An Assessment of Availability, Functionality and Utilization of Training Facilities for Skills Acquisition in Office Technology and Management Programme

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Abstract

The study was undertaken to find out the availability, functionality and utilization of training facilities for skills acquisition in Office Technology and Management programme, Federal Polytechnic, Bauchi. The study adopted a descriptive survey design. Three research questions raised were answered. The population of the study comprises three hundred and one (301) of Office Technology and Management students using Morgan sample size table to select One hundred and sixty nine (169) respondents. A 45 – item questionnaire was the instrument used for data collection. The questionnaire was given to three experts in Office Technology and Management programme for face validation. The reliability of instrument was determined using Cronbach Alpha with a coefficient value of 0.76. The questionnaire was built on a 4-point rating scale. The obtained data was analyzed using mean for research questions. Findings are that the Male and Female respondents agreed that the teaching facilities were available, functional and utilized by Office Technology and management student for skill acquisition. It was therefore recommended that the NBTE should embark on regular monitoring to ensure that the administrators of the polytechnics provide new technologies needed for skills acquisition. Bauchi State Government should provide adequate facilities and equipment suitable for the skills acquisition. Also, policies relating to utilization of new technologies at all level of education system in Nigeria should be fully implemented by the Federal Government of Nigeria among others.

Keywords: OTM, Availability, Functionality, Utilization, Entrepreneurial Skill

Introduction

Office Technology and Management programme is an educational programme meant for the acquisition of knowledge, skills, office ethics and competencies needed to prepare the individual to enter gainful employment in specific business and office occupation. It is a veritable programme of study which builds its participant and graduates to be able to contribute meaningfully to National Development. Komolafe and Ajani (2010) posited, "Office Technology and Management is a work oriented educational programme that aims at skill acquisition which

are useful and employable in the labour market". Komolafe and Ajani (2010) further asserted that "the programme is designed to development participant's skills, abilities, understanding, attitude, work habits and appreciation of encompassing knowledge and information needed by individuals in order to enter and progress in employment on a useful and productive base. Office Technology and Management programme therefore, is an educational programme meant for the acquisition of knowledge, skills office ethics and competencies needed to prepare the individuals to enter gainful employment in specific business and office occupation (Komolafe and Ajani, 2010).

Thus, skills are used in the application of the entrepreneurial process as it also represents the ability to use knowledge effectively in performance of action. The concept of skills unifies knowledge with the ability to apply it in specific situation. Stanton (2002), described the skills as those life-coping skills which a person acquires that help develop in the abilities and competencies that lead to self-employment and sustainability. Esene (2010) noted that these abilities constitute the work-oriented, career-oriented or occupation-oriented competencies that attempt to improve the efficiency and productivity of its recipient's attitude requirement as office manager at a professional or sub-professional level. Therefore, (Folahan et al, 2006) assert that entrepreneurial skills are simply business skill, which an individual acquires to enable him function effectively in the turbulent business environment as an entrepreneur or a self-employed. Folahan et al, (2006) further stated that entrepreneurial skills are relating to identifying business opportunity and receiving a sustainable income from these opportunities. Hence, the acquisition of entrepreneurial skills means combining personal characteristics, financial resources within one's environment and taking advantage of them for rewarding outcome.

According to Brouwer (2002) acquisition of entrepreneurial skills means possessing the ability to find and evaluate business opportunities, gather the necessary resources, initiate appropriate action to ensure success; and implement action to take advantage of the opportunities for rewarding outcome. This condition can be met though a curriculum that is relevant and comprehensive and a well-equipped laboratory/workshop with relevant training facilities for Office Technology and Management students. Shorthand/Language laboratory, typing pool and ICT Laboratory offer opportunities for practical training of students in skill-acquisition in Office Technology and Management programme for future development of the key sectors of the economy in order to meet the basic needs among others. According to Bybee and Loucks, (2000); Penny and Fox, (1997) stated that students practical project are important part of the curriculum in Vocational and Technical colleges, but a supportive school environment is a fundamental requirement for the successful implementation of curriculum. Bybee and Loucks, (2000); Penny and Fox, (1997) further stated that this aspect of the curriculum can only be implemented where facilities in the laboratory/ workshop are function, adequate and relevant.

