



SUSTAINING TEACHING AND LEARNING OF OFFICE TECHNOLOGY AND MANAGEMENT EDUCATION IN SOUTH-EASTERN NIGERIA TERTIARY INSTITUTIONS IN THE NEW NORMAL ERA

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Abstract

The study examined approaches for sustaining teaching and learning of Office Technology and Management Education (OTME) in South-eastern Nigeria Tertiary Institutions in the New Normal era. Three research questions were answered while three null hypotheses were tested. Descriptive survey research design was adopted in carrying out the study. Multistage sampling technique was used to select 93 Business education lecturers that constituted the sample for the study. The instrument for data collection was a structured close-ended questionnaire. The instrument was face-validated by three experts while the reliability of the instrument was ascertained using Cronbach Alpha reliability method which yielded a reliability coefficient of 0.886. Data collected were analysed using mean, standard deviation, t-test statistics and ANOVA. The results identified 8 funding approaches, 17 online teaching approaches and 8 ICT capacity building of lecturers approaches for sustainable teaching and learning of Secretariat Studies in South-Eastern Nigeria tertiary institutions in the New Normal era. There was no significant ($p < 0.05$) difference in the mean ratings of the responses of male and female Business Education Lecturers on funding approaches. There was no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators on online teaching approaches based on their academic qualifications. Though, there was significant ($p < 0.05$) difference in the mean ratings of the responses of Business Education lecturers on ICT capacity building of lecturers approaches for sustainable teaching and learning of OTME based on their academic qualifications. The study among others recommended improved government funding of Business Education programme for sustaining teaching and learning of OTME in the New Normal Era.

Keywords: Teaching and learning, Office Technology and Management Education, South-eastern, Tertiary Institutions, New Normal

Introduction

Education, most especially at tertiary level is key to skill acquisition and socio-economic development of man and his society. Tertiary education is made up of Universities, Polytechnics, Monotechnics and Colleges of Education (Babalola, 2012). Tertiary institutions, according to Okute and Agomuo (2010) are third tier of learning which provide training in an ever-increasing number of specialization necessary for the modern society.



Tertiary institutions in Nigeria education system include Universities, Colleges of Education, Polytechnics and Monotechnics whose aims are: to contribute to national development through high-level relevant manpower training, develop and inculcate proper values for the survival of the individual and society, develop the intellectual capability of individual to understand and appreciate their local and external environment, acquire both physical and intellectual skills which will enable individuals to be self reliant and useful members of the society, promote and encourage scholarship and community services, forge and cement national unity; and promote national and international understanding and interaction (Federal Republic of Nigeria, 2014). Tertiary institutions are established and charged with the mandate of providing knowledge, skills and training to students who have successfully completed their secondary education and desirous of pursuing a chosen discipline for future career through education of higher learning. In the opinion of Jaja (2013), tertiary institutions are organised form of learning activities at the higher education level. Contents of tertiary education are organized into specific areas where students are trained for future career development. One of the major areas in tertiary education is Office Technology and Management Education (OTME) one of the options in Business Education. Ohaegbulem (2004) affirmed that Business Education programme at tertiary institution level covers: accounting, general business, teaching practice, students industrial work experience scheme (SIWES), marketing and distributive trade, OTM and general education.

Office Technology and Management Education (OTME) is a component of vocational education that provides knowledge and skills needed to perform efficiently and effectively in the world of work. It involves acquisition of skills, knowledge and competencies and makes the recipient proficient in office and managerial profession (Amoor and Magaji, 2015). Office Technology and Management option deals with the education and training given to a person to equip him or her with such skills as: information processing skills (analyzing, synthesizing, keyboarding, transcription editing, displaying, proofreading, printing etc) (Ohaegbulem, 2004). According to Aliyu (2006), Office Technology and Management education prepares the students for performing all roles of a secretary, the accountant and office manager. In the opinion of Okolo (2001), Office Technology and Management education provides students with adequate skills and information needed to function well in office occupation. Office Technology and Management education provides adequate training and education in office administration, office technology and information systems to would be secretarial administrators to understand complex assignments and to play a major role in the general operations of a business office. Some tertiary institution use Office Technology and Management education while others regard it as Secretarial education. But for sake of this paper it regarded as Office Technology and Management Education (OTME).

