

ASSESSMENT OF DIGITAL SKILLS REQUIRES FOR IMPROVING CONTENT DELIVERY OF OFFICE TECHNOLOGY AND MANAGEMENT COURSES IN FEDERAL POLYTECHNICS IN SOUTH EAST

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ABSTRACT

The study focused on the assessment of digital skill require for improving content delivery of Office Technology and Management courses in Federal Polytechnics in South East. The study is guided by two specific purposes with corresponding research questions. A survey research design was used. The population comprised 90 OTM lecturers in Federal Polytechnics in South East geographical zone. The entire population was studied. A four point likert scale structured questionnaire was used. The instrument covered areas relating to ICT facilities such as internet and power-point used by lecturers for effective content delivery. The instrument was subjected to face and content validation by three lecturers in the Department of Office Technology and Management, Akanu Ibiam Federal Polytechnic, Unwana. Data for the study were collected by personal contact and with the help of two research assistants. The data were analyzed using mean (\bar{x}) statistics and standard deviation for the research questions. The result of the study showed that OTM lecturers in the polytechnics in South East require proficiency in the use of internet and power-point for devices for effective content delivery. Therefore, the study recommended among others, that management of polytechnics should encourage lecturers by organizing programmes from time to time to train lecturers with the state of the art technology. Moreover, OTM lecturers, as a matter of urgency, should continually update their knowledge so that they will be skillful enough to use technology in the teaching and learning process.

Keywords: *Digital skill, content delivery and Office Technology and Management courses*

INTRODUCTION

This study focused on the assessment of digital skill require for improving content delivery of Office Technology and Management courses in Federal Polytechnics in South East. Office Technology and Management is a programme of studies that requires experienced and competent teachers who have the practical knowledge of imparting desirable knowledge, skills and attitude to the students.

In collaboration with above, Odah (2019) cited Aguokagbuo noted that teaching is a deliberate effort by more mature or experienced person (teacher) to impart information, knowledge and skills to an immature or less experienced person (students). In line with the assertion, teaching is the provision of experience and guidance, deliberately plan with objectives, and characterized by activities designed to promote learning on the part of those who engage in the activities as learners. The aims of such interactions is basically to impart skills and right attitudes to the learners. Learning is the result of experiencing and requires the active participation of the child. Learning is a change in human disposition or capability, which persists over a period of time, and which is not simply ascribed to processes of growth (Nwani and Ogbonnaya, 2007).Ukaekpe (2016) described learning as the acquisition of habits, knowledge, skills and attitudes. Learning involves new ways of doing things; a change in an individual's ways of responding to situations or to stimuli as a result of his thinking, his perception, emotional reactions to others and his psychological attitudes. Akpan (2016) cited John Locke states that the human mind at birth is "TABULAR RASA" (blank) that merely receives ideas that come to it from both experiences and its own working as it deals with material sensation. What one deduces from the above is that a child is born with a blank brain, he only learns from the experiences his brain records as he passes through various life stages and experiences.

Thus learning is the process of gaining insights outlooks, expectations or thought processes, in order to facilitate effective teaching and learning of Office Technology and Management courses. It is advocated that information and communication technology facilities be effectively utilized. The utilization of ICT will not only enhance or facilitate teaching, it will assist the learners immensely to acquire the required knowledge, attitude and skill provided the information technology are available and functional. The teacher in this era of knowledge explosion (ICT) is heavily challenged in his ability to teach effectively. His worried in this regard is often how to facilitate teaching using ICT facilities available as well as enable the students to assimilate the content being delivered.

The knowledge explosion in the recent indicate that electronic education is fast making in-roads into Nigerian educational system. Unfortunately, Ike (2020) noted that the innovations have not really penetrate into teaching profession, because research has shown that majority of OTM lecturers have not really embraced or equipped themselves with these emerging technologies for effective instructional delivery. Okoro and Agbamu (2019) opined that some OTM lecturers find it difficult to deliver the appropriate education and training to their students. Thus, the need to shift from the traditional instructional materials to the innovated facilities ICT in teaching the right type of knowledge, skills, attitudes and values to enable the recipients move on the fast line of the changing dimension.