Therefore, functionality, availability and utilization of appropriate facilities enhances student learning by allowing them to be involved in demonstrations, and practice that will continue to build their skills. However, most of the technical, vocational and business colleges in Nigeria have been forced to perform below standard due to non-availability, poor management or utter neglect of the required facilities in the laboratory/workshops for effective training. (Atsumbe, 2002) observed that due to inadequate funding, normal laboratory/workshop practice, which forms 60 percent Standard set by National Board for Technical Education (NBTE) is fast disappearing on vocational/technical colleges' time tables. Ideally in the laboratory/workshop there should be equipment for acquiring skills, consumable materials purchased and distributed for practice; physical facilities arranged and given occupational direction so that acceptable work habits and procedures are successfully executed.

Puyate, (2002) reported that the present state of technical, vocational and business education facilities is very poor, there is no planned means of maintenance of the already broken down equipment or means of purchasing new ones, there is little or no concern on the part of government, teachers and students for the improvement of the present state of facilities. This pathetic situation needs to be reverted in order to meet the goals of technical and vocational education as enshrined in the National Policy on Education of Nigeria (FGN, 2014). According to the policy, the goals shall be to provide trained manpower in the applied science, technology and business particularly at craft (equivalent of high schools), advance craft and technical level; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; to give training and impart the necessary skills to individuals who shall be self-reliant economically. At all levels of nation's educational system and for all known and existing school types, instructional resources of teaching and learning materials are an indispensable factor in the attainment of goals (Mkpa,, 2001)

Statement of the Problem

Due to insufficient machinery and equipment needed for the teaching and learning during the course of students seems not be able to gain the required skills needed for their performance after their training. Ali, (2000) reported that lack of adequate laboratories/workshop; equipment and instructional material are the things that affect vocational education in Nigeria. Aside from this, most lecturers and instructors still rely on outdated and ineffective teaching strategies, thereby failing to provide students with the knowledge and skills necessary to compete in today's increasingly complex and automated world of work. Odesanya, (2012) added that while the Socrates method and Lecture/discussion framework currently employed during instructional provide convenient and comfortable way to disseminate information, our ever-evolving students population demand more. Hence, the need to re-evaluate the content of teaching facilities/equipment that are utilized and available in Office Technology and Management

programme in preparing students to meet the demands in today's work place. Similarly, Akpan, (2010) posted that the tools, equipment and facilities with which the learner is trained must be a replica of the tools, equipment and facilities where he/she would eventually work. Hence, skills acquisition in Office Technology and Management programme cannot be acquired without adequate facilities and equipment not been available, functional and properly utilized by Office Technology Management students in Federal Polytechnic, Bauchi.

Purpose of the study

1. Find out the availabilities of modern training facilities for skills acquisition in Office Technology management Department, Federal Polytechnic, Bauchi.
2. Ascertain the functionality of modern training facilities for acquisition skills in Office Technology Management Department, Federal Polytechnic, Bauchi.
3. Find out level of utilization of modern training facilities for acquisition skills in Office Technology and Management Department, Federal Polytechnic, Bauchi.

Research Questions

The following research questions were used to assist in giving directed to the study.

1. What is the level of available modern office technologies for acquisition skills in Office Technology and Management Department, Federal Polytechnic, Bauchi?
2. What is the level of functionality of modern office technologies for acquisition skill in Office Technology and Management Department, Federal Polytechnic, Bauchi?
3. What is the level of utilization of modern training facilities for acquisition skill in Office Technology and Management Department, Federal Polytechnic, Bauchi?

