
CHALLENGES FACING OFFICE EDUCATORS IN THE IMPLEMENTATION OF OFFICE TECHNOLOGY AND MANAGEMENT CURRICULUM AND NEW TECHNOLOGIES IN THE POLYTECHNICS IN SOUTH-SOUTH GEO-POLITICAL ZONE OF NIGERIA

By

DR. ROBERT A. ESENE

*Department of Office Technology and Management,
Delta State Polytechnic,
Ozoro – Delta State.*

Abstract

This study investigated Office Technology and Management Curriculum and New Technologies: The challenges for Office Educators in Polytechnics in South-South of Nigeria. The design of the study was survey. Six research questions were raised for the study. An instrument which consisted of 65 items was distributed to 130 respondents in Polytechnics in South-South of Nigeria. The data generated in the study were analysed using the mean score and standard deviation. The results of the study revealed among others, that the present OTM Curriculum is designed to equip students with the values, knowledge, skills and competencies needed for paid employment and self-employment. On the basis of the findings, specific recommendations are made to develop in the students, the ability to solve problems intelligently, effectively and productively, and also to develop their competencies and longlife skills for self-actualization and sustainability as they enter into the world of work.

Key words: NBTE; OTM Curriculum; New Technologies; ND; HND; Programmes; Skills; Competencies; Sustainability; self-actualization; world of work.

In Nigeria, education has contributed so much to national development and the achievement of political independence that the average Nigerian parent strongly

believes in it as a potent instrument for preparing youths and adults to become active participants in the realization of important social and economic objectives.

It is against this backdrop that section 1, sub-section 7 (d) of the FRN (2009 edition) of the National Policy on Education stated that one of the national educational goal is:

the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in, and contribute to the development of the society.

In order to achieve the above goal, the Federal Republic of Nigeria set up the National Board for Technical Education (NBTE) as the higher education supervisory parastatal in charge polytechnic education matters in Nigeria. The board was established by Decree (Act) No. 9 of 11th January 1977 as a central body to coordinate activities of technical and vocational education and ensure that course offerings reflect national needs, interests and aspirations of the society (Esene, 2012). According to FRN (2004) of the National Policy on Education, the goals of polytechnic education is to provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels.

Brubacher (1969) in Ibe (2009) defined Curriculum as the ground which students and lecturers cover, in order to reach the goals and objectives of education. Onwuka (1984) viewed Curriculum as a structured series of intended learning experiences; the instrument by which educational institutions seek to translate the hope of society into concrete reality the sum total of all the means applied by institutions of learning to promote what society and education consider as desirable learning. Esene (2001) defined curriculum as an institution's plan for the learning experiences the learner is expected to engage in under the guidance of the institution, emphasizing, that such curriculum must have relevance to real life since the institution is supposed to prepare students for the real world. This implies that the curriculum should be relevant to the learner's environment and reflect both his physical and socio-cultural worlds.

Ohakwe and Njoku (2008) reported that between Wednesday 17th November 2004 and Friday 26th November 2004, the UNESCO Nigeria Project in support of revitalization on Technical and Vocational Education (TVE) in Nigeria held a workshop at Kaduna on "Train-the-Trainers", for the review of Business and Management curricular for Polytechnics. The review was taken, Ohakwe went on; with a view to produce graduates who could be effective in their management roles and have the confidence and practical skills necessary to put theory into practice.

Challenges Facing Office Educators in the Implementation of Office Technology and Management Curriculum and New Technologies in the Polytechnics in South-South Geopolitical Zone of Nigeria - Dr. Robert A. Esene

The truth of the matter is that the curricula we have now have been described as having apparent advantages because of UNESCO assistance during the review, which introduced an international perspective in the curricula and enabled them to benefit from some of the best practices around the world. This effort brought about the convergence of computer, telecommunications, the internet and microelectronics, and information and communication technology (ICT) skills that were lacking in the former curricula that produced Secretaries in Nigeria.

The new curriculum at the ND level shows the introduction of the following new courses:

1. Entrepreneurship Education
2. ICT I and II
3. Modern Office Technology
4. Desktop Publishing
5. People Communication Skills
6. Records Management
7. Web page Design, and
8. SIWES

At the Higher National Diploma level, the new courses include:

1. ICT Office Applications I and II
2. Professional Career Development
3. Data Base Management
4. Oral Communication Skills
5. Advanced Desktop Publishing
6. Management Information System
7. Professional Ethics and Social responsibility
8. Advanced Web Page Design

One major aspect that is significant and remarkable is that at ND and HND levels, the OTM Curriculum reduced the attainable Shorthand and Typewriting speeds and laid more emphasis on ICT courses. These changes have brought about profound reactions in staffing, students, delivery system and resource utilization and management. It is, however, hoped that on the long run, the programme will produce graduated with effective competencies to deal with the requirements of the ICT – driven world of work and entrepreneurship.

