RE-ASSESSING QUALITY OF OFFICE TECHNOLOGY AND MANAGEMENT PROGRAMME FOR SELF EMPOWERMENT OF GRADUATING STUDENTS OF COLLEGES OF EDUCATION IN SOUTH EAST, NIGERIA

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Abstract

This study focused on re-assessing the quality of office technology and management programme for self- empowerment of graduating students of colleges of education in South East, Nigeria. The study adopted descriptive survey research design. It was carried out in South East Zone, Nigeria. The population of the study consists of 240 academic staff and final year graduating students in the department of Office Technology and Management in public colleges of education in six states of South East, Nigeria, made up of 50 academic staff and 190 final year graduating students. A 20 skill item questionnaire was used for data collection. Three experts validated the instrument. Cronbach alpha method was used to determine the internal consistency of the instrument. A reliability coefficient of 0.86 was obtained. Two Hundred and Forty copies of the questionnaire were administered on the respondents by researchers and with the help of three research assistance. Data collected was analyzed using descriptive statistics. Findings revealed that the quality of OTM programme in Colleges of education in South East, Nigeria is low and the self- empowerment ability of OTM graduating students is equally low. The study concluded that quality of office technology and management programme is a determinant for self- empowerment of its graduates in colleges of education. The study among others recommends that management of institutions should set up quality councils that will evaluate the teaching learning process to ensure and sustain quality, based on the specifications of the curriculum of OTM programme.

Keywords: Office technology, management programme, quality, self-empowerment

Introduction

An office is as old as man itself. An Office is an evidentiary and evaluative place where document in an establishment are kept for safety purposes. Office as expressed by Agu (2019) is a place where all information are stored in papers, maps, exhibits, magnetic or paper tapes, photographic films and prints, and other documents produced, received, owned or used by agency, regardless of media, physical form of characteristics. The most important reason for Office as noted by Australia Tax Office (2011) is that it is a legal place required for every establishment to keep records for reference purposes. A distinguishing feature of an office as postulated by Wanukoya and Mutula (2015) is that it must exist in any establishment in a fixed form, that is, be a fixed representation of the business transaction of an institution. To achieve effective office in any establishment requires a competent, effective and efficient office technology.

Office technology refers to technology that can be used in an office setting. It may also include leveraged software, managed IT services, and other types of business technology support. Computers, paper shredders, printers, copiers, and phone systems are all included. Office technology is the term used to describe the use of networks, computer systems, and software for processing, distributing, and sharing information within an organization. An office is only a term for a formal workspace. An organization may run its operations effectively and gain a competitive advantage thanks to technology. Organizational office technology refers to the technical equipment and tools that organizations use to carry out routine duties including client management, payroll administration, sales analysis, order fulfilment, and communication. An organization needs staff in positions like computer networking, administrators, administrative assistants, and computer system analysts if it wants to use technology effectively. Because of the rapid advancement of technology, businesses must constantly update their office technology.

Office Technology and Management Programme is an office oriented field designed to train professional secretaries/office managers to function efficiently in the world of work. Many offices have gone through several changes since establishments. These include changes in equipment, task procedures and processes basically resulting from technological developments. These changes have indeed been quite dramatic in the last two decades such that within the space of a decade several computer applications and office technologies have become outdated. In view of this trend, it has become necessary for office managers to keep abreast of new technologies in order to enhance about competence in their professional practice. Similarly, the curriculum developers and implementer are expected to be prompt in responding to these changes. To this end, Office Technology and Management programme has a responsibility to train students with the skills and competencies required to make them saleable so that diplomate of the programme do not graduate into the world of work with obsolete and irrelevant skills. In the context of this study, office technology is defined as the process of using digital equipment to perform various tasks in innovative manner, in order to achieve the organizational goals. The office technology of ten years from now can seem completely different because technology is continually changing. Office technology has changed considerably throughout time and will likely continue to do so. At one point in time, it was equivalent to the stapler or the light bulb. Management Techniques for Office Technologies in Business Education According to Nwoji (2012), technology can be defined as the application of the scientific method to everyday problems. However, from the standpoint of business education, technology is the application of the scientific method to address issues concerning the transfer of skills to students in order to meet society's evolving needs and demands. Despite the use of primitive technology in business education, there has been a drastic and significant shift in the approaches taken by the field to meet shifting social requirements.