Methodology

The design of the study was a descriptive survey design. Three research questions raised were answered. The population of the study comprises of three hundred and one (301) of Office Technology and Management students using Morgan sample size table to select One hundred and sixty-nine (169) respondents. A 45 – item questionnaire was the instrument used for data collection. The questionnaire was given to two experts in Office Technology and Management Department for content and face validity. The reliability of instrument was determined using Cronbach Alpha with a coefficient value of 0.76. The study used a four-point rating scale. The questionnaire was made up of three parts A, B and C. Part A was designed to elicit information on the availability of modern office technologies for skills acquisition in Office Technology and Management, part B sought information on the level of functionality of modern office technologies for skills acquisition in Office Technology and Management while part C sought information on

the level of utilization of modern office technologies for skill acquisition in Office Technology and management. Mean were used to answer the research questions. The research questions were analyzed using mean based on a 2 and 4-point Likert type scale of

For Research Question 1

Available (2), Not Available (1)

For Research Question Two,

. Very Much Functional (4) 3.50-4.49),

Functional (3), 2.50-3.49

Somewhat Functional (2), 1.50-2.49

Not Functional (1) 1.00-1.49

For Research Question Three.

Very Much Utilize (4), 3.50-4.49),

Utilize (3), 2.50-3.49

Somewhat utilize (2), 1.50-2.49

Not Utilize (1) 1.00-1.49

Decision Rule

For 4 point Rating scale, the degrees of agreement or disagreement to the averages of the following variables are: 4+3+2+1/4 = 10/4 = 2.50. Any value (average) that is less than 2.50 is considered to be below the cut-off point and rejected and any value that is greater than or equal to 2.50 will be considered within the cut-off point and accepted on a four point rating scale. The researcher administered 169 copies of the questionnaire to the respondents with the help of two research assistants. Mean were used to analyze data relating to research questions. The items to item analysis in relation to the research questions were based on the cluster mean relative to the real limit of numbers as follows:

Results

Research Question 1: What is the level of availability of modern training facilities for skills acquisition in Office Technology and Management Department, Federal Polytechnic, Bauchi?

Table 1: Mean response ($\bar{X}$) on availability of modern training facilities for skills acquisition in Office Technology and Management Department, Federal Polytechnic, Bauchi.

S/N	Facilities for skills acquisition — Items	Federal Polytechnic, Bauchi Mean — Male	Female	Decision Remarks
1	Electric typewriters	2.51	2.50	Available
2	Computer	2.50	2.52	Available
3	Internet facilities	2.52	2.50	Available
4	Interactive whiteboard	2.55	2.52	Available
5	Shorthand laboratory	2.53	2.51	Available
6	Computer Projectors	2.52	2.54	Available
7	Virtual library	2.65	2.54	Available
8	Television set	2.52	2.51	Available
9	Software packages	2.50	2.53	Available
10	Scanners	2.54	2.55	Available
11	Local Area Network	2.50	2.52	Available
12	Video tapes	2.22	2.30	Available
13	Audio tape	2.14	2.19	Available
14	Photocopier machines	4.02	4.00	Available
15	Video conferencing	2.84	2.99	Available
16	Laminating machines	3.67	3.97	Available
17	Spiral binding machines	3.29	3.33	Available
18	Radio set	2.59	2.59	Available
19	Mobile Telephone	4.01	4.37	Available
20	Overhead projectors	-	-	Not Available
21	Filmstrip	-	-	Not Available
22	CD-ROM	2.52	2.54	Available
23	Telex machines	-	-	Not Available
24	Fax machines	-	-	Not Available-
25.	Functional Typing pool	4.00	3.55	Available
26.	Computer Lab	3.89	3.58	Available
27.	Functional Model Office	3.00	3.25	Available
28.	Departmental Library	3.40	3.50	Available
29.	Opportunity for field trip	2.67	2.54	Available