The use of ICT in acquiring knowledge and skills has become imperative in education and training, and these ICT in educational processes have magical effect. Tertiary institutions without the support of ICT make the teaching and learning unappealing and boring. The application of ICT in teaching and learning OTM courses encompasses the following:

- Media and Audio Visual (AV) communication
- Vocational training tools such as CBT
- Computer and computer-based system for instructional delivery and management.
- Internet/web-based education (Nwaka, 2020).

Ikenna (2021) agreeing with Nwaka above opined that lecturers in OTM need to be competent and skillful in the use of ICT for standard instructional delivery, knowledge of the subject matter and instructional objectives equally enhance teaching and learning effectively. Standard instructional methods of teaching OTM courses as specified by Odah and Oduma (2019) includes; computer aided instruction, demonstration, problem solving, questioning, discussion, lecture, drill, simulation and field or industrial collaboration. Information and communication technology provides a powerful instructional delivery media for employing any or a combination of these identified instructional methods in Office Technology and Management. However, the 2014 UNESCO World Education report identified the following conditions as essential for improving the teaching and learning of OTM courses:

- Teachers and students must have sufficient access to digital technologies,
- High quality, meaningful, and culturally responsive digital content must be available for teachers and learners,
- Teachers must have sufficient knowledge, attitudes, skills and competences to use the new digital technologies to help students achieve high academic status.

Information and communication technology provide powerful facilities that help learners access vast knowledge resources, collaborate with others, consults experts, share knowledge and solve simple and complex problems using cognitive tools. It also provides learners with new tools for represent their knowledge with text, image, graphics, and video. Lecturers in the department of OTM use computers and other interactive multimedia to make their teaching more efficient, effective, flexible and interesting. It also provide students with individualized instructional activities that accommodates differences in students levels of preparation, abilities, and motivation to learn.

Computers are used to transform course notes into overheads, create high-quality and complex illustrations; engage students in interactive collaborations and brings text, graphics, animation, sound, and video into the classroom. Yabani (2018) and Oka (2019) respectively noted that internet has reposition the face of business offices including classroom interaction in the recent times. The internet has taken prominent in teaching and learning processes and other on-line activities. Distance education is mostly facilitated with the se of internet and interactive media to enhance knowledge sharing and motivate teachers and students to engage in teaching and learning processes. Office Technology and Management students can join interactive classrooms, read journals, magazines, book reviews, virtual meetings, access e-library, etc on the internet. They can equally download useful information into the devices for subsequent learning.

Statement of the Problem

The utilization of information and communication technology in teaching and learning has generated serious concerns in the recent past in tertiary institutions, despite its numerous uses and advantages in teaching and learning process could be hindered by some pertinent variables that make the teaching and learning of OTM courses unappealing in federal polytechnics in South East. It could be that lecturers/instructors in Office Technology and Management appreciate the relevance of using information and communication technology facilities to impart desirable knowledge in delivering their lectures.

Research shows that numbers of lecturers are yet to acquire the necessary abilities and competencies in the use of these innovated resources for teaching Office Technology and Management courses despites its penetration in the programme. Some find themselves incompetent in inculcating ICT facilities for instructional delivery. The available ICT facilities in the department of Office Technology and Management in federal polytechnics in South East is grossly underutilized due to power outage, poor maintenance culture of the

authorities of the institutions, some institutions go as far as borrowing some facilities just to scale through the accreditation not minding the negative effects on students' performance. This situation impedes lecturers who have the desirable skills, competencies and passion to teach.

The resultant effect is that students will not perform well in examination due to poor teaching or no teaching. Consequent to this, the students will lack the skills required of them at their level by employers of labour, this equally will affect their employability competencies. Poor learning and lack of skills acquisition are the problem of this study. This is what the researcher saw and got disturbed and was prompted to carry out this study on evaluation of innovations in the teaching and learning of Office Technology and Management courses in federal polytechnics in South East.

The following research questions were used for the study;

1. What are the ICT skills required for effective use of power point for teaching and learning OTM courses?
2. What are the skills required for effective use of internet for teaching and learning OTM courses?