Havighurst (2011) defined OTM as the total activity which is planned, organized, and evaluated in order to prepare youths and adults to meet the technical and economic needs of a complex society. It is a programme of instruction, counselling, guidance, and service which seeks through a variety of planned experiences, to provide for and improve the part that each young person will eventually fulfill in his social and

economic surroundings. Office technologists and managers seek to develop youths beyond the capability of obtaining and holding an initial job.

Esene (2012) noted that for instruction to be work-oriented, there are some basic considerations to be given serious thoughts when preparing OTM Curriculum, such as meeting the learner's requirements for sustainable living, and that learning experiences must provide for the students the ability to think.

The above basic considerations that should be given to a functional OTM Curriculum was anchored when Njoku, Ohiri, Nwosu, Iwuoha, Njoku and Ohakwe (2005) noted that all over the world, technology is seen and felt in all facets of the business world. This development has affected the way people behave, office functions, equipment used by workers, skills used in different field and so on. According to these authors, some years back, the secretarial staff were talking about manual typewriters, the word processor, but today, they are talking about computer, e-mail, fax machines, and so on. Similarly, they were concerned with producing letters written by their bosses (it was the question of reproduction), and later they transcribed from their shorthand passages.

Notably, the office today has taken a new dimension in terms of the ways its functions are carried out and the great demands and challenges on management, which has affected all facets of administration. In this case, the secretarial staff is not left out because most of these challenges are centred on her functions. Today, the secretarial staffs are asked to give replies on behalf of the boss or organization to customers and even to members of staff. Additionally, the new wave in technological innovation and the challenges of today's offices in respect to automation and the make up of people from diversified cultures that have to do with offices have caused policy makers and educators to look inwards on programme contents, nomenclature and career prospects. Although, some programmes offered by most Polytechnics have been carefully looked into and programme contents reviewed and nomenclature changed to fit into current demands of offices, yet, a few of them have not done enough to meet the challenges of today's office. Njoku (2012) posited that it is expected that the contents will take care of it. This will also include the question of relevance of each content of the programme to the society/philosophy of education as well as the goal of the general education as an integral part of the educational process.

Harms, Stehr and Harris (2011) and Esene (2010) were unanimous when they stated that the mission statements of OTM Curriculum should be structured in such a way that specialized instruction should not only prepare students for careers in office and business world, but that the fundamental instruction should be designed so as to help students assume their economic roles as effective consumers, workers and citizens.

Challenges Facing Office Educators in the Implementation of Office Technology and Management Curriculum and New Technologies in the Polytechnics in South-South Geopolitical Zone of Nigeria - Dr. Robert A. Esene

Byrnside (2010), Beaumont (2009), and Tonne, Popham and Freeman (2009) were in agreement when they noted that it is essential that the office educator should use proper instructional strategies by which the learners may acquire the pattern of the expert be employed. They noted that the office educator cannot help students to analyze the practice efforts if he (the educator) does not recognize which of the movements used are aiding them in mastering the skill and which are impeding their progress.

The determination and the organization of the instructional content of OTM programme should be based on well-known, but slightly used, techniques of task and job analysis. Staton (2010) and Weale (2009) submitted that in curriculum revision programmes, task and job analysis data should also be supported by following studies of former students employed in the occupations being studied. On his part, Weale (2009), Tonne and Nanassy (2005) posited that the determination of instructional content of office education should be identified with the knowledge, understanding, and skills needed for employment in the field of office technology education. Weale stated further that careful planning must be done so that the competencies are developed in relation to one another, emphasizing that the integration of such competencies is essential if the students are to be employable upon the completion of the instructional programme.