30.	Adding machine	3.99	3.58	Available
31.	Duplicating machine	2.35	2.32	Available
32.	Stapling machine	4.00	3.90	Available
33.	File cabinets	3.50	3.49	Available
34.	Functional Business centre for practical	-	-	Not Available
35.	Punch machine	3.80	3.54	Available
36.	Staple pin remover	3.60	3.57	Available
37.	Shredding machine	2.80	2.51	Available
38.	e-communication equipment	3.50	3.51	Available
39.	Stand-by power generator	3.60	3.59	Available
40.	Screen for projection	2.55	2.57	Available
41.	Slides	2.98	2.90	Available
42.	Comfortable tables and chairs in typing pool	3.48	3.50	Available
43.	Air-conditioners for the labs	2.53	2.55	Available
44.	Public address systems	2.59	2.54	Available
45.	Fan	4.40	4.40	Available
	Grand Mean	2.71	2.69	Available

Source: Field survey, 2022

The Table 1 above shows that 40 items were Available while only 5 of the items were considered as Not Available with the grand mean score of 2.71 for Male and 2.69 for Female which indicated that the respondents agreed that the teaching facilities were available in Office Technology and Management Department for skills acquisition.

Research Question 2: What is the level of functionality of modern training facilities for skill acquisition in Office Technology and Management Department, Federal Polytechnic, Bauchi?

Table 2: Mean response ($\bar{X}$) on the level of functionality of modern training facilities for skill acquisition in Office Technology and Management Department, Federal Polytechnic, Bauchi

	Facilities for skill acquisition	**Federal Polytechnic, Bauchi**		
		Man		Decision
	Items	Male	Female	
S/N				
1	Electric typewriters	2.55	2.56	Functional
2	Computer	2.86	2.83	Functional
3	Internet facilities	2.57	2.81	Functional
4	Interactive whiteboard	3.22	3.22	Very Much Functional
5	Shorthand laboratory	2.85	2.85	Functional

6	Computer Projectors	3.04	3.00	Very Much Functional
7	Virtual library	2.54	2.50	Functional
8	Television set	2.61	2.53	Functional
9	Software packages	2.52	2.62	Functional
10	Scanners	2.55	2.60	Functional
11	Local Area Network	2.61	2.70	Functional
12	Video tapes	2.30	2.32	Somewhat Functional
13	Audio tape	2.29	2.34	Somewhat Functional
14	Photocopier machines	3.40	3.44	Very Much Functional
15	Video conferencing	2.50	2.58	Functional
16	Laminating machines	2.95	2.50	Functional
17	Spiral binding machines	2.91	2.59	Functional
18	Radio set	2.50	2.80	Functional
19	Mobile Telephone	4.00	3.99	Very Much Functional
20	Overhead projectors	-	-	-
21	Filmstrip	-	-	-
22	CD-ROM	2.52	2.56	Functional
23	Telex machines	-	-	-
24	Fax machines	-	-	-
25.	Functional Typing pool	4.42	4.00	Very Much Functional
26.	Computer Lab	3.52	3.50	Very Much Functional
27.	Functional Model Office	3.00	3.11	Very Much Functional
28.	Departmental Library	3.50	3.48	Very Much Functional
29.	Opportunity for field trip	2.54	2.54	Functional
30.	Adding machine	4.02	4.00	Very Much Functional
31.	Duplicating machine	2.30	2.35	Somewhat Functional
32.	Stapling machine	4.30	4.20	Very Much Functional
33.	File cabinets	3.53	3.50	Very Much Functional
34.	Functional Business Centre for practical	-	-	-
35.	Punch machine	4.44	4.00	Very Much Functional
36.	Staple pin remover	4.41	4.01	Very Much Functional
37.	Shredding machine	2.56	2.52	Functional
38.	e-communication equipment	2.84	2.79	Functional
39.	Stand-by power generator	4.30	4.29	Very Much Functional
40.	Screen for projection	4.55	4.39	Very Much Functional
41.	Slides	2.51	2.50	Functional

42.	Comfortable tables and chairs in typing pool	3.50	3.52	Very Much Functional
43.	Air-conditioners for the labs	2.64	2.58	Functional
44.	Public address systems	2.80	2.72	Functional
45.	Fan	3.00	3.06	Very Much Functional
	Grand Mean	2.75	2.72	Functional

Source: Field survey, 2022

Table 2 revealed the level of functionality of modern office technologies for skills acquisition in Office Technology Management Department. The table2 shows that 17 items were very much functional and 21 items were functional while 3 items were at somewhat functional while 5 items were not available in the OTM laboratory with the Mean score of 2.75 for Male and 2.72 mean score for Female which indicate that respondents agreed that the teaching facilities were functional in Office Technology and Management department for skills acquisition.