In Nwoji (2012), Olson argues that technology is a complex phenomenon in materials that man has developed to free himself from nature's constraints, but which, when unchecked, enslaves its own creator. This definition states that technology aids in advancing man's course within his environment, but that its use must be directed toward resolving man's issues in order to avoid being misleading. Information and communication technology (ICT) is primarily the source of the technical advancements in business education. ICT is a driving

force in society as a whole, so business education needs to restructure the knowledge and skills it imparts to learners and students in order to stay up with this development. One of the 21st-century developments is the "Electronic Office," or "e-office," which uses computers to complete all office tasks in a paperless environment. Based on this, the majority of business education departments in Nigeria's tertiary institutions are constructing ICT Centers, upgraded computer labs, and providing professional computer studies courses to students and graduates in order to produce people who can easily adapt in their constantly changing business environment. The typewriter is obsolete as computers replace them. Office technology management courses in business education are designed to prepare students for a variety of jobs in high-tech workplaces. Developing taxonomy of emerging technologies for business education is difficult due to their diversity and ongoing change in terms of their structures and functions. Different authors have used various typologies to classify new technology. McLoughlin and Clark (1997) proposed categorizing them as process and product technologies. Mazda (1993) claims that there are core and application technologies; new technologies can be divided into four categories, according to Haag, Cummings, and Mc Cubbrey (2002): new technologies for all senses, new technologies for the internet boom, new technologies for the wireless revolution, and new technologies for personal usage.

The development of new technologies like the computer, word processor, internet, automated teller machines, reprographic machines, and micrographic machines is without a doubt. In addition to revolutionizing the business setting, accounting machines, contemporary telephonic technologies, including handset and multimedia, among others, have also changed how individuals go about their daily lives. One of the new technologies that is most readily apparent is the computer. Although new technologies are essential for delivering business education programs, the idea of curriculum review is of the utmost significance. Modern technology is widely used and recognized as a necessary tool for any organization's efficient management. Modern technology's engagement with educational administration has served as an antidote or remedy for educational issues that would have been challenging to resolve with only human efforts. To re-assess the teaching and learning of business education courses, it is necessary for the instructor or students to take an introspective approach and prioritize innovation in the social system (Mashau & Andrisha, 2016). One of the most important contemporary forces influencing the world economy and causing swift social change is modern technology, which has fundamentally altered how people learn, interact, and conduct business. As a result, the nature of education, where and how learning takes place, and the roles of students and teachers in the learning process have all changed. According to Breuleux, Laferriere, and Lamon (2002), it is an improved scientific tool designed to facilitate labor. Multimedia projectors and interactive television are examples of modern technology in this context.

The term "interactive television" refers to learning that occurs through broadcast television. It enables remote, simple education from the teacher to trainees via live television. While the instructor(s) are in a broadcast studio, the learners watch them on a television monitor. Interaction is provided by one or more additional components. They can ask questions and/or make comments to the instructor using a variety of independent and combined techniques (Eme, 2015). An audio conferencing system is typically used for real-time communication. A computerized instructor console can also be linked to students in the

broadcast studio via a response pad. Email and fax are two other asynchronous communication methods. Using a lens system, a multimedia projector processes a particular video input and displays the resulting image on a huge screen. In order to display the image, video projectors simulate a very strong light. The image is projected onto the screen by the projector after the video signal travels down a lengthy, specialized digitalized light that is projected onto thousands of internal reflections. The lessons delivered through this medium are vividly depicted in the learners' minds. Office Technology and Management education programme was established with an emphasis on vocational skills to produce graduates with vocational skills so that they can contribute to the development of the nation. Management programme is an academic programme offered in colleges of education with the main objective of promoting vocational education and training, technology transfer as well as skills development. It is a vocational programme that emphasizes job competencies, self-empowerment and work adjustment (Ikelegbe, 2020).