The OTM Curriculum as released by NBTE (2004) and NBTE (2011) is an improvement of the old Secretarial Studies Curriculum. The new OTM Curriculum requires new technologies, the purpose of which to place emphasis on exposures to modern trend, and acquisition of knowledge and skills required for the usage of sophisticated machines in business, which hold the key to Nigeria becoming technologically relevant, internationally competitive, economically prosperous and even politically stable. Mbaezue and Therese-DDL (2012) admitted that the world has turned into computerize global village due to information technology resulting in a paperless office. Evidently, manual office skill and competencies are gradually disappearing from the world of work to give way to the use of new technologies such as computer, electronic and telecommunications equipment used for the collection, manipulation, storage and transmission of text, number sound and images. Components of new technologies, according to Azuka (1990) includes:

1. Word processor/ computers with or without sharing facilities
2. An electronic typewriter (as support)
3. Reprographics machine (photocopiers)
4. Fax machine
5. E-mail facilities (optional)
6. Telephone (either cellular or with mobile attachment)
7. Intercom system (with secretarial sets as part).
8. Micrographics equipment (and accessories).

The acquisition of these new technologies by institutions for use in teaching/learning processes is occasioned by the fact the information must be managed, planned, organized, directed, coordinated and controlled in an office and technologists and managers must be available to perform these functions. This implies the needs to establish the type of office that can be best perform these functions and delineate how such and office should be equipped and furnished. This translates into specific office infrastructure that will maximally perform these functions. Iyamu and Osaigbovo (2006) in Esene (2011) noted that a good OTM Curriculum should be organized in such as to develop in the ability to solve problems intelligently, prepares students competently, effectively and productively and develop in the individual, competencies and lifelong skills, knowledge and understanding for self actualization and sustainability.

Statement of the Problem

The new OTM Curriculum is an improvement of the old Secretarial Studies Curriculum. Under the new Curriculum, the ND and HND programmes have been expanded by the introduction of new courses. This has added additional responsibilities on the part of the lecturers and students, particularly in the acquisition of relevant new technologies for teaching and learning in order to make OTM graduates acquire saleable and marketable skills needed for the world of work. The factors assumed to be militating against the implementation of new OTM Curriculum include: lack of appropriate instructional content of OTM Curriculum, inadequate mission statements; inability of OTM Educators to use relevant instructional strategies in the teaching/learning process, and lack of ideal OTM Curriculum. This is the basis for which this study is undertaken.

Objective of the Study

The main objective of this study was to find out the challenges facing OTM Educators as a result of the new OTM Curriculum and new technologies. Specifically the study.

1. examined the basic considerations to be considered when preparing OTM Curriculum;
2. assessed to extent to which the mission statements contained in OTM Curriculum meets the needs of the students.
3. assessed the instructional strategies used by OTM Educators in the teaching and learning process.
4. determined the adequacy of the instructional content of OTM Curriculum;
5. identified new technologies needed to implement OTM Curriculum; and
6. identified the attributes which an ideal OTM Curriculum should possess.

Challenges Facing Office Educators in the Implementation of Office Technology and Management Curriculum and New Technologies in the Polytechnics in South-South Geopolitical Zone of Nigeria - Dr. Robert A. Esene

Research Questions

The study provided answers to the following questions:

- (a) What are the basic considerations to be considered when preparing OTM Curriculum?
- (b) To what extent do the mission statements contained in OTM Curriculum meets the needs of interests and aspirations of the students?
- (c) What are the instructional strategies used by OTM Educators when conducting classroom instruction?
- (d) How adequate are the instructional content of the OTM Curriculum?
- (e) What are the new technologies needed to implement the OTM Curriculum?
- (f) What are the attributes of an ideal OTM Curriculum?

Methods

The study adopted a descriptive survey design. The purpose of adopting the survey design was to collect detailed descriptions of existing phenomena with the of using the opinions gathered from the respondents. The population consisted of one hundred and thirty OTM Educators who teach OTM courses in the nine Polytechnics located in South-South Zone of Nigeria. Table 1 presents the population distribution.

Table 1: Population Distribution by Institutions

States	Institutions	Number of OTM Educators	%
Edo	Auchi Polytechnic, Auchi	22	16.92
Edo	Institute of Technology and Management, Usen	10	7.69
Delta	Delta State Polytechnic, Ozoro	11	8.46
Delta	Delta State Polytechnic, Ogwashi-Uku	9	6.92
Akwa-Ibom	Akwa-Ibom State Polytechnic Iket Osurua, Ekpere	15	11.54
Cross Rivers	The Polytechnic, Calabar	25	11.23
Cross Rivers	Heritage Polytechnic, Ikot Udota, Eket	10	6.69
Rivers	Rivers State Polytechnic, Bori	15	11.54
Bayelsa	Federal Polytechnic, Ekewen	13	10.00
		<hr/> 130 <hr/>	<hr/> 100 <hr/>

Source: Field survey, 2014.

