



NEW TECHNOLOGIES IN TEACHING AND LEARNING OF OFFICE TECHNOLOGY AND MANAGEMENT

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Abstract

Advent of new technologies and its integration meant that learning and teaching are getting more sophisticated everyday as the computer industry continues churning out new software every week with revolutionary impact and challenges in Business Education. This paper examined emerging issues and challenges in teaching and learning of Business Education programmes. Other issues discussed were the concept of Business education, new technologies in business education; some challenges brought out by technological changes and finally discussed strategies for effective implementation of new technologies in teaching and learning business education programme. Based on these, the paper concluded that the state of utilization of new technologies in the tertiary institutions were very unsatisfactory due to lack of fund, lack of skilled manpower, epileptic power supply. Recommendations were made on how to address the problems so that integration of new technologies into teaching and learning of business education can see the light of the day. It was also recommended that government should allocate substantial funds to all tertiary institutions offering Business Education in Nigeria to procure new technologies needed for the effective teaching and learning of business education courses.

Keywords: New Technologies, Teaching and Learning, Information Communication Technology, (ICT)

Introduction

Business Education is concerned with the training and preparation of students for gainful employment in the labour market. At the secondary school level, business takes the form of business studies, it is being taught as Shorthand, Typewriting, Office Practice, Commerce, Book-keeping, for the Junior Secondary School and Economics, Financial Accounting, Shorthand, Typewriting and Business Management for Senior Secondary School, College of Education offer a 3-year course in Business Education while Universities and Polytechnics in Nigeria offer a four-year course in Office Technology and Management. Amoor and Udoh (2008) noted that business education plays a significant role in economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skillful and dynamic business educators, office administrators, businessmen and women that will effectively compete in the world of work (Odunaike & Amuda, 2008).

Office Technology and Management (OTM) is a nomenclature that was used to replace secretarial studies as it was formally called. According to Okoro and Amagoh (2008), it is an efficient, effective, productive and functional education which leads itself to self-employment, self-reliance, paid employment and consequently self-actualization. Baba and Akaraha (2012) were of the view that is



aimed at acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for individual to live and contribute to the development of the society. The Office Technology and Management (OTM) Programme was designed by the National Board for Technical Education (NBTE) to replace the Secretarial Studies programme to replace the Secretarial Studies programme which had been on stream since 1989. According to 4

NBTE (2006) Curriculum, the programme was designed to equip its graduates to acquire vocational skills in OTM and socio-psychological work skills for employment in various fields of endeavour.

The society generally is ICT-driven and in order to keep abreast of this change, there must be a restructuring in the knowledge and skills given to learners/students in Office Technology and Management. Electronic Office (e-office) is one of the phenomena of the 21st century which is a paperless office approach in which every office work is done with the use of computer. To effectively bridge the gap between what is being taught in various institutions and what is used in the world of work; different modern office technology facilities should be used to teach OTM students. For our education systems to deliver on their mandates, the quality of the training given to individuals passing through a course or the other should be such that can give adequate skills and information needed in the real world sense (Utware & Kren-Ikidi, 2013).

Amiaya (2016) listed ICT facilities as radio set, television set, audio tape player/cassette and video players, projectors, satellites connection, sensor and other hardware and software, essential in delivery of instruction. Therefore, the modern office technology used in teaching and learning of OTM courses includes ICT hardware like radio set, television, telephone, computer, overhead projectors, electronic whiteboard, video tape recorder, filmstrip, CD-ROM, photocopier, scanner, printer. On the other hand, ICT software includes Microsoft word, Microsoft power point, coral draw, database (Microsoft Access), Microsoft Excel, Web Page, chartroom, e-mail and internet.

According to Ajayi (2009), teaching and learning of business education courses had gone beyond the teacher standing in front of a group of students and disseminating information to them without the students' adequate participation. He posited that with the aid of ICT, teachers can take 5 students beyond traditional limits, ensure their adequate participation in teaching and learning processes and create vital environments to experiment and explore. This new development is a strong indication that the era of teaching without ICT skills are gone. Any classroom teacher with adequate and professional skills in ICT utilization will definitely have his students perform better in classroom learning. It must however be stressed that the effective use of the various methods of the ICT in teaching and learning depends on the availability of these facilities and teachers' competence in using them.