Research Question 3: What is the level of utilization of modern training facilities for skills acquisition in Office Technology and Management Department, Federal Polytechnic, Bauchi?

Table 2: Mean response ($\bar{X}$) on the level of utilization of modern training facilities for skills acquisition in of Office Technology Management Department, Federal Polytechnic, Bauchi.

		Federal Polytechnic, Bauchi		
	Facilities for skill acquisition	Mean		Decision
S/N	Items	Male	Female	
1	Electric typewriters	3.30	3.26	Very Much Utilize
2	Computer	2.65	2.84	Utilize
3	Internet facilities	2.53	2.55	Utilize
4	Interactive whiteboard	3.32	3.35	Very Much Utilize
5	Shorthand laboratory	3.56	3.58	Very Much Utilize
6	Computer Projectors	3.34	3.20	Very Much Utilize
7	Virtual library	2.55	2.54	Utilize
8	Television set	2.51	2.50	Utilize
9	Software packages	2.53	2.54	Utilize
10	Scanners	3.25	3.00	Very Much Utilize
11	Local Area Network	2.60	2.62	Utilize
12	Video tapes	2.33	2.32	Somewhat Utilize

13	Audio tape	2.92	2.84	Somewhat Utilize
14	Photocopier machines	3.50	3.65	Very Much Utilize
15	Video conferencing	2.51	2.50	Utilize
16	Laminating machines	3.45	3.35	Very Much Utilize
17	Spiral binding machines	3.00	3.10	Very Much Utilize
18	Radio set	2.50	2.80	Utilize
19	Mobile Telephone	4.00	3.99	Very Much Utilize
20	Overhead projectors	-	-	-
21	Filmstrip	-	-	-
22	CD-ROM	2.55	2.53	Utilize
23	Telex machines	-	-	-
24	Fax machines	-	-	-
25.	Functional Typing pool	4.42	4.00	Very Much Utilize
26.	Computer Lab	3.52	3.50	Very Much Utilize
27.	Functional Model Office	3.20	3.33	Very Much Utilize
28.	Departmental Library	3.55	4.01	Very Much Utilize
29.	Opportunity for field trip	2.45	2.54	Utilize
30.	Adding machine	4.22	4.25	Very Much Utilize
31.	Duplicating machine	1.25	1.33	Somewhat Utilize
32.	Stapling machine	4.40	4.30	Very Much Utilize
33.	File cabinets	3.55	3.58	Very Much Utilize
34.	Functional Business centre for practical	-	-	-
35.	Punch machine	4.43	4.20	Very Much Utilize
36.	Staple pin remover	4.21	4.31	Very Much Utilize
37.	Shredding machine	2.10	2.22	Somewhat Utilize
38.	e-communication equipment	2.53	2.59	Utilize
39.	Stand-by power generator	4.53	4.49	Very Much Utilize
40.	Screen for projection	4.46	4.99	Very Much Utilize
41.	Slides	3.51	3.40	Very Much Utilize
42.	Comfortable tables and chairs in typing pool	3.56	3.59	Very Much Utilize
43.	Air-conditioners for the labs	2.54	2.58	Utilize
44.	Public address systems	3.00	3.12	Very Much Utilize
45.	Fan	3.50	3.59	Very Much Utilize
	Grand Mean	2.84	2.87	Utilize

Source: Field survey, 2022

Table 3 shows the level of utilization of modern office technologies for skills acquisition in Office Technology and Management department. The table shows 24 items were very much utilize, 12 items were considered to be used for skill acquisition, 3 items were somewhat utilized while 5 items were not available in the laboratory. Mean score of 2.84 for Male and 2.87 mean score for female indicate that the respondents agreed that the teaching facilities were utilized by Office Technology and management students for skills acquisition.