In the context of this study, management programme is a field of study that helps the recipients to gain the necessary skills that will differentiate them in a positive way from their counterparts. For office technology and management education programme to fulfil its objectives according to Sokyes, Wetnwan and Bewaran (2018), there is need for adequate infrastructural facilities, implementation of the curriculum, enforcement of quality assurance, qualified teachers, organized teachers' training and development and ability to access research grants and sponsors in the programme. For a management program to withstand the test of time, there should be an improvement in its quality. According to Agu (2015), quality is the standard of something as measured against other things of a similar kind; it is the degree of excellence achieved to ensure the continuity of the program. Quality refers to the essential characteristics of a product or program. In this study, quality is defined as the performance that meets expectations and the functional suitability expected from the graduates of the management program. The quality of OTM programme in colleges of education in South East Zone, Nigeria is measured in terms of facilities, the implementation of the curriculum, quality assurance, quality of teachers, and admission of students, research and development as well as training and development of staff. However, in colleges of education in South East zone, Nigeria where this programme is offered, quality of the programme seems to be affected when the facilities and other measures needed for the enhancement of the programme are not in place. Quality is compromised when the measures are not in place and there is a setback in the effective implementation of the curriculum. Maintaining quality in the implementation of office technology and management curriculum will no doubt be an addition to the effort being put in place by the supervisory body.

However, the level of curriculum implementation in the institutions in south east zone Nigeria calls for concern. Inability to adhere strictly to the curriculum as stipulated by the controlling body has negatively affected the quality of the programme in the various institutions. Facilities and equipment are essentially needed in OTM programme in colleges of education for effective teaching, learning and research. The current status of facilities and equipment in OTM programme show that there are acute shortages in most colleges of education in south east zone. To ensure quality in every vocational programme like OTM, equipment and facilities are needed for training and skilling of students. Koffi and Etukudo (2016) viewed that quality assurance in office technology and management is needed as there

are concerns for a potential decline in academic standards against the background of increase in students' population. Onajite (2016) asserted that Office Technology and Management (OTM) programme encompasses education programme that seeks to develop in the learners basic skills for personal use in the future. Quality assurance in Office Technology and Management brings together such variables as general pedagogical knowledge, subject matter knowledge, pedagogical content knowledge, knowledge of student, knowledge of strategies to sustain learning and knowledge to use technology to produce a competent graduate. The goal of office technology and management programme is to empower graduates with knowledge and skills that will enable them to create their own income generating ventures, even if they are not able to secure jobs in the public sector. The introduction of vocational skills into the curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction. Where appropriate skills, attitude and knowledge accompanied with appropriate practical work are taught to the students, they would on graduation become self-employed and employers of labour. This according to Kareem et al (2015) will reduce the rate of unemployment if not completely eradicated and make graduates to be self-sufficient. According to Abubakar (2017), self-empowerment is the degree of autonomy and self-determination in people and communities to enable them represent their interests in a responsible and self-determined way, acting on their own well. To be self-empowered is to rely on one's own capabilities, judgment, or resources; to be independent base on the skill acquired. Self-empowerment in the view of Ezeahurukwe (2015) is essential for job success, establishment and efficient management of one's enterprising initiatives. The concept of empowerment has to do with improvement in the quality of life or well-being of the citizens of a country. Economic development is more fundamental than economic growth as it goes beyond the mere rise in national income. Underdeveloped countries are characterized by abject poverty, ignorance, diseases, and low life expectancy rate, high illiteracy rate, low income etc. Abubakar, Abdullahi and Gupa (2017) viewed that the society need to solve the adverse problems of mass unemployment and poverty which business skills in office technology and management could provide.

Self-empowerment can be seen to mean being able to depend on one self, one's resources rather than those of others. It is relying on one's own abilities and efforts to be independent. The desire of most developing countries including Nigeria in the submission of Abubakar, Abdullahi and Gupa (2017) is to have a self- reliant and resilient economy capable of generating an internally self-sustaining growth and alleviate poverty through skill acquisition. Empowerment refers to increasing the spiritual, political, social, educational, gender, or economic strength of individuals. In this study, self-empowerment is the ability to believe in oneself that skills acquired should be develop and used at the right time for goal attainment. Empowerment is perceived as the ability to direct and control one's own business. The importance of self- empowerment arises because of increasing unemployment and under employment in the country. Every year thousands of graduates are passing out from various institutions in the country but unfortunately they remain as literate unemployed because they lack the required skill as per the industry standard and ultimately become a burden for the society instead of economically contributing to the society and nation (Panigrahi and Joshi, 2015). Boldureanu et al (2020) admitted that integrating business skills into office technology and management curriculum is important for its graduate to become important engines of

technological development and economic growth. Cultivating business qualities in graduates helps them across every profession.