The teaching and learning of Office Technology and Management like other aspects of education has equally been affected by the outbreak of COVID-19. United Nations (2020) reported that the outbreak of COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted about 94 per cent of the world's student population at all levels of education. Similarly, Kaur, Singh, Mahajan, Lal, Singh and Kaur (2021) affirmed that the current corona virus disease 2019 (COVID-19) pandemic has led to the disruption of academic activities including which has made online learning only available options for continuing education worldwide. Palia (2021) observed that with the outbreak of COVID-19 pandemic, institutions recommended social distancing guidelines, schools switched from traditional on-campus classroom instruction to remote online learning. Mishra, Boland and Woreta (2020) noted that COVID-19 pandemic transformed education overnight and accelerated the adoption of innovative e-virtual learning resources for teaching and



learning. These changes, according to Mishra, et al (2020) will undoubtedly remain part of the new paradigm of education in the post-COVID era.

Teaching and learning is about creating, innovating and cultivating curiosity in learners. Having easy access to new and different ways of experiencing the world most especially in the COVID-19 new normal era will go a long way to nurturing that curiosity. In order to sustain teaching and learning in the face of the pandemic, there must be increased investment and engagement in online teaching and learning to minimise human to human contacts in order to curtail the spread of the deadly virus. Palia (2021) stated that the transition from traditional classroom learning to online learning during the pandemic presented great opportunity to monitor and sustain learning engagement of students. Though, online teaching and learning engagement of students in the “New Normal” era is more effective and functional in developed countries like USA, UK, China, Australia among others where there is intense use of ICTs for teaching and learning. Nigeria being a third world country is still lagging in developing the required capacities to effectively cope with teaching and learning in the COVID-19 “New Normal” era. Hence, this study examined approaches for Sustaining Teaching and Learning of Office Technology and Management Education (OTME) in South-Eastern Nigeria Tertiary Institutions in the New Normal Era with funding, improved online teaching and ICT capacity building of educators in focus.

Research Questions

1. What are the funding approaches for sustaining teaching and learning of OTME in South-eastern Nigeria tertiary institutions in the New Normal era?
2. What are the online teaching approaches for sustaining teaching and learning of OTME in South-eastern Nigeria tertiary institutions in the New Normal era?
3. What are the ICT capacity building of lecturers approaches for sustainable teaching and learning of OTME in South-eastern Nigeria tertiary institutions in the New Normal era?

Hypotheses

- H0₁:** There is no significant difference in the mean ratings of male and female Business Education Lecturers on funding approaches for sustaining teaching and learning of OTME in the New Normal era.
- H0₂:** There is no significant difference in the mean ratings of Business Education Lecturers on online teaching approaches for sustaining teaching and learning of OTME in the New Normal era based on their educational qualifications.
- H0₃:** There is no significant difference in the mean ratings of Business Education Lecturers on ICT capacity building of lecturers approaches for sustainable teaching and learning of OTME in the New Normal era based on their educational qualifications.

Methods

Three research questions were answered, and three null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted to carry out the study using multistage sampling technique. The first stage involved random selection of two states (Abia, and Enugu) out of the existing five states in southeast Nigeria. The second stage involved purposive selection of six public Universities and Colleges of Education offering Business education programme in the two states. The six selected institutions are: (i) Abia State University, Uturu, (ii) Michael Okpara University of Agriculture, Umudike, Abia State, (iii) Abia State College of Education, Arochukwu, (iv) University of Nigeria, Nsukka, Enugu State, (v) Enugu State University of Science and Technology, (vi) Federal College of Education, Eha-Amufu, Enugu State. The third stage of the sampling involved the selection of all the 93 Business education



lecturers from the six selected public tertiary intuitions (Universities and Colleges of Education) in the study area.

The instrument for data collection for the study was a structured close-ended questionnaire developed by the researcher titled “New Normal Teaching and Learning of Office Technology and Management Education Questionnaire (NNTLOTMEQ)”. The questionnaire was structured into three sections in line with the three specific purposes of the study. Section one of the questionnaire focused on funding approaches for sustaining teaching and learning of Office Technology and Management Education (OTME) in the New Normal Era, Section two was designed to elicit data on online teaching approaches for sustaining teaching and learning of OTME in the New Normal era while section three was to gather data on ICT capacity building of lecturers approaches for sustainable teaching and learning of OTME in the New Normal era. The response option of the questionnaire was structured on a 4-point rating scale of Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instrument was face-validated by three experts who are Senior Lecturers in Business Education in Nnamdi Azikwe University, Awka, Anambra State. The reliability of the questionnaire was ascertained by trial testing 15 copies of the instrument on Business education lecturers in the University. Data collected from the trial testing were analysed using Cronbach Alpha reliability method which yielded a reliability coefficient of 0.886. The reliability result indicates that the instrument was about 89% reliable for data collection for the study. In affirmation, Hamed (2016) noted that reliability coefficients range from 0.00 to 1.00, with higher coefficients indicating higher levels of reliability.