Findings
1. Male and female respondents agreed that the teaching facilities were available in Office Technology and Management Department for skills acquisition.
2. Male and Female respondents agreed that the teaching facilities were functional in Office Technology and Management department for skills acquisition.
3. Male and Female respondents agreed that the teaching facilities were adequately utilized by Office Technology and management students for skills acquisition
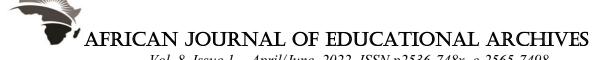
Discussion of Findings

Availability of modern training facilities for skills acquisition in Office Technology and Management Department.

The findings in research question 1 disagreed with Madu and Pam (2011) who found out that only few learning facilities were available for teaching in Federal Universities of Technology, Minna, Niger State. Also disagreed with Ogheneovo (2016) who find out that there is inadequate of new technology needed for instructional process in the Delta State Polytechnic. o with Azih (2011) who found out that polytechnics in Nigeria do not have sufficient facilities for teaching and learning the practical based OTM courses which constitute almost 70% of the core OTM courses. Disagreed with Adebanjo (2014) who revealed that polytechnics in the South-West of Nigeria have not meet the requirement of National Board for Technical Education curriculum specified technology facilities and equipment for stream of National Diploma (ND) and Higher National Diploma (HND). Finally, it is in line with Adebanjo (2014), who submitted   that for effective teaching and learning to take place in OTM programme and for the students to be able to acquire relevant skills there should be provision for all relevant facilities that will enhance the teaching and learning process.

Functionality of modern office technologies for skills acquisition in Office Technology Management Department.

The findings in research question 2 also disagreed with the study of Zakka and Moris (2009) who observed that facilities required for OTM for teaching and learning are either grossly inadequate or not available in most of the institutions in Nigeria. Findings is in line with the study conducted by Igbinabo in Baba (2009) argues that to ensure optimum teaching and learning under

the best of conditions, OTM programmes are expected to be adequately and sufficiently provided with requisite instructional facilities and equipment for skills acquisition.

Utilization of modern office technologies for skills acquisition in Office Technology and Management Department.

The findings from research question 3 is in line with the study conducted by Ikechukwu (2011) pointed out that poor e-learning technology designed environment is a challenges to the implementation of e-learning technology. Ikechukwu (2011) pointed out that improper designed and lack of expert e-learning environment designers and poor resources availability according to him hamper proper utilization of e-learning in Nigerian Tertiary institutions.

Conclusion

Office Technology Management is an outcome of an objective by the National Board for Technical Education design for a curriculum change for secretarial studies. 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 for learning and teaching of Office Technology management courses. And for Nigerian educational system to deliver on their mandates, the quality of the training given to individual passing through a courses should be such that can give adequate skills and information needed in the real world sense. Hence, the need to assess level of availability, functionality and utilization of training facilities for skills acquisition in Office Technology and Management programme.

Recommendations

The following recommendations were proffered based on the findings of the study:

1. All needed equipment/facilities for effective teaching and learning should be made available by the Federal Government to enable students acquire skills in both theory and practical courses.
2. All tertiary institutions offering OTM courses should employed enough resource persons that can teach the students practically.
3. School Management and Department should ensure that facilities required for learning are properly maintain, available, adequate, utilize and services regularly.
4. NBTE should embark on regular monitoring to ensure that the administrators of the polytechnic provided new technologies needed for skills acquisition.
5. Government should provide needed facilities and equipment in adequate suitable for the skills acquisition.
6. Utilization of new technologies at all level of education system in Nigeria should be fully implemented by the Federal Government for skills acquisition.

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