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Article

Capacity Building Needs of Office Technology and Management Lecturers for Job Effectiveness in Polytechnics in South East Nigeria

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Abstract: *This study was carried out to determine the capacity building needs of OTM lecturers for job effectiveness in polytechnics in south east Nigeria. Two research questions guided the study, two null hypotheses were also tested at 0.05 level of significance. It was a descriptive survey. The population of 65 lecturers of polytechnics in the Southeast were used for the study. Data was collected through the use of validated questionnaire administered to the respondents. The reliability was established using Cronbach Alpha. The overall reliability coefficient of 0.82 was realized. Mean statistic was used to answer the research questions, while t-test was used to test the hypothesis at 0.05 level of significant. The findings of the study revealed that technological competencies and social competencies were highly needed by OTM lecturers for their job effectiveness. It was concluded that OTM lecturers of polytechnics need to engage themselves in self-improvement programmes in order to beef up the existing gap. It was recommended that management of polytechnics should assist by sending the lecturers to workshops, seminars and conferences so as to enable them acquire the relevant skills.*

Keywords: *Capacity building, Office Technology and Management, Lecturers, Polytechnics*.

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1. Introduction

A polytechnic is an institution that trains students to provide the desired services for maximum technological and national development. Polytechnics offer courses that will provide technical and practical oriented training to meet the manpower requirements for the industrial, agricultural, commercial and economic development of the country.

According to Kadiri and Akinkurolere, Office Technology and Management (OTM), formerly referred to as Secretarial Studies in Nigeria, evolved out of a need to meet the technological and managerial demands of today's workplace. The new name OTM was approved by the supervising body for Nigerian polytechnics, the National Board for Technical Education (NBTE), in 2004. In the curriculum document for OTM, the NBTE stated the core skills which the OTM programme seeks to convey to students to prepare them for a career in OTM (NBTE, 2004). These skills include office, managerial, entrepreneurial, ICT, communication, and socio-psychological skills [1].

According to Esene [2], OTM is an educational programme designed to develop individuals' abilities, skills, work ethics, and attitudes, as well as imparting the necessary knowledge required for effective entry and steady progress in gainful

employment. The two main reasons for designing the Office Technology and Management programme were, first, to address the needs of the conventional office environment, which has long been the desire of the Secretarial Studies students and practitioners, and, second, to enhance students' knowledge by equipping them with the requisite skills for modern office/work environment. These changes led to a change in curriculum with more emphasis on information and communication technology (ICT), and managerial and entrepreneurial competencies [3]. OTM, thus, is an activity-based educational programme aimed at equipping students with office, technological and managerial skills, attitudes, competencies, and work habits that are required for success in occupations that have to do with secretarial and office management [4]. The office skills include typewriting, shorthand, bookkeeping and more [5]. Managerial and entrepreneurial skills comprise planning, organizing, directing, decision making, problem solving, personal drive, creativity, self-reliance, and more [6]. ICT skills include web browsing, e-mail, database and spreadsheet management, and other computer and technology skills [7], while communication skills include reading, writing, speaking, and listening, which are involved in the process of receiving, generating, or transmitting messages [8]. Socio-psychological skills comprise inter-personal and intra-personal skills [9]. Possession of these skills indicates graduating OTM students' preparedness for the labour market, and, by implication, their employability edge transfer.