Methodology

This study adopted the descriptive survey research design, the area of this study comprised all the federal polytechnics in South East which includes; Akanu Ibiam Federal Polytechnic, Unwana, Federal Polytechnic Nekede, Owerri and Federal Polytechnic, Oko Anambra State respectively. The population of this study comprised 90 lecturers from the department of Office Technology and Management of the above mentioned polytechnics. There was no sampling, all the 90 lecturers were used for this study. A structured questionnaire was used for data collection, the questionnaire was subjected to face and content validation by three lecturers in the department of Office Technology and Management, Akanu Ibiam Federal Polytechnic, Unwana. 90 copies of the questionnaire was administered to the respondents, 81 copies were collected (returned), and used for analysis. Mean and standard deviation were used for data analysis. A cut off mean of 2.5 was used as a base-line score for the acceptance or rejection of each of the items of the questionnaire.

Research Question 1

What are the skills required for effective use of Power Point for teaching and learning OTM courses?

Item 1-10 of the research instrument were used to collect data for answering the research question. The data were analyzed on the table 1.

Table 1: Mean Responses on the use of Power Point for teaching and learning OTM courses.

| S/N | Item | \bar{x} | SD | Rmks |
|--|--|-------------|-------------|----------|
| 1. | Ability to set the projector | 2.69 | 0.70 | R |
| 2. | Ability to insert text | 3.09 | 0.75 | HR |
| 3. | Ability to add new slides | 3.01 | 0.59 | HR |
| 4. | Ability to copy and moving text | 2.59 | 0.78 | R |
| 5. | Ability to insert and modifying text boxes | 3.56 | 0.78 | HR |
| 6. | Ability to insert images | 2.66 | 0.71 | R |
| 7. | Ability to add headers and footers | 3.20 | 0.68 | HR |
| 8. | Ability to change slides background | 2.78 | 0.88 | R |
| 9. | Ability to zoom command | 2.76 | 1.02 | R |
| 10. | Ability to use spell check utility | 2.78 | 0.98 | R |
| Grand \bar{x} and standard deviation | | 2.93 | 0.79 | R |

The results of the data presented in table 1 indicated that items 2,3,5,7 were rated highly required while items 1,4,6,7,8 and 9 was required. Therefore, the analysis yielded a grand mean of 2.93 and 0.79 standard deviation which implies that lecturers in Office Technology and Management department agreed that Power Point is effectively utilized for teaching and learning OTM courses.

Research Question 2

What are the skills required for effective use of Internet for teaching and learning OTM courses?

Item 11-22 of the research instrument were used to collect data for answering the research questions. The data were analyzed on the table 2.

Table 1: Mean Responses on the use of Internet facilities for teaching and learning OTM courses.

| S/N | Item | \bar{x} | SD | Rmks |
|--|--|-------------|-------------|----------|
| 11 | Ability to connect to the internet | 2.61 | 0.95 | R |
| 12 | Ability to copy file to multiple recipients | 2.84 | 0.98 | R |
| 13 | Ability to use browser to navigate the web | 2.85 | 1.05 | R |
| 14 | Dexterity in managing bookmarked | 2.70 | 1.20 | R |
| 15 | Ability to copy file from a website to another programme | 2.69 | 0.79 | R |
| 16 | Ability to use search engine | 2.62 | 1.10 | R |
| 17 | Proficient in sending and receiving e-mail | 2.59 | 0.96 | R |
| 18 | Ability to refresh web page | 2.78 | 0.94 | R |
| 19 | Ability to surf the internet | 2.91 | 1.17 | R |
| 20 | Dexterity in uploading documents on the net | 2.74 | 1.11 | R |
| 21 | Ability to minimize unsolicited e-mails | 2.90 | 1.12 | R |
| 22 | Ability to move text from internet to e-mail | 2.90 | 1.34 | R |
| Grand \bar{x} and standard deviation | | 2.90 | 1.34 | R |

The results of the data analyzed in table 2 show that Office Technology and Management lecturers agreed that the items of 11,12,13,14,15,16,17,18,19,20,21 and 22 are required for effective teaching and learning of OTM courses.