There was no sampling since the population was manageable and the respondents were adequately reached.

The research instrument was a structured questionnaire based on the six research questions raised to guide the study. The instrument was designed to elicit the

ratings of respondents on the challenges facing OTM Educators with the introduction of the new OTM Curriculum. The instrument was a Likert-type 5-point rating scale designed to attract the following ratings:

SA	Strongly Agree	-	5
A	Agree	-	4
D	Disagree	-	3
SD	Strongly disagree	-	2
UN	Undecided	-	1

The instrument was face-and-content validated by three experts in OTM. The first part sought relevant personal data of the respondents. The second part sought the respondents' rating on the OTM Curriculum and new technologies.

A total of 130 copies of the questionnaires were administered. 124 were returned correctly completed, representing 95.38% return. The test-retest reliability method was used to determine the stability of the questionnaire items. A reliability coefficient of stability of the items for the research questions yielded a correlation of 0.84 which was considered high enough. The data generated from the study were analysed using mean scores and Standard Deviation statistical tools. A decision rule was that any item receiving a mean score (\bar{x}) of 3.50 and above was agreed while those items below 3.50 were regarded as disagreed opinions. Similarly, any standard deviation (SD) of below 0.36 was agreed upon, while those above 0.36 were regarded as disagreed opinions. These decisions enable the researcher to compare the deviation from one item to another, and also to observe the relationship between the mean and standard deviation scores as basis for agreement and disagreement.

Presentation and Analysis of Data

This section presented and analyzed the data generated in the study. See Tables 2 – 7.

Question One

What are the basic considerations to be considered when preparing OTM Curriculum? To answer this question, the data in Table 2 were used.

Table 2: Basic Considerations to be Considered When Preparing OTM Curriculum

Q/I	Basic considerations of OTM Curriculum	Total	Mean score	SD	Remarks
1.	The OTM Curriculum must meet the learner's requirements for sustainable living.	124	3.53	0.32	Agreed

Challenges Facing Office Educators in the Implementation of Office Technology and Management Curriculum and New Technologies in the Polytechnics in South-South Geopolitical Zone of Nigeria - Dr. Robert A. Esene

2.	The students must be ready to receive what he is to learn.	124	3.51	0.40	Agreed
3.	The learning experience must provide for the student the ability to think.	124	3.52	0.33	Agreed
4.	The Curriculum must be based upon and contain experiences intrinsic to the life of the learner.	124	3.61	0.37	Agreed
5.	It must be realistic with achievable mission.	124	3.54	0.45	Agreed
6.	The OTM Educators must use a great deal of what is known about motivation to carry out his instruction.	124	3.60	0.37	Agreed
7.	The Educators must utilize functional delivery techniques and verifiable evaluation methods to find out his instructional outcome and the level of learning experiences acquired by the learners.	124	3.52	0.32	Agreed
8.	It should emphasize on the development of occupationally-oriented curriculum.	124	3.54	0.39	Agreed
9.	It should relate directly to student's occupational objectives.	124	3,87	0.31	Agreed
10.	It should permit the students to participate in activities which easily relate to established occupational goals.	124	3,71	0.33	Agreed
			3.54	0.43	

Source: Field survey, 2014.

With reference to table 2 (see items 1 – 10) which sought to find out from the respondents of the basic considerations to be considered when preparing OTM Curriculum, the results showed a maximum mean score of 3.87 while the minimum stood at 3.51. By this result, it seems that the present OTM Curriculum was given serious considerations by NBTE.

Question Two

To what extent do the mission statements contained in OTM Curriculum meet the needs, interests and aspirations of the students?

To answer this question, the data in Table 3 were used.