Utware and Chamberlain (2013) identified some challenges associated with the use of new technologies in teaching. The first to consider relates to teacher. Teachers are faced with myriad of challenges occasioned by the changes caused by technologies which are occurring faster than students can be trained. Their development is a major challenge for the utilization of ICT tools. Some institutions



are reluctant to arrange for refresher training for updating the skills of workers and teachers for improved performance. Other challenges posed are the cost of capital outlays in hardware and software and availability of pedagogically sound materials. The cost to build a computer laboratory or install a new one is tremendous. These costs are a major issue for future growth in Office Technology and Management programme.

Adebayo (2008) noted with dismay that Nigeria Educational system has not yet adequately exposed students, teachers and institutions of learning to the realities of ICT tools and skills that will enable them face the challenges of the global world of internet and knowledge sharing. Supporting the view, Ojo and Akhademe (2016) citing Obi (2002) attested that 60 per cent of Office Technology and Management graduates from either polytechnics or universities in Nigeria remain unemployed because of the deficiency in modern technological demands. It is against this background that this paper therefore seeks to assess the availability and utilization of the new 6 technologies in Office Technology and Management programme in tertiary institutions, examines the challenges posed by the use of these new technologies in teaching and learning of Office Technology and Management and proffer likely strategies that could reduce the challenges of integrating new technologies into Office technology and Management programmes in tertiary institutions in the South-West zone of Nigeria.

Statement of the Problem

The teaching and learning process of the OTM programme is faced with myriads of problems ranging from non-availability of the new technologies which make it difficult to teach and prepare students for the use of these technologies now and in the future world of work. Utoware, Kren-Ikidi and Apreala (2016) citing Nwosu (2012) in a study carried out on strategies in motivating secretarial education students' interest in emerging technologies found out that new office technological equipment were lacking and that more theoretical concepts were being taught than practical work in emerging office technologies. Ulinfun in Azih (2008) pointed out that learning would be meaningless without the use of teaching facilities and students would grope in darkness for long before they could get a grasp of what the teacher says.

Poor performance among OTM students and lack of employable skills can also be attributed to non-availability of new technologies in teaching OTM students. In addition, there is a growing number of student's population leading to overcrowding which the old method being used is not helping to deliver information to them at same time. It is also important to note that poor knowledge of computer by the lecturers is also a great challenge to the teaching and learning of OTM programme with the use of ICT, because a lot of them still make use of the old method of teaching even in this jet age and computer era, where understanding is easier, better and faster with ICT.



Purpose of the Study

The purpose of the study is to examine the availability and utilization of the new learning technologies in teaching and learning of Office Technology and Management programme in Nigeria. The study specifically examined:

1. To access the availability and utilization of new technologies in teaching and learning Office Technology and Management programmes in our tertiary institutions.
2. To find out the challenges of the use of the new learning technologies to the implementation of Office Technology and Management programme in our tertiary institutions.
3. To find out the likely strategies that can reduce challenges of integration of new technologies into Office Technology and Management programmes.

Research Questions

The following research questions were raised to guide this study:

1. Are the ICT facilities (new technologies) available and in use in the teaching and learning of business education programme in your school?
2. What are the challenges that hinder the effective use of the new learning technologies in teaching and learning of Office Technology and Management courses in your school?
3. What likely strategies can reduce challenges of integration of new technologies into teaching and learning of Office Technology and Management programmes?

Method

The survey research design was used for this study. The survey research design was deemed appropriate because it focuses on the vital facts about people, their **beliefs**, opinion, attitude, motivation and behaviour. The population of the study comprised the nine State and Federal Polytechnics offering Office Technology and Management in the South-West zone of 8

Nigerian namely: Osun State Polytechnic, Iree, The Federal Polytechnic, Ilaro, Rufus Giwa Polytechnic, Owo, The Federal Polytechnic, Ado-Ekiti, Yaba College of Technology, Lagos, Lagos State Polytechnics, Lagos, Moshood Abiola Polytechnic, Abeokuta, The Polytechnic, Ibadan and The Federal Polytechnic, Ede. There are eight-nine members of academic staff in the OTM department of nine Polytechnics and 46 Higher National Diploma students in the department of Office Technology and Management totaling one hundred and thirty five respondents. The entire members of academic staff were studied. Therefore, no sample was drawn because of the manageable size of the population. By the level of the students, the researcher believes that the students are familiar with the research items. A structured questionnaire was designed to gather data from both the academic staff and students in the OTM departments of the polytechnics. It consists of two sections. Section A was drawn to elicit response from the lecturers, while the Section B, was drawn to elicit response from the students. The instrument was validated by three experts in Office Technology and Management. The data collection for the study was carried out