The colleges of education in the area of study have been experiencing low qualities in terms of facilities that are needed to equip the recipients for them to be saleable after graduation. This is seen in the type of outdated technologies that is made available for them to keep themselves abreast with. The few innovative technologies provided for them is not accessible because it is always for accreditation purposes. Even the lecturers that should use those smart technologies to impact knowledge do not have the skill of using them appropriately. Absence and shortage of required technologies in such a lucrative programme will always hamper the progress of its graduates in the world of work, since the macro society are looking forward to get the best from them. As a result of this, creation of standard information may also be affected by the behavior of those graduates. This situation may lead to self-pity and primitivism when subjected to compete with their colleagues outside their environment. All this and other problems affected the smooth running of office technology and management programme in institutions in the area of study.

One observed consequence of slow pace or sluggishness on the side of the students due to lack of motivation as a result of ineffectiveness of their institutions.The study is anchored on the conceptual framework on Quality of Office Technology and Management programme in colleges of education in Nigeria. Agu and Asogwa (2019) carried out a study on Quality of Office Technology and Management programme of secondary school teachers of office education in quality teaching for effective delivery in secondary schools in south eastern Nigeria where they found out that secondary school teachers required more quality in office technology and management for effective delivery in the following areas; operating computer, up-loading text on internet and video conferencing. Adamu (2018) carried out a study on re-assessing office technology and management programme needs of teachers in modern automotive technologies for teaching automobile technology in Colleges of Education (Technical) in North – East Nigeria, where Adamu found out that those teachers required re-assessment in office technology and management in the following areas; emerging technologies in transmission, suspension, steering and braking systems, autotronics technologies and operating modern diagnostic tools and equipment in the workshop. In another development, The Florida Department of State Division of Library and Information Services (2018) on re-assessing office technology, electronic records and records management practices submitted that; training for individuals who creates, edit, store, retrieve, or dispose of records is an important aspects of re-assessment of office technology and management programme. The state of Florida concluded that training should enable agency personnel to identify public records, understand how records are filed in an electronic system, how records should be disposed of according to legal requirements. In a related literature, Information Management Branch, Alberta Government Services (2017), carried out a study on Office Technology Competency and Required of Record Management staff in the Government, Alberta. To buttress the above benchmarks for this study, Mashburn (2020) developed a practical approaches to re-assessing office technology and management programme. The above literatures will serve as a guide or provide answers to the enquires on what is office technology and management education programme and how it should be re-

assessed. The purpose of this study is to re-assessing office technology and management education programme in tertiary institutions.

Purpose of the study
Specifically, the study seeks to:
1. Examine the quality of Office Technology and Management education programme in Colleges of education in South East Zone, Nigeria.
2. Examine the self-empowerment attributes of graduating students in Colleges of education in South East Zone, Nigeria.

Research Questions
The following research questions guided the study
1. What is the quality of Office Technology and Management programme in colleges of education in South East Zone, Nigeria?
2. What is the self-empowerment attributes of office technology and management graduating students in colleges of education in South East Zone, Nigeria?

Methods
A descriptive survey design was employed for the study. The population of this study consists of 240, academic staff and final year graduating students in the department of Office Technology and Management in public colleges of education in six states of South East, Nigeria, made up of 50 academic staff and 190 final year graduating students. Total enumeration was used for the academic staff because of the fewness of number. A sample of one hundred and five (105) college of education graduating students was used for the study using proportionate sampling from the six colleges selected for the study. A total number of 240 academic staff and graduating students were used for the study. This sample is considered suitable for the work. The sample size was drawn using simple random sampling technique. A four point Likert-type rating scale structured questionnaire was used for the study. Both face and content validity of the research instrument was ensured. Data collection was done by the researcher and with other research assistants. The analysis of data for the research questions was done using descriptive statistics.

Research question 1: What is the quality of office technology and management programme in colleges of education in South East Zone, Nigeria?

Table 1: The quality of office Technology and management programme in colleges of Education in South East Zone Nigeria.