A lecturer is one of the most vital forces in the education system who earns his/her professional status in lecturing profession. A lecturer is someone who can teach or impact knowledge on others. According to Bakare, Onah and Okereke, a lecturer is a trained individual who can actualize the potentiality for knowledge already in the learner and can accurately assess or evaluate the level of achievements of the learner without any biasness. The author added that lecturers can translate knowledge, skills, attitudes and values with certain professional principles. Lecturers represent a centripetal force in most educational systems. There is also a consensus that lecturers despite repeated trainings still need to improve in certain areas, (Rosemaladewi. Abduh and Basir. As such, improvement of the education system at any level is relative to the development of the lecturers. The lecturing force is a school's most important asset and the most important investment a school board, administrators, and parents can make, in a school system is to ensure that lecturers continue to learn. A school can have every little piece of equipment that can make learning simpler, fun and excellent, but if the lecturers handling these tools are not trained they pose a threat to the development of their students. Therefore, lecturers' improvement and capacity building is a necessary tool in improving education. The saying that 'one cannot be greater than one's lecturers is true as the students pick what the lecturers say as authentic and indisputable. Lecturers are to their students as priests are to their congregations. Whatever they say are accepted by the student as true facts. As such there is great need that lecturers should be well-learned before they are admitted to teach students otherwise wrong information will be passed on to the students. Imagine a scenario where a chemistry lecturer who is not proficient in the subject is allowed to tutor the students. The students' performance in the examination is expected to be poor and furthermore the misinformed students will end up failing even in higher education levels. That is the sole reason why students from schools with good reputation do exceedingly better than their counterparts from poor schools. This clearly points out that the education board must be highly concerned with the capacity building of the lecturers as well as with the students training. Lecturers should not be viewed as authorities who have learnt all they need to know but should be regarded as students themselves who are still in need of some form of improvement if they are to

STATEMENT OF THE PROBLEM

The problem of the study is that graduates of this programme, most times do not do well in their exams. Again in most cases, they retrain in order to get better jobs or to retain their jobs. For this reason, it has become very obvious that there is a problem somewhere. That is why this study sought to look at the capacity building needs of the lecturers of the programme.

PURPOSE OF THE STUDY

The main purpose of the study was to determine the capacity building needs of OTM lecturers for job effectiveness in polytechnics in South East Nigeria

Specifically, the study determined the following:

1. Technological competency needs of OTM lecturers for job effectiveness in southeast Nigeria
2. Social competency needs of OTM lecturers for job effectiveness in polytechnics in southeast Nigeria

RESEARCH QUESTION

1. What is the level of technological competency needs of OTM lecturers for job effectiveness in polytechnics in southeast Nigeria?
2. What is the level of social competency needs of OTM lecturers for job effectiveness in polytechnics in southeast Nigeria?

HYPOTHESIS

1. OTM lecturers in Polytechnics in south-east states of Nigeria do not differ significantly in their mean ratings on their level of technological competency needs for job effectiveness based on location;
2. OTM lecturers in Polytechnics in south-east states of Nigeria do not differ significantly in their mean ratings on their level of social competency needs for job effectiveness based on location;

2. Materials And Methods

The study was a descriptive survey. The population of the study was 65 OTM lecturers in polytechnics in south east Nigeria. There was no need for sampling as the population size was manageable. A five-point structured questionnaire was used to collect data from the respondents. The questionnaire was validated by three experts. Cronbach Alpha was used to determine the internal consistency of the instrument and a Reliability coefficient of 0.82 was got.

Data collected were analyzed using mean to answer the research questions and standard deviation was also used to determine the closeness of the mean ratings of the respondents. The decision on the research questions was based on the cluster mean relative to the real limits of numbers on a five point scale thus:

Response	Options	Ratings	Real Limit of Numbers
Very highly Needed	VHN	5 points	4.50 – 5.00
Highly Needed	HN	4 points	3.50 – 4.49
Moderately Needed	MN	3 points	2.50 – 3.49
Rarely Needed	RN	2 points	1.50 – 2.49
Not Needed	NN	1 point	1.00 –1.49

The inferential statistics of t-test was used to test the hypotheses at 0.05 level of significance.

A null hypotheses was rejected where the p-value is less than the significant value, otherwise the null hypotheses was not rejected. The data analysis was carried out using Statistical Package for Social Science (SPSS) version 25.A

3. Results and Discussion

The results are presented in order of the research questions and the corresponding hypotheses.

Research Question 1: What is the level of technological competency needs of OTM lecturers for job effectiveness in polytechnics in south east Nigeria?