with the help of two research assistants who joined the researchers in the distribution and collection of the data for the study. The questionnaire was pilot-tested to measure the reliability of the instrument. The pilot-test was conducted using five academic staff in Federal Polytechnic, Offa, Kwara State which has similar characteristics with the area of study. Data collected were analysed and the internal consistency of the instrument determined using Cronbach Alpha co-efficient formula. The alpha analysis yielded a reliability of coefficient of .90. A mean score of 3.50 was used as the cut-off point and considered as accepted while any mean with a mean response of below 3.50 was rejected.

Results

Research Question 1: Are the ICT facilities (new technologies) available and in use in the teaching and learning of business education programme in your school?

Table 1: Mean responses on the extent of availability and utilization of new technologies in teaching and learning of Office Technology and Management in tertiary institutions

S/N	Item	Mean (X)	SD	Remarks
1.	Laptop Computer	3.45	1.86	Great Extent
2.	Fax (Facsimile)	2.30	1.52	Little Extent
3.	Desktop Computers	3.61	1.90	Great Extent
4.	Electronic Mail (E-Mail)	3.10	1.76	Great Extent
5.	Internet/Internet Chatting	3.35	1.83	Great Extent
6.	Mobile Phones	4.15	2.04	Great Extent
7.	Interactive White Board (IWB)	2.28	1.51	Little Extent
8.	Radio/T.V. Broadcast	2.50	1.58	Little Extent
9.	Projector	3.92	1.98	Great Extent
10.	Video Conferencing	2.75	1.66	Little Extent
11.	Tele Conferencing	2.53	1.59	Little Extent
12.	Photocopier	4.25	2.06	Great Extent
13.	Audio/Video Tapes	2.49	1.57	Little Extent
14.	Printers	3.72	1.93	Great Extent
15.	Scanners	3.47	1.86	Great Extent
16.	CD Rom	3.00	1.73	Great Extent

Source: Field Survey 2017

Table 1 shows the responses of business educators on the availability and utilization of new technologies in instructional delivery of Office Technology and Management programme as indicated by the mean ratings stated above. Specifically, the result showed that they utilize laptop computers 3.45, photocopiers, 4.25 and desktop computers 3.61 among others. The Table also showed that they do not utilize Interactive White Board (IWB), Radio/T.V. Broadcast and facsimile.

Research Question 2: What are the factors challenging the use of new technologies in teaching and learning of Office Technology and Management Courses?

Table 2: Mean responses on challenges in the use of new technologies



S/N	Notable Challenges of New Technologies	\bar{X}	SD	Remarks
1	High cost of importation of new technologies	4.19	2.05	Accepted
2	poor planning and haphazard implementation of policy	3.97	1.99	Accepted
3	Inadequate capacity building	3.53	1.88	Accepted
4	Poor funding of new Technologies	4.03	2.01	Accepted
5	School leadership challenge	4.08	2.02	Accepted
6	Lack of experienced technician	3.81	1.95	Accepted
7	High cost of spare parts of new technologies	4.23	2.06	Accepted
8	High cost of installation of new technologies	4.16	2.04	Accepted
9	Lack of commitment by Government	4.41	2.10	Accepted
10	Physical health challenges	4.38	2.09	Accepted
11	Wrong interpretation of Curricula by Business Educators	2.91	1.71	Rejected
12	Business Educators challenges	4.47	2.11	Accepted
13	Students' related attitude	2.80	1.67	Rejected
14	Inadequate infrastructures	3.45	1.85	Accepted
15	Challenge of learning content	4.12	2.02	Accepted
16	Lack of experienced technician to repair spoiled technologies	3.78	1.94	Accepted
17	High cost of spare parts of new technologies	4.43	2.10	Accepted
18	High tariff on imported Technologies	3.96	1.99	Accepted

Source: Field Survey 2017

Findings and Discussion

In Table 2, items 1 – 10 have the mean rating ranges from 3.53 – 4.41. This reveals that the respondents agreed that there are obvious challenges in the integration of new technologies into Office Technology and Management programme. In the same vein, items 12, 14, 15, 16, 17 and 18 affirm that there are outstanding challenges in the integration of new technologies into Business Education. This is a positive result that confirms the availability of challenges in the integration of new technologies into Office Technology and Management programme.