Table 3: Mission Statements of OTM Curriculum

Q/I	OTM Curriculum Mission Statements	Total	Mean score	SD	Remarks
11	Specialized instruction should prepare students for careers in the world of work	124	3,51	0.40	Agreed
12.	Fundamental instruction should help students assume their economic roles as consumers, workers and citizens.	124	3.60	0.43	Agreed
13.	Background instruction should assist students in preparing for professional careers requiring advanced study.	124	3.72	0.35	Agreed
14.	It should contribute to the economic literacy of all students	124	3.57	0.34	Agreed
15	The programme of studies should relate to occupational instruction.	124	3.53	0.34	Agreed
16.	It should contain office and business occupation00s based on student's abilities, interests and personal qualities.0	124	3.64	0.37	Agreed
17.	It should include on-the-job experience through cooperative education.	124	3.54	0.34	Agreed
18.	It should contain requirements relating to the development of students personal and social economic competencies	124	3.57	0.32	Agreed
19.	It should contain guidance service available to all students	124	3.65	0.37	Agreed
20.	It should include direct responsibility to provide occupational counselling, placement, and follow-up of students.	124	3.10	0.60	Disagreed
			3.57	0.43	

Source: Field studies conducted, 2014.

Regarding Table 3 (questionnaire items 11 – 20 referred to above), the data analyzed revealed a minimum mean score of 3.10 and a maximum of 3.72. The result

Challenges Facing Office Educators in the Implementation of Office Technology and Management Curriculum and New Technologies in the Polytechnics in South-South Geopolitical Zone of Nigeria - Dr. Robert A. Esene

of the study showed that the mission statements of OTM Curriculum as specified by NBTE are achievable as they meet the needs, interests and aspirations of the students.

Question Three

What are the instructional strategies used by OTM Educators when conducting classroom instruction? To answer this question, the data in Table 4 were used.

Table 4: Instructional Strategies Used by OTM Educators

Q/I	Strategies used by OTM Educators	Total	Mean score	SD	Remarks
21	The OTM Educator must recognize the factors comprising the pattern.	124	3.02	0.50	Disagreed
22.	He should be able to demonstrate the pattern that the learner is trying to attain.	124	3.58	0.44	Agreed
23.	In presenting subject-matter, the educator must appeal to as many senses as possible.	124	3.20	0.55	Agreed
24.	Union drills are useful only to establish the desired patterns; individual drill is more beneficial after the learner understands what he is working to attain	124	3.75	0.34	Agreed
25.	Students should work at the speed just below that at which confusions begin to appear and just above that which is characterized by laboured, detailed movements.	124	3.81	0.41	Agreed
26.	Each period, indeed each segment of the period, should have a definite objective of which the students, as well as the educators, are aware.	124	3.89	0.42	Agreed
27.	Repetition without conscious direction is of little value	124	3.64	0.43	Agreed

28.	Practice time must be broken into short drill periods.	124	3.55	0.32	Agreed
29.	Drills must be varied before the law of diminishing returns starts to operate.	124	3.54	0.41	Agreed
30.	Training in skill building should be directed toward development of emotional stability in the learner.	124	3.53	0.33	Agreed
31.	Attainable goals should be set for each learner.	124	3.16	0.67	Disagreed
32.	Skills must be automatized, not intellectualized.	124	3.66	0.38	Agreed
33.	The educator must make a positive rather than a negative approach to skill building.	124	3.54	0.33	Agreed
34.	Educator and student must keep in mind that errors are the result of lack of proper techniques and that development of technique is the primary point of attack.	124	3.54	0.39	Agreed
35.	Too much formal testing is a hindrance to the effective building of skills	124	3.57	0.45	Agreed
			3.53	0.42	

Source: Field trip, 2014.

Table 4 above (see items 21-35) sought to find out from the respondents the instructional strategies used by OTM Educators when conducting classroom instruction. The results obtained after analysis showed a maximum mean score of 3.89 while the minimum mean score stood at 3.02. From this result, it does appear that OTM Educators used appropriate instructional strategies when conducting theoretical and practical lessons.

Question Four

How adequate are the organization of the instructional content of the OTM Curriculum?

The data in Table 5 answered this question

Challenges Facing Office Educators in the Implementation of Office Technology and Management Curriculum and New Technologies in the Polytechnics in South-South Geopolitical Zone of Nigeria - Dr. Robert A. Esene