Table 1. Mean and Standard Deviation on the Technological Competency Needs of OTM Lecturers in Polytechnics

SN	Item Statement	Mean	Std. Dev.	Remark
1	Ability to use electronic whiteboard to teach the students.	4.21	.819	HN
2	Ability to use computers and other ICT gadgets to teach students.	4.26	.794	HN
3	Ability to use internet for research and e-learning.	4.28	.710	HN
4	Ability to adopt e-learning strategy to deliver quality teaching to students.	4.28	.686	HN
5	Ability to use multi-media gadgets in instructional delivery in polytechnics	4.21	.819	HN
6	Ability to use other modern tools and equipment to teach students in class	4.23	.956	HN
	Aggregate	4.25	.658	HN

Data presented in Table 1 shows the mean and standard deviation of responses on the technological competency needs of OTM lecturers for job effectiveness in polytechnics. The result shows that the mean responses range from 4.21 to 4.28, which depicted that the six items of technological competency are to highly needed. The standard deviation ranged from 0.686 to 0.956, depicting relative homogeneity of responses among the respondents. The aggregated mean of 4.25 therefore shows that OTM lecturers highly need technological competency for job effectiveness in polytechnics in south east Nigeria [10].

Hypothesis 1: OTM lecturers in polytechnics in south east Nigeria do not differ significantly in their mean ratings on their level of technological competency needs for job effectiveness based on location.

Table 2. The t-test on Technological Competency needs of OTM Lecturers in Polytechnics based on Location

Location	N	Mean	Std. Dev.	Df	t-value	p-value	Decision
Urban	28	4.26	.614	57	.114	.910	Not Significant
Rural	31	4.24	.724				

Table 2 shows that the technological competency needs of OTM lecturers in polytechnics located in urban areas have a mean rating of 4.26 with standard deviation of 0.614 while those in the rural areas have a mean rating of 4.24 with standard deviation of 0.724. The table also shows t-value of 0.114 and also a p-value of 0.910 which is greater than the significant value of 0.05. This implies that OTM lecturers in the urban areas do not differ significantly from those in the rural areas in their mean ratings on their level of technological competency needs for job effectiveness [11].

Research Question 2: What is the level of social competency needs of OTM lecturers for job effectiveness in polytechnics in south east Nigeria?

Table 3. Mean and Standard Deviation on the Social Competency Needs of OTM Lecturers in Polytechnics

SN	Item Statement	Mean	Std. Dev.	Remark
7	Ability to use good communication for innovative teaching	4.18	.866	HN
8	Ability to engage in informative interaction with students and colleagues	4.18	.785	HN
9	Ability to do team work	4.16	.879	HN
10	Ability to pay attention to individual students' needs	4.08	1.005	HN
11	Ability to make teaching practically interesting to the students.	4.11	.858	HN
12	Ability to help students to construct their own learning.	4.07	1.014	HN
13	Ability to easily get along with others	4.03	1.048	HN
	Aggregate	4.12	.639	HN

Table 3 shows the mean and standard deviation of responses on the social competency needs of OTM lecturers for job effectiveness in polytechnics. The result shows that the mean responses range from 4.03 to 4.18, which depicted that the seven items of social competency are highly needed; The standard deviation ranges from 0.785 to 1.048, depicting relative homogeneity of responses among the OTM lecturers. The aggregated mean of 4.12 therefore shows that OTM lecturers highly need social competency for job effectiveness in polytechnics in south east Nigeria [12].

Hypothesis 2: OTM lecturers in polytechnics in south east Nigeria do not differ significantly in their mean ratings on their level of social competency needs for job effectiveness based on location.

Table 4. The t-test on Social Competency needs of OTM Lecturers in Polytechnics based on Location

Location	N	Mean	Std. Dev.	df	t-value	p-value	Decision
Urban	28	4.18	.517	57	.341	.960	Not Significant
Rural	31	4.02	.737				

Table 4 shows that the social competency needs of OTM lecturers in Polytechnics located in urban area have a mean rating of 4.18 with standard deviation of 0.517, while those in the rural areas have a mean rating of 402 and a standard deviation of 0.73. The table also shows t-value of 0.341 and a p-value of 0.960, which is greater than 0.05 significant value.