Similarly, items 11 and 13 from the same table reveal scores of 2.91 and 2.8 respectively which are below the ranking level of 3.5 and they are thus rejected. This shows that all the challenges are not producing the same effects on the integration of new technologies into Office Technology and Management programme



Research Question 3: What likely strategies can reduce challenges of integration of new technologies into Office Technology and Management programmes?

Table 3: The extent to which the following strategies can reduce the challenges of Integration new technologies into teaching and learning of Office Technology and Management programme

S/N	Strategies that can reduce Challenges	Mean (\bar{X})	SD	REMARK
1	Improvement on investment on new technologies	3.99	1.99	S
2	Regular power supply	3.92	1.98	S
3	Acquisition of multi-dimensional skills by business educators	4.41	2.10	S
4	Importance of current technologies	4.32	2.08	S
5	Reduction of tariff on Imported new technologies	4.51	2.12	S
6	Continuity of policy on new technologies by stakeholder	4.33	2.08	S
7	Continuity of implementation of objectives	3.45	1.89	S
8	Replacement of obsolete Technologies with new ones	4.17	2.04	S
9	Training and Retraining of Business Educators	4.45	2.11	S
10	Provision of adequate Infrastructures	4.31	2.08	S
11	Review of current curricula on Business Education	4.30	2.07	S
12	Provision of capacity Building	4.12	2.02	S

Source: Field Survey 2017



Findings and Discussion

Table III shows how some strategic measures can reduce challenges of integrating new technologies into Office Technology and Management programme. The identified measures included improvement on investment on new technologies (3.99; 1.99), regular power supply (3.92; 1.98), acquisition of multi-dimensional skills by business educators (4.41; 2.10), importance of current technologies (4.32; 2.08), reduction of tariff on imported new technologies (4.51; 2.12) continuity of policy on new technologies by stakeholders (4.33; 2.08), continuity of implementation of objectives (3.45; 1.89), replacement of obsolete technologies with new ones (4.17; 2.04) were likely strategies to reduce challenges of integrating new technologies into Office Technology and Management programme. Results of data in Table III further showed that training and retraining of business educators (4.45; 2.11), provision of adequate infrastructures (4.31; 3.08), review of current curricula on business education (4.30; 2.07) and provision of capacity building (4.12; 2.02) were possible ways of reducing challenges of integrating new technologies into Office Technology and Management programme

Conclusion

Following the analysis of data presented above it can be inferred from findings that challenges are natural parts of all human activities. The findings revealed that there are prominent challenges existing in integration of new technologies into Office Technology and Management in our institutions of learning in this country. It is worthy of note that the integration of new technologies into Office Technology and Management programme cannot on their own produce challenges. The challenges came up as a result of inadequacy of infrastructures, capacity building, funds, poor attitudes of lecturers and students related attitudes, epileptic supply of power, and imposition of high tariff on new technologies, physical-mental health, bad leadership policy and lack of continuity of policy implementation on the part of government and stakeholders. However, in spite of these challenges, the integration of new technologies into Office Technology and Management programme have impacted our business education systems positively.

Recommendations

Based on the findings and conclusion, the following recommendations are made towards the reduction of the challenges available in integration of the challenges of new technologies into Office Technology and Management programme:

1. Because of the inevitable nature of new technologies into all business concerns all over the world Nigeria inclusive, it becomes imperative that adequate provisions in terms of funds and infrastructure should be made for integration of new technologies into Business Education. Thus, it is very important for all stakeholders of Office Technology and Management to rise up to the challenges of new technologies.
2. There should be adequate room for flexibility for future expansion in regards to installation of new technologies.



3. There should be a powerful stand-by generator in case power supply may occur.
4. Furthermore, adequate training and retraining of Business Education teachers will help to achieve the goals and objectives of integration of new technologies into Office Technology and Management programme.
5. There should be availability of well trained and experienced maintenance technicians to service the new technologies regularly to avoid slowing down of progress.
6. Finally, there should appropriate legal control to regulate the importation of new technologies as well as the imposition of high tariff and high demurrage on new technologies.

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