Data for the study were collected by the researchers with the help of six research assistants. Each of the six research assistants handled data collection in each of the six schools covered for the study. Due to close monitoring of the research assistants, the entire 93 copies of the questionnaire administered were completed and returned representing 100% rate of return. The data collected were analysed using mean and standard deviation for answering the research questions while the hypothesis one was tested using t-test statistics and hypotheses two was tested using Analysis of Variance (ANOVA). The cut-off point of 2.50 was obtained for answering the research question on 4-point rating scale. Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as “Agreed” while those less than 2.50 were interpreted as “Disagreed. The hypothesis of no significant difference was accepted when the p-value (sig.) is greater than 0.05 level of significance. On the other hand, the hypothesis of no significant difference was rejected when the p-value (sig.) is less than 0.05 level of significance.

Results

Research Question One

What are the funding approaches for sustaining teaching and learning of Office Technology and Management Education (OTME) in South-eastern Nigeria tertiary institutions in the New Normal era?



Table 1: Funding Approaches for Sustaining Teaching and Learning of Office Technology and Management Education (OTME) in South-eastern Nigeria Tertiary Institutions in the New Normal Era (n = 93)

| S N | Funding approaches for sustaining Office Technology and Management Education (OTME) teaching: | \bar{X} | SD | Rmks |
|--------|---|-------------|-------------|--------------|
| 1 | Adequately funding of OTME in the COVID-19 New Normal Era. | 3.46 | 0.55 | Agree |
| 2 | Seeking alternative sources of funding outside government OTME in the COVID-19 New Normal Era. | 3.69 | 0.60 | Agree |
| 3 | Financial incentives of Business education lecturers for quality service in delivery in the COVID-19 New Normal Era. | 3.37 | 0.78 | Agree |
| 4 | Improved impress to Business education programme for effective running of activities in the COVID-19 New Normal Era. | 3.42 | 0.62 | Agree |
| 5 | Funding professional training of Business education lecturers in virtual teaching in the COVID-19 New Normal Era. | 3.60 | 0.52 | Agree |
| 6 | Public Private Partnership (PPP) for improved funding for sustaining Business Education programme in the New Normal. | 3.53 | 0.48 | Agree |
| 7 | Intervention funding for replacing or upgrading Instructional technologies in Business Education programme in the pandemic. | 3.55 | 0.53 | Agree |
| 8 | Supports for lecturers in data subscriptions for effective engagement in online teaching and learning with students. | 3.63 | 0.54 | Agree |
| | Cluster Mean | 3.53 | 0.57 | Agree |

Note: \bar{X} = Mean; SD = Standard Deviation; N = No of Respondents.

The mean ratings of the respondents on the eight items in Table 1 ranged from 3.37 to 3.69 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the eight identified items in the table are funding approaches that could be adopted for sustaining teaching and learning of OTME in South-eastern Nigeria tertiary institutions in the New Normal era. The standard deviation values of the eight items ranged from 0.48 to 0.78 which shows that the responses of the respondents are close to the mean and one another.

Research Question Two

What are the online teaching approaches for sustaining teaching and learning of Office Technology and Management Education (OTME) in South-eastern Nigeria tertiary institutions in the New Normal era?

Table 2: Online Teaching Approaches for Sustaining Teaching and Learning of Technology and Management Education (OTME) in South-eastern Nigeria Tertiary Institutions in the New Normal Era (n = 93)

| SN | Online teaching approaches for sustaining Office Technology and Management Education teaching in the New Normal Era: | \bar{X} | SD | Rmks |
|----|--|-----------|------|-------|
| 1 | Adequate provision of online teaching facilities for Business Education lecturers. | 3.52 | 0.54 | Agree |
| 2 | Ensure uninterrupted internet connection for effective engagement of lecturers and students in online teaching and learning. | 3.61 | 0.75 | Agree |
| 3 | Test running online teaching resources before actual teaching and learning experience with students. | 3.50 | 0.68 | Agree |
| 4 | Choosing online teaching platform wisely | 3.53 | 0.54 | Agree |