Summary of Major Findings

The major findings of the study are summarized below:

1. It was found that Office Technology and Management lecturers in federal polytechnics in South East geographical zone of Nigeria were required to possess Power Point presentation working skills. Possession of these skills will enable them to impart teaching and learning properly. This means that OTM lecturers are expected to possess the following Power Point working skills – set the projector, insert text, add new slides, copying and moving text, insert and modifying text boxes, insert images/charts, add headers and footers, change slides background, use zoom command, use spell checker.
2. Office Technology and Management lecturers considered all the twelve variables as effective desirables skills required for teaching and learning OTM courses. This required skills includes; ability to connect to the internet, copy files to multiple recipients, use browser to navigate the web, managing bookmarked, copy files from website to another programme, use search engine, sending and receiving email, refresh web page, surf the internet, uploading document on the net, minimize unsolicited emails, move text from internet to emails.

Discussion

A major way to reform the delivery system of Office Technology and Management programme is through the acquisition of the appropriate basic ICT Power Point concepts and knowledge by Office Technology and Management lecturers. Computers and multimedia projectors can aid effective classroom interaction by enabling the teacher to show the powerful points in the lessons. To do this, the teacher should possess basic Power Point command. Nweke (2016) in agreement with the above assertion noted that, lecturers should be familiar with the workings of the title menu, and tool bars, able to use the task slide panes; understand the use of slides tab and outline tab. Ukoekpe (2016) equally concord that in order to be a successful power point presenter, the lecturers should possess the requisite skills in opening, creating, saving and closing a presentation.

However, Azuka (2016) in a study he carried out on power point presentation as an alternative to traditional approach to teaching business education courses in tertiary institutions; challenges and solutions found that there was general reluctance on the side of academic staff of tertiary institutions in the use of power point applications.

Emabong (2015) equally in collaboration with the above noted that power point is a collection of slides may be designed to delivery of information to an audience. Such a presentation can contain text to display information or have multi-media effect to make teaching and learning impressive and interactive. The findings was in agreement with Amahi (2015) noting that power point presentation are necessary for OTM lecturers who are not only expected to use them in teaching and learning process but to transfer such knowledge to the would-be office manager who should use them in the office.

The study found that power points software are applications that make it easy for seminars, lectures, conference papers and report in graphical format to accompany oral presentation. It was graphics, communications, colour (imagery), text, and numerical, statistical, financial data to convey quickly and understandably information about a situation. It is useful in online meetings, and reports presentations in office as it service as an effective professional means to communicate topics and ideas.

Skills Required for Effective Use of Internet for Teaching and Learning OTM Courses.

The result of the analysis presented in table II shows that OTM lecturers require internet skills to connect to the internet, copy file to multiple recipients, managing bookmarked, copy file from a website to another programme, use search engine, sending and receiving email, refresh web page, surf the internet, uploading document on the net, minimize

unsolicited mails, and move text from internet to email. The findings of the study is supported by the views of Amahi (2015) that the skills required to navigate the internet are ability to connect to the internet, ability to open email and manage it with Microsoft Office outlook, use a browser to navigate the web, refresh a page and copy elements from a website to another programme. Amos (2015) in his study on ICT training needs of Business Educators in Colleges of education in Delta State found that Business Educators which OTM lecturers are among highly require skills in internet navigation to be effective. Therefore, if OTM lecturers must be key players in globalized environment, they need internet skills for effective content delivery. The internet provides accessibility to wide areas of information on various subject matters. A would be office manager should be well exposed to the use of internet in order to manage information effectively via the internet. When the students are properly exposed by the teacher who navigates the internet, such students will become acquainted with the skills that will enable him fit into the world of work either as an employee or an entrepreneur.

Conclusion

There is need to increase the use of Internet and Power Point in the teaching and learning of Office Technology and Management courses. One major reason is that the use of ICT in teaching and learning will better prepare the current generation of students for a workplace where ICTs, particularly computers, internet, and other related technologies are becoming more visible and useful for office routine activities.

Recommendations

Based on the findings made and conclusion drawn, the following recommendations were made:

1. Management of polytechnics should encourage lecturers by organizing programmes from time to time to train lecturers with the state of the art technology. Moreover, OTM lecturers, as a matter of urgency, should continually update their knowledge so that they will be skillful enough to use internet technology in the teaching and learning processes.
2. OTM lecturers should possess Power Point presentation working skills to make the delivery system relevant, appropriate and exciting. They should therefore possess skills in inserting text, adding headers and footers. They should also possess skills in changing slides background, master zoom command etc.

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