Table 5: Instructional Content of the OTM Curriculum

Q/I	Instructional Content of OTM Curriculum	Total	Mean score	SD	Remarks
36	Each course should have a focal objective.	124	3.10	0.79	Disagreed
37.	Content should be based on objective data as far as possible.	124	3.55	0.32	Agreed
38.	When objective data is not available the collective opinions of recognized authorities should be used.	124	3.64	0.36	Agreed
39.	The titles of curriculum and courses of study should be determined by their purposes and contents	124	3.56	0.33	Agreed
40.	The core of the curriculum, should be planned so that each unit of instruction is offered when it is most useful to the students.	124	3.34	0.74	Disagreed
41.	Apart from the core programme, the students may be permitted to take courses at random or be compelled to follow a sequence.	124	3.60	0.44	Agreed
42	Every student should have an opportunity to elect courses that interest him if this is provided for in the curriculum.	124	3.53	0.42	Agreed
43	The key to the success of any OTM programme is intelligent selection of students	124	3.88	0.31	Agreed
44	A definite system of pretesting should be organized in order to prevent duplication of subject-matters.	124	3.57	0.44	Agreed
45	Institutions should know enough about the occupational life of individual students, and about the occupational life of society.	124	3.66	0.38	Agreed
46	Training programme that will benefit students should be offered close toward the end of the course	124	3.43	0.78	Agreed

47	There is an increasing tendency to defer specific job training where intensive training is more in keeping with the spirit of the institution and the objectives of the students.	124	3.73	0.33	Agreed
48	The review, revision and adjustment of the content of the Curriculum should be seen as a continuous process.	124	3.56	0.44	Agreed
			3.67	0.40	

Source: Field studies, 2014.

As regards items 36 – 48, see Table 5, which seeks to find out from the respondents the organization of instructional content of OTM Curriculum, it was discovered from the findings derived from the study that the organization of the instructional contents of OTM Curriculum took into consideration the occupational life of individual students and about the occupational life of the society. With an average mean score of 3.67, it would seem that the Curriculum content was well organized.

Question Five

What are the new technologies needed to implement OTM Curriculum?.

To answer this question, the data in Table 6 were used.

Table 6: OTM Curriculum and the New Technologies

Q/I	New Technologies for OTM Curriculum	Total	Mean score	SD	Remarks
49.	Word processors/computers with or without sharing facilities	124	3.54	0.35	Agreed
50	An electronic typewriter (as support)	124	3.66	0.38	Agreed
51	Reprographics machines	124	3.55	0.33	Agreed
52	Fax machines	124	3.60	0.36	Agreed
53	E-mail facility	124	3.50	0.46	Agreed
54	Telephone (either cellular or with mobile attachment)	124	3.57	0.46	Agreed
55	Intercom system (with secretarial sets as part)	124	3.53	0.32	Agreed
56	Micrographic equipment and accessories	124	3.85	0.32	Agreed
			3.59	0.43	

Challenges Facing Office Educators in the Implementation of Office Technology and Management Curriculum and New Technologies in the Polytechnics in South-South Geopolitical Zone of Nigeria - Dr. Robert A. Esene

Source: Field studies, 2014.

On the question which sought to find out whether new technologies are needed to fully implement the OTM Curriculum, see questionnaire items 49 – 56 in Table 6, the data generated and analysed showed the highest mean score of 3.85 and lowest mean score 3.50. By this results, it is therefore safe to conclude that new technologies are on ground for the implementation of ND and HND programmes of OTM Curriculum.

Question Six

What are the attributes of an ideal OTM Curriculum?

The data in Table 7 answered this question.

Table 7: Attributes of an ideal OTM Curriculum

Q/I	Attributes of OTM Curriculum	Total	Score	SD	Remarks
57	OTM curriculum should be comprehensive and varied in nature and scope.	124	3.64	0.37	Agreed
58	Provides for understanding of the world of work	124	3.90	0.39	Agreed
59	It should provide for the correlation of subjects	124	3.61	0.36	Agreed
60	Provides ability to acquire the relevant values, attitudes, knowledge, skills and competencies needed in the world of work	124	3.65	0.41	Agreed
61	It should provide for individualized instruction	124	3.09	0.42	Disagreed
62	Helps to prevent academic wastage and/or reduce dropouts	124	3.83	0.36	Agreed
63	Provides for constant review, revision and adjustment	124	3.60	0.40	Agreed
64	It should make adequate provision for entry into jobs, and acceleration on the jobs	124	3.71	0.48	Agreed
65	Provides for the necessary instructional materials and equipment that facilitate effective teaching and learning transactions	124	3.61	0.43	Agreed
			3.68	0.45	

Source: Field studies conducted, 2014.

With regard to items 57 – 65 see Table 7 which sought to find out from the respondents the attributes an ideal OTM Curriculum should possess, the results obtained revealed a maximum mean score of 3.90 while the minimum mean score stood at 3.09. With an average mean score of 3.68, it does appear that the present OTM Curriculum provides the students to acquire the values, knowledge and skills needed in the world of work.