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|---------------------|--|-------------|-------------|--------------|
| 5 | Adopt multiple modes for engaging online teaching contents with students. | 3.78 | 0.53 | Agree |
| 6 | Structure Secretarial studies online teaching to create a sense of routine to learners. | 3.55 | 0.65 | Agree |
| 7 | Create room for interaction among students in the online teaching experience | 3.44 | 0.58 | Agree |
| 8 | Create room for students' active participation and engagement in the online teaching experience | 3.55 | 0.71 | Agree |
| 9 | Blending both synchronous and asynchronous methods of teaching on online teaching and learning. | 3.46 | 0.59 | Agree |
| 10 | Revamp lessons to the online environment with engaging discussions, screen recordings, and interactive technological tools | 3.71 | 0.48 | Agree |
| 11 | Set clearly specified dates and times early for engaging students in online teaching and learning experience. | 3.52 | 0.55 | Agree |
| 12 | State clearly behavioural expectations in every online teaching and learning experience. | 3.48 | 0.54 | Agree |
| 13 | Build a strong and reliable online classroom community with students | 3.74 | 0.37 | Agree |
| 14 | Utilize screen recordings to pre-record lecturers' instruction and the actual online lessons with students. | 3.48 | 0.56 | Agree |
| 15 | Set and enforce consequences in live online teaching and learning discussions. | 3.73 | 0.60 | Agree |
| 16 | Give positive reinforcement such as public or private shout-outs for performing students in online teaching. | 3.56 | 0.56 | Agree |
| 17 | Maintain best practices in all online teaching and learning experience with students. | 3.61 | 0.47 | Agree |
| Cluster Mean | | 3.57 | 0.64 | Agree |

Note: *X* = Mean; *SD* = Standard Deviation; *N* = No of Respondents.

The mean ratings of the respondents on the seventeen items in Table 2 ranged from 3.44 to 3.78 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This implies that the seventeen identified items in the table are online teaching approaches that could be adopted for sustaining teaching and learning of Office Technology and Management Education in South-eastern Nigeria tertiary institutions in the New Normal era. The standard deviation values of the seventeen items ranged from 0.37 to 0.75 which shows that the responses of the respondents are close to the mean and one another.

Research Question Three

What are the ICT capacity building of lecturers approaches for sustainable teaching and learning of Office Technology and Management Education (OTME) in South-eastern Nigeria tertiary institutions in the New Normal Era?



Table 3: ICT capacity building Approaches for Sustaining Teaching and Learning of OTME in Nigerian Tertiary Institutions in the New Normal Era (n = 93)

| SN | ICT capacity building approaches of lecturers for sustaining OTME teaching in the New Normal Era: | \bar{X} | SD | Rmks |
|----|--|-------------|-------------|--------------|
| 1 | Quality training of Business Education lecturers in effective use of online teaching and learning resources. | 3.50 | 0.54 | Agree |
| 2 | Training of Business education students in the use of online learning resources. | 3.46 | 0.51 | Agree |
| 3 | Capacity building of Business Education lecturers in the use of ICT-based teaching techniques. | 3.37 | 0.52 | Agree |
| 4 | Recruitment of computer literate Business Education lecturers for effective adoption of online teaching in New Normal era. | 3.58 | 0.72 | Agree |
| 5 | Subjecting Business education lecturers into regular online conferences, workshop and seminars. | 3.40 | 0.51 | Agree |
| 6 | Provision of personal ICT teaching resources such as computers, IPAD and IPOD to lecturers. | 3.49 | 0.50 | Agree |
| 7 | Recommending Business Education lecturers for higher degree training of abroad. | 3.56 | 0.44 | Agree |
| 8 | Timely provision of subscription fund to Business education lecturers in the New Normal era. | 3.66 | 0.52 | Agree |
| | Cluster Mean | 3.50 | 0.62 | Agree |

Note: \bar{X} = Mean; SD = Standard Deviation; N = No of Respondents.

The mean ratings of the respondents on the eight items in Table 3 ranged from 3.37 to 3.66 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This signifies that the eight identified items in the table are ICT capacity building approaches of lecturers that could be adopted for sustaining teaching and learning of OTME in South-eastern Nigeria tertiary institutions in the New Normal era. The standard deviation values of the eight items ranged from 0.44 to 0.72 which shows that the responses of the respondents are close to the mean and one another.

Testing of Hypotheses

Hypothesis One

There is no significant difference in the mean ratings of male and female Business Education Lecturers on funding approaches for sustaining teaching and learning of OTME in the New Normal Era.