S/N	Item Statement	Lecturers			Students			Overall X		
		MEA	SD	DL	MEA	SD	DL	MEN	SD	DL
1	Adequate and functional infrastructural facilities	3.55	0.59	SA	3.82	0.58	SA	3.68	0.58	SA
2	Conducive classrooms environments	3.42	0.48	A	2.56	0.46	A	2.99	0.47	A
3	Strict adherence to curriculum implementation	3.61	0.51	SA	2.84	0.49	A	3.22	0.50	A
4	Integration of key competencies into OTM Curricula and developing appropriate means of assessment	3.21	0.51	A	3.76	0.43	SA	3.48	0.47	A
5	Ensuring quality assurance and control	3.82	0.56	SA	3.14	0.42	A	3.48	0.49	A
6	Effective monitoring to access the level of performance	3.14	0.50	A	3.42	0.41	A	3.28	0.45	A
7	Effective supervision in the quality of content and input	2.60	0.52	A	3.17	0.48	A	2.88	0.50	A
8	Implementation of due process in the recruitment of teachers in OTM programme	3.96	0.47	SA	3.52	0.56	SA	3.74	0.51	SA
9	Employing teachers with high qualifications into OTM programme	3.72	0.42	SA	3.54	0.47	SA	3.63	0.44	SA
10	Strict adherence to students entry qualifications	3.18	0.46	A	2.54	0.48	A	2.86	0.47	A
	Grand mean	**3.42**	**0.51**	**A**	**3.23**	**0.48**	**A**	**3.32**	**0.49**	**A**

Source: Field survey, 2023.

The above table reveals the quality of office technology and management programme in Colleges of Education in South East, Nigeria. In response to items 1, 8 and 9 all the respondents with mean scores of 3.55, 3.82; 3.96, 3.52; 3.72 and 3.54 respectively. This implies that both teachers and students strongly agree that the above items are the qualities of office technology and management programme in colleges of education in South East Zone,

Nigeria. Equally, in items 2, 6, 7 and 10 both respondents with mean scores of 3.42, 2.56; 3.14, 3.42; 2.60, 3.17; 3.18 and 2.86 respectively. This entails that both respondents agree that all the items are the qualities of office technology and management programme in colleges of education in South East Zone, Nigeria. On the other hand, both respondents had divergent opinions in items 3 and 5. For instance in items 3 and 5, while teachers strongly agree, students on the other hand agree on the same items as parts of the qualities of office technology and management programme in colleges of education in South East Zone, Nigeria with mean scores of 3.61. 2.84, 3.82 and 3.14 respectively. Whereas in item 4 while teachers agree, students on the other hand strongly agree on the same item with mean score of 3.21 and 3.76. Generally, the table shows grand mean scores with corresponding standard deviations of 3.42, 0.51; 3.23 and 0.48 with an overall mean together with a corresponding standard deviation of 3.32 and 0.49 respectively. This is empirical evidence that the above items are parts of the qualities of office technology and management programme in colleges of education in South East Zone, Nigeria.

Research question 2: What is the self-empowerment attributes of office technology and management graduating students in colleges of Education in South East Zone, Nigeria?

Table 2: Self-empowerment attributes of OTM Graduating students in Colleges of Education in South East Zone, Nigeria

S/N	Item Statement	Lecturers			Students			Overall X		
		MEᴵ	SD	DL	MEAN	SD	DL	MEN	SD	DL
11	Initiative and drive for computer sales, book binding and photocopying centre	3.57	0.59	SA	2.84	0.58	A	3.20	0.58	SA
12	Intelligent and managerial skills in internet service	2.56	0.48	A	3.36	0.46	A	2.96	0.47	A
13	Honesty and discretion to handle business./computer training schools	3.11	0.51	A	3.49	0.49	A	3.30	0.50	A
14	Well organized to establish a computer centre	3.41	0.51	A	2.67	0.43	A	3.04	0.47	A
15	Nobility in professional career counseling	2.78	0.56	A	3.40	0.42	A	3.09	0.49	A
16	IT literary knowledge of commercial programming/software	3.54	0.50	SA	2.82	0.41	A	3.18	0.45	A
17	Project management skills in handling a	2.89	0.52	A	3.76	0.48	SA	3.32	0.50	A

	printing press								
18	Professional communication skills to manage business registration and employment agency	3.66	0.47	SA	3.27	0.56	A	3.46	0.51	A
19	Objectivity in handling documentary/information centre.	3.72	0.42	SA	3.40	0.47	A	3.56	0.44	SA
20	Professional in business curricular development	3.84	0.46	SA	3.41	0.48	A	3.62	0.47	SA
	Grand mean	**3.31**	**0.51**	**A**	**3.24**	**0.48**	**A**	**3.27**	**0.49**	**A**

Source: Field survey, 2023.

