	0.59	NS
17	Recognize parts of a database like records, fields etc	3.16	0.54	MR	3.18	0.56	3.13	0.51	0.66	NS
18	Create database, tables, queries, reports and forms	3.26	0.63	MR	3.14	0.76	3.37	0.49	0.13	NS
19	Carry out sorting e.g. Boolean sorts	3.43	0.57	MR	3.48	0.63	3.37	0.49	0.35	NS
20	Manage files	3.48	0.54	MR	3.42	0.56	3.53	0.51	0.30	NS
21	Design, preview and print database files	3.37	0.48	MR	3.46	0.50	3.27	0.45	0.06	NS
22	Carry out SQL programming	3.38	0.49	MR	3.45	0.52	3.30	0.47	0.15	NS
23	Upload database forms and tables to the web	3.31	0.60	MR	3.29	0.71	3.33	0.48	0.76	NS
24	Merge data e.g. with word processing	3.43	0.55	MR	3.42	0.60	3.43	0.50	0.89	NS
25	Query a database	3.35	0.56	MR	3.40	0.65	3.30	0.47	0.43	NS

Table 3: Mean Ratings and t-test Analysis of the Respondents on Internet Utilization Skills required by Agricultural Education students of Colleges of Education for employment in agribusiness Organizations

S/N	Items Ability of the students to:	$\overline{X}_G$	SD	DEC	$\overline{X}_1$	SD_1	$\overline{X}_2$	SD_2	Sig(2-tailed)	Rem
26	Create a web page	3.35	0.96	MR	3.46	0.82	3.24	1.09	0.13	NS
27	Access, copy and paste information from internet to different applications	3.54	0.79	HR	3.55	0.71	3.53	0.87	0.24	NS
28	Download and upload information from/on the web	3.35	0.87	MR	3.46	0.77	3.24	0.97	0.31	NS
29	Adopt multiple browsers	3.35	0.87	MR	3.45	0.71	3.24	1.03	0.84	NS
30	Search and browse	3.31	0.89	MR	3.33	0.79	3.29	0.99	0.17	NS
31	Use internet services like Telnet, Newsgroup and file transfer protocol	3.36	0.80	MR	3.36	0.73	3.35	0.86	0.55	NS
32	Access and use address book entries	3.29	0.95	MR	3.40	0.77	3.18	1.13	0.11	NS
33	Compose and send emails	3.36	0.91	MR	3.43	0.77	3.29	1.05	0.19	NS
34	Navigate to known websites	3.43	0.85	MR	3.45	0.76	3.41	0.94	0.15	NS
35	Download and install software and plug-ins	3.37	0.84	MR	3.45	0.76	3.29	0.92	0.26	NS