Table 4: Result of t-test statistics for significant difference in the mean ratings of male and female Business Education Lecturers on funding approaches for sustaining teaching and learning of Office Technology and Management Education (OTME) in the New Normal era

| Variables | N | \bar{X} | SD | DF | Std. Error | t-cal | p-value | Level of sig. | Decision |
|------------------|----|-----------|------|----|------------|-------|---------|---------------|---------------------------------|
| Male Lecturers | 49 | 3.55 | 0.48 | | | | | | |
| Female Lecturers | 44 | 3.52 | 0.50 | 91 | 0.026 | 0.30 | 0.74 | 0.05 | NS (Accept H_{01}) |

Note: Level of Sig. = 0.05; **NS** = Not Significant

The result presented on the t-test statistics in Table 4 showed that the p-value of 0.74 was greater than 0.05 level of significance. This indicated that there was no Significant ($p < 0.05$) difference in the mean ratings of the responses of male and female Business Education Lecturers on funding approaches for sustaining teaching and learning of OTME in the New Normal era. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of the male and female Lecturers is accepted on hypothesis one.

Hypothesis Two

There is no significant difference in the mean ratings of Business Education Lecturers on online teaching approaches for sustaining teaching and learning of Office Technology and Management Education (OTME) in the New Normal era based on their educational qualification.

Table 5: Analysis of Variance (ANOVA) test of significant difference in the mean ratings of Business Education Lecturers with B.Ed, M.Ed and Ph.D qualifications on online teaching approaches for sustaining teaching and learning of OTME.

| Sources of Variance | Sum of Squares | DF | Mean Square | F-Cal | p-value | Level of Sig | Decision |
|---------------------|----------------|-----------|-------------|-------|---------|--------------|---------------------------------|
| Between Groups | 0.692 | 2 | 0.45 | 0.37 | 0.46 | 0.05 | NS (Accept H_{02}) |
| Within Groups | 78.433 | 90 | 0.41 | | | | |
| Total | 79.125 | 92 | | | | | |

Note: Level of Sig. = 0.05; **NS** = Not Significant

The result of analysis of variance (ANOVA) in Table 5 revealed that the p-value of 0.46 was greater than 0.05 level of significance. This indicated that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators with B.Sc (Ed); M.Sc (Ed) and PhD qualifications on online teaching approaches for sustaining teaching and learning of Office Technology and Management Education in the New Normal era. This indicates that educational qualification of the Business Education lecturers is not a significant source of difference in their responses. Consequently, the null hypothesis of no significant ($p < 0.05$)



difference in the mean responses of the Business Education lecturers based on academic qualification is accepted on hypothesis two.

Hypothesis Three

There is no significant difference in the mean ratings of Business Education Lecturers on ICT capacity building of lecturers approaches for sustainable teaching and learning of Office Technology and Management Education (OTME) in the New Normal era based on their educational qualification.

Table 6: Analysis of Variance (ANOVA) test of significant difference in the mean ratings of Business Education Lecturers with B.Ed, M.Ed and Ph.D qualifications on ICT capacity building approaches for sustaining teaching and learning of OTME.

| Sources of Variance | Sum of Squares | DF | Mean Square | F-Cal | p-value | Level of Sig | Decision |
|---------------------|----------------|-----------|-------------|-------|---------|--------------|--|
| Between Groups | 0.983 | 2 | 0.54 | 3.25 | 0.02 | 0.05 | Sig. (Reject H ₀₃) |
| Within Groups | 85.637 | 90 | 0.49 | | | | |
| Total | 86.620 | 92 | | | | | |

Note: Level of Sig. = 0.05; **Sig** = Significant

The result of analysis of variance (ANOVA) in Table 6 showed that the p-value of 0.02 was less than 0.05 level of significance. This implied that there was significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators with B.Sc (Ed); M.Sc (Ed) and PhD qualifications on ICT capacity building of lecturers approaches for sustainable teaching and learning of Office Technology and Management Education in the New Normal era. This indicates that educational qualification of the Business Education lecturers is a significant source of difference in their responses. Hence, the null hypothesis of no significant ($p < 0.05$) difference in the mean responses of the Business Education lecturers based on academic qualification is rejected on hypothesis three.