Results and Discussion

The purpose of this study was to examine the challenges facing OTM Educators as a result of the new technologies needed to implement the OTM Curriculum. It was found that the present Curriculum fulfilled the requirements of a practical and useable Curriculum. This finding was supported by earlier studies by Esene (2012) and Havighurt (2011) which noted that in preparing a curriculum, the learner's requirements for sustainable living should be considered. It was also found out that the mission statements specified by NBTE OTM Curriculum are achievable. This was supported by Harms et al (2011) which noted that the mission statements direct OTM Educators to prepare students for careers in technologically based office environment as well as in the business world.

The result revealed that the OTM Educators used appropriate instructional strategies when conducting theoretical and practical lessons. This result was supported by Brynade (2010) and Beaumont (2009) when they stated that the Office Educators should employ proper instructional strategies by which the learners acquire the pattern of the expert. It was also discovered that the organization of the instructional contents of the curriculum considered the occupational life and individual students and the society. The studies by Staton (2010), Weale (2009) and Tonne et al (2008) supported this finding when they noted that the determination and organization of office education technology should take cognizance of knowledge, understanding, and skills needed for paid employment and self-employment. The result of the study also showed that the new technologies needed for the implementation of the OTM Curriculum are on ground. This result was supported by Mbaezue et al (2012) and Azuka (1990) who stated that the Curriculum needed new technologies for effective teaching and learning process and to make OTM graduates practically-oriented in their workplace.

Finally, it was found out that the curriculum possessed the attributes that could lead students to acquire the values, skills and competencies needed for the world of work. This finding is supported by earlier studies by Iyamu et al (2006) and Esene (2011) who noted that the OTM Curriculum should develop in the ability to solve problems intelligently, effectively and productively, and also to develop in the individuals, competencies and longlife skills for self-actualization and sustainability.

Challenges Facing Office Educators in the Implementation of Office Technology and Management Curriculum and New Technologies in the Polytechnics in South-South Geo-Political Zone of Nigeria - Dr. Robert A. Esene

Conclusion

The OTM Curriculum is an expansion of the Secretarial Studies Curriculum now replaced. The expansion in the Curriculum covers both the ND and HND programmes in terms of new subjects and the new technologies to implement the Curriculum. It concluded that although all the inputs needed are on ground, the availability, adequacy and utilization of these equipment by students and office educators be supervised in order to make students possess competencies and longlife skills before they enter into the world of work.

Recommendations

Based on the results, discussion and conclusion reached above, the following recommendations are hereby proffered.

1. The OTM Curriculum should be constantly reviewed, revised and adjusted by specialists in academic and in the industries. This is necessary to enable graduates fit properly and competently in the workplace.
2. The mission statements of OTM Curriculum should be up-dated from time to time as a way of providing guidance to the operators of the system (OTM Educators) in the efficient discharge of their duties.
3. The OTM Educators should be trained and retrained through in-house and outdoor training programmes. This will help them up-date and up-grade themselves as well as to face the changes and challenges occasioned by the implementation of the OTM Curriculum.
4. NBTE should insist that the minimum standards prescribed are rigidly observed, obeyed and followed and not compromised, and that all OTM departments in Polytechnics are fully equipped with the relevant and modern machines/equipment to enable the students have access and use them. This is the only way they can acquire values, knowledge, skills and competencies needed in this competitive world of work.
5. The OTM Educators should regularly assess and re-assess the use of instructional strategies in the interest of students and the constantly changing teaching-learning environments.
6. Institutional administrators should encourage OTM Educators through sponsorship to acquire knowledge and skills in the areas of new technologies and in research methodologies.
7. NBTE should pay unscheduled and unannounced visits to Polytechnics in order to ensure that no polytechnic operates below the minimum standards prescribed

by it.