DISCUSSIONS

The findings of the study are discussed according to the variables as follows:

Level of Technological Competency Needs of OTM Lecturers

The findings of this study indicated that OTM lecturers in the Polytechnics highly need technological competency for their job effectiveness. This finding is in line with the findings of Bakare et al which revealed that majority of the lecturers of vocational electrical/electronic technology in Colleges of Education, Polytechnics and Universities needed capacity building for operation of computer for teaching, uploading text on internet and using teleconferencing for effective e-teaching [13]. The finding is also in agreement with the findings of Umezuruike, which revealed that the lecturers of adult education needed capacity building in operating computer, uploading of text on internet, use of interactive white-board, videoconferencing for effective adult education

programme. Again, the findings agree with the findings of Emesoba and Ezenwafor which stated that OTM lecturers possessed tele-communication and media competencies at a low level. The finding may be as a result of a number of factors, such as inadequate funding, poor research attitude, poor training of lecturers, poor supervision etc [14].

Also, the study discovered that OTM lecturers in Polytechnics in South East Nigeria do not differ significantly in their mean ratings on their level of technological competency needs based on location. This in line with the findings of Bakare, Onoh and Okereke, that there is no significant difference in the mean responses of electrical/electronic technology lecturers in Colleges of Education, Polytechnics and Universities, on possible barriers to effective utilization of e-teaching approval for instructional delivery in tertiary institutions in Western Nigeria. This finding shows that there is a gap, may be as a result of lecturers not having enough interest in utilization of technological tools in teaching [15].

Level of Social Competency Needs of OTM Lecturers

The findings show that OTM lecturers in polytechnics highly needed social competency skills for their job effectiveness. This finding agrees with the study of Owaji and Ukata which showed that employability skills are basic skills necessary for getting, keeping and doing the job well and they include communication, problem solving, critical thinking, and they are needed by lecturers. From these findings, it is clear that lecturers need these skills in order to be able to teach students effectively. The findings of the study also agree with the finding of Udo-uwa and Etim which stated that lecturer's professional development in terms of retraining, research publication and ICT utilization is needed [16]. This finding is emphasizing the fact that lecturers are expected to be real masters of social competency skills in order to do their work well. Also, Ereh, Okon and Umosen carried out a study to examine the relationship between lecturer's competencies and student's skill acquisition for employability in South-South zone, Nigeria and found out that student's acquisition of employability and retraining skills is a function of lecturer's competencies. This finding is indicating that students who were taught by the lecturers, do not possess them. This could be as a result of the fact that lecturers often do not go for retraining. It is important to note that professional development of lecturers of Polytechnics should be done systematically, periodically and intensively so that lecturers can enhance their skills and improve their knowledge and share their expertise [17].

The finding also revealed that OTM lecturers in South-East do not differ significantly in their mean ratings on their level of social competency needs for job effectiveness based on location. This finding agrees with the findings of Osakpa. Okonkwo and Ejiogu (2018), which stated that lecturers ICT utilization has significant influence on their job effectiveness. This means that lecturer's acquisition and utilization of ICT skills can greatly enhance their job effectiveness [18, 19]. The finding of the study also agrees with the finding of Enyekit and Ukah (2022) that there is no significant difference in the mean ratings between federal and state OTM lecturers on the level of impact of lecturers ICT competencies on students' employability skills in tertiary institutions in Rivers State. This is to say that lecturer's ICT competencies go to a great extent in impacting students' employability skills [20].

5. Conclusions

Based on the findings of the study, it was concluded that OTM lecturers highly require technological and social competences for their job effectiveness in polytechnics in south east Nigeria. In fact today's OTM lecturers require very highly versatile and competent skills to be able to produce their quality graduates.

1. Lecturers of OTM should engage themselves in self-improvement programmes so as to get the necessary competencies they need to do their job effectively, this could be in terms of going for workshops, both at home and abroad, arranging training in weak areas for themselves etc.
2. Management of polytechnics should endeavor not only to allow lecturers to go for workshops but also to organize the workshops themselves in order to help the lecturers come up in the necessary competency areas.

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