Discussion of Findings

The study on research question one identified funding approaches for sustaining teaching and learning of Office Technology and Management Education in the New Normal era to include: adequately funding of OTME, seeking alternative sources of funding OTME outside government, financial incentives Business education lecturers for quality service in delivery, improved impress to Business education programme for effective running of activities, funding professional training of Business education lecturers in virtual teaching and Public Private Partnership (PPP) for improved funding for sustaining Business Education programme among others. Lawal, Basseyy and Ani (2008) found that measures for stepping up the use of electronic teaching methods include: increased funding and provision of relevant ICT facilities. Tarus, Gichoya and Muumbo (2015) who found that the expansion of e-learning infrastructure to facilitate the access to e-learning can be achieved through provision of stable power supply and adequate funding for integrating the use of modern technologies in teaching and learning.

This study in respect to research question two identified online teaching approaches for sustaining teaching and learning of OTME in the New Normal era to include: adequate provision of online teaching facilities for Business Education lecturers, ensuring uninterrupted internet connection for effective engagement of lecturers and students in online teaching and learning,



test running online teaching resources before actual teaching and learning experience with students, choosing online teaching platform wisely, adopting multiple modes for engaging online teaching contents with students, setting clearly specified dates and times early for engaging students in online teaching and learning experience, stating clearly behavioural expectations in every online teaching and learning experience, building a strong and reliable online classroom community with students and setting and enforcing consequences in live online teaching and learning discussions among others. The findings of this study supported that of Corwin (2021) who identified strategies for effective online teaching and learning during COVID-19 to include: test running online teaching resources before actual teaching and learning experience with students, adopting multiple modes for engaging online teaching contents with students, structure online teaching to create a sense of routine, creating room for interaction among students in the online teaching experience. Jackson (2020) and Albert (2021) highlighted revamping of lessons to the online environment with engaging discussions, screen recordings, and interactive technological tools, blending both synchronous and asynchronous methods of teaching on online teaching and learning, stating clearly behavioural expectations in every online teaching and learning experience, building a strong and reliable online classroom community with students and maintaining best practices in all online teaching and learning experience with students as some of the effective strategies for engaging online teaching and learning in the COVID-19 and New Normal era.

This study as regards research question three identified ICT capacity building approaches of lecturers for sustaining teaching and learning of OTME in the New Normal era to include: quality training of Business Education lecturers in effective use of online teaching and learning resources, training of Business education students in the use of online learning resources, capacity building of Business Education lecturers in the use of ICT-based teaching techniques, recruitment of computer literate Business Education lecturers for effective adoption of online teaching in New Normal era, subjecting Business education lecturers into regular online conferences, workshop and seminars and timely provision of subscription fund to Business education lecturers in the New Normal era among others. Online learning during the pandemic helped to ensure remote learning as students could conveniently access teachers and teaching materials easily without location barrier (Mukhtar, Javed, Arooi and Sethi, 2020). The findings agreed with that of Snelling and Fingal (2020) who strategies for online learning in COVID-19 era to include: digital equity, establish daily schedules, provision of robust learning, designing of independent learning, choosing the right tools and stick with them and provision of clear expectations to teachers and learners.

Conclusion

The study examined approaches for sustaining teaching and learning of Office Technology and Management Education in South-eastern Nigeria Tertiary institutions in the New Normal Era. Data were collected from Business Education Lecturers and analysed using mean and standard deviation for answering research questions while t-test statistics and ANOVA were used for testing the hypotheses. The results of the study identified 8 funding approaches, 17 online teaching approaches and 8 ICT capacity building of lecturers approaches for sustainable teaching and learning of OTME in South-eastern Nigeria tertiary institutions in the New Normal era. The result on hypotheses tested revealed that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of male and female Business Education Lecturers on funding approaches for sustaining teaching and learning of OTME. Similarly, there was no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators with B.Sc (Ed); M.Sc (Ed) and PhD qualifications on online teaching approaches for sustaining teaching and learning of OTME in the New Normal era. Though, there was significant ($p < 0.05$) difference in the



mean ratings of the responses of Business Educators with B.Sc (Ed); M.Sc (Ed) and PhD qualifications on ICT capacity building of lecturers approaches for sustainable teaching and learning of OTME in the New Normal era. The study therefore recommended:

- i. Improved government funding of Business Education programme for sustaining teaching and learning of OTME in South-eastern Nigeria Tertiary institutions in the New Normal era.
- ii. Stepping up of online teaching and learning approach through appropriate policies backed with provision of required facilities for effective online instruction in the New Normal era.
- iii. Improved capacity building of Business Education Lecturers through training and retraining in effective use of online teaching and learning resources New Normal era.

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