References

- Azuka, E.B. (1990). *Modern office practice for tertiary institutions*. Aba: Model Academic Publishers Ltd.
- Beaumont, J.A. (2009). *Emerging trends and directions*. Paper presented at the Business Education Conference. Northern Illinois University, DeKalb, 7 – 10.
- Brubacher, J.S. (1969). *Modern philosophies of education*. New York: Greenwood Press Publishers.
- Byrnside, O.H.Jr (2010). Office and business education: unlimited opportunities for all: an editorial. *Business Education Forum*, 24(9), 13 – 14.
- Esene, R.A. (2001). *An evaluation of the business subjects curriculum for Nigerian secondary schools*. A Ph.D Thesis submitted to the School of Postgraduate Studies, University of Nigeria, Nsukka.
- Esene, R.A (2012). Assessing the adequacy of the Nigerian secondary school business education curricula for meeting the employment needs of the Nigerian youths: A case study of Delta State. *Approaches in International Journal of Research Development*. 6(1), 208 – 112.
- Esene, R.A (2012). The need for a functional vocational education curriculum for Nigerian institutions towards preparing vocational graduates for gainful employment. *Journal of Vocational Education*. 2(2), 18 – 38.
- Esene, R.A. (2011). Perceptions of Educated and the Uneducated of the New Office Technology and Management Programmes of Nigerian Polytechnics. *Academic Discourse: An International Journal*. 1 (1), 147 – 157.
- Esene, R.A. (2012). A study of the NBTE New office technology and management curriculum of Nigerian Polytechnics: an analysis of entrepreneurship development. *The Intuition: An International Journal*. 1(1), 99 – 104.
- Esene, R.A. (2012). *Methods of teaching vocational business subjects*. Agbor: Royal Pace Publications.
- Esene, R.A. (2012). Organization and management of education curricula for sustainable peace and security in Nigeria. *Sustainable Environmental Peace and security in the Niger-Delta*. Delsu Abraka: Delta State University Printing Press.
- Federal Republic of Nigeria (2004). *National Policy on Education*. Yaba Lagos:

Challenges Facing Office Educators in the Implementation of Office Technology and Management Curriculum and New Technologies in the Polytechnics in South-South Geopolitical Zone of Nigeria - Dr. Robert A. Esene

NERDC Press.

Federal Republic of Nigeria (2009). *National Policy of Education*. Abuja: NERDC Press.

Harms, H., Stehr, B.W. & Harris, E.E. (2011). *Methods of teaching business and distributive education new edition*. Cincinnati: South-Western Publishing Co.

Havighurst, R.I (2011). Curriculum for the Disadvantaged. *Phi Delta kappan*. 51(70), 361 – 364.

Ibe, I.I. (2009). Secretarial education: its origin and transformation. *Second Inaugural lecture* delivered at the Abia State Polytechnic, Aba on 25th September.

Iyamu, E.O.S. & Osaigbovo, E.J. (2006). Education for self-actualization and sustainability in Nigeria – under what condition? *Journal of Curriculum Studies and Instruction*. 2(2), 4 – 7.

Mbaezue, A.N.C & Therese-DDL, M.J. (2012). Secondary school business teachers' perception of students preparation vis-a-vis automated offices. *Business Education Journal*. 8(2), 163 – 166.

National Board for Technical Education (2004), *OTM Curriculum and Course Specifications for ND and HND programmes*. Kaduna: NBTE Printing Press.

National Board for Technical Education (2011) *Directory of Accredited programmes in polytechnics, similar tertiary institutions, technical colleges, and vocational institutions in Nigeria*. 16th Edition. Kaduna: NBTE Printing Press.

Njoku, C.U. (2012). Emerging challenges in office technology and management programmes: need for a critical review. *Business Education Journal*. 8(2), 30 – 35.

Njoku, C.U., Ohiri, A.B., Nwosu, A.N., Iwuoha, C.C., Njoku, S.C. & Ohakwe, S.N. (2005). *Prospective and practicing secretaries book one*. Abuja: Novotel Press Limited.

Ohakwe, S.N & Njoku, S.C. (2008). *Curriculum standards, business environment and national development: tripartite issues in office education*. Being paper presented at the 20th national conference of Association of Business Educators of Nigeria held in Federal Polytechnic, Nasarawa, Nasarawa State, from 14th – 18th October.

Onwuka, U. (1984). *Curriculum development for Africa*. Onitsha: Africana-FEP

Publishers Ltd.

Staton, T.F. (2010). *How to instruct successfully*. New York: McGraw-Hill Book Co Inc.

Tonne, H.A. & Nanassy, L.C. (2008). *Principles of business education revised edition*. New York: McGraw-Hill Book Company.

Tonne, H.A., Popham, E.L. & Freeman, M.H. (2009) *Methods of teaching business subjects new edition*. New York: McGraw-Hill Book Company.

Weale, W.B. (2009). *A curriculum guide for distributive education students in New York State*. Doctoral dissertation, Columbia University.