The above table shows Self-empowerment attributes of OTM Graduating students in Colleges of Education in South East Zone, Nigeria. In response to items 12, 13, 14 and 15 all the respondents with mean scores of 2.56, 3.36; 3.11, 3.49; 3.41, 2.67; 2.78 and 3.40 respectively. This implies that both teachers and students agree that the above items are Self-empowerment attributes of OTM Graduating students in Colleges of Education in South East Zone, Nigeria. On the other hand, both respondents had divergent opinions in items 11, 16, 18, 19, and 20. For instance in items 11, 16, 18, 19 and 20, while teachers strongly agree, students on the other hand agree on the same items as parts of theSelf-empowerment attributes of OTM Graduating students in Colleges of Education in South East Zone, Nigeria with mean scores of 3.57, 2.84; 3.54, 2.82; 3.66, 3.27; 3.72, 3.40; 3.84 and 3.41 respectively. Whereas in item 17 while teachers agree, students on the other hand strongly agree on the same item with mean score of 2.89 and 3.76. Generally, the table shows grand mean scores with corresponding standard deviations of 3.31, 0.51; 3.24 and 0.49 with an overall mean together with a corresponding standard deviation of 3.27 and 0.49 respectively. This is an empirical evidence that the above items are parts Self-empowerment attributes of OTM Graduating students in Colleges of Education in South East Zone, Nigeria.

Discussion

The study revealed that the quality of Office Technology and Management programme in Colleges of Education in South East, Nigeria is low. The findings were supported by Ubogu and Veronica (2018) which affirmed that office technology and management in Nigeria has been experiencing loss of facilities, deterioration' of equipment and plants and uncompleted projects as a result of financial crises facing the system. This was also in agreement with the findings of Eravwoke and Ukavwe (2019) which revealed that funding of office technology and management is imperative because of the costs involved in maintaining the programme. Lending support to this finding, Orobor and Orobor (2018) affirmed that trend in office technology and management programme in Nigeria revealed that there is no progressive increase in the funding injected to the programme with the growing cost of maintenance, increased students intake, inflation trends and overhead cost. This result was also strengthened by the finding of a study that found that there are no adequate funds for the purchase of equipment and maintenance of facilities in office technology and management

which has negatively affected the implementation of office technology and management curricula (Nwachukwu and Okpo, 2018). The data on the second research question revealed that self-empowerment ability of office technology and management graduating students in colleges of education is low. Supporting this finding, Suleiman (2016) affirmed that office technology and management programme is a functional education that takes cognizance of the dynamics of the labour market, equips its graduates with occupational skills and competences for self -empowerment. Babalola and Tiamiyu (2013) also viewed that possession of appropriate skills by graduates enable them contribute maximally to national development. The findings of Irukakusr and Noeleen (2018) confirm the empowerment of office technology and management graduates to creativity and innovation and the core set of 21st century skills which include capabilities in analytical problem solving, innovation and creativity, self-direction and initiative, flexibility and adaptability, critical thinking, and communication and collaboration skills. Ubulom and Ogwunte (2017) also affirmed that office technology and management assists students to develop positive attitudes, innovation and skills for self-empowerment, rather than depending on the government for employment and which in-turn produces graduates with self-confidence and capacities for independent thought to discover new information leading to economic development. Hassan (2013) agreed that office technology and management programme is essential in that it offers the type of education and training that empowers and encourages the employment of sense of creativity and development of competencies for graduates in order to accept responsibilities.

Conclusion

This study established and emphasized the need for enhancement of office technology and management programme for self-empowerment of graduating students in colleges of education in south east, Nigeria. Quality of office technology and management programme is a determinant for self-empowerment of its graduates in colleges of education. The increasing costs of establishing and running office technology and management programme in Nigerian colleges of education, due to high cost of materials and facilities, require adequate attention and the introduction of cost reducing innovative measures. Low quality of the programme in colleges of education has inadvertently affected the business and personal attributes of graduating students in colleges of education in south east, Nigeria.

Recommendations

Based on the findings of the study, the following recommendations are made:
1. Management of institutions offering OTM programme should set up quality councils that will evaluate the teaching learning process to ensure and sustain quality, based on the specifications of the curriculum of office technology and management programme.
2. Curriculum planners and other stakeholders should consider the review and expansion of office technology and management curriculum for inclusion of various office and business skills required for self-empowerment of graduating students after graduation.
3. The government should co-opt the private sector and other educational stakeholders in supporting the education system to solve the identified challenges. This will ensure

quality delivery in OTM programme and also contributes to the provision of quality manpower for other sector of the economy.

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