

Article Citation Format

Asimegbe, G. O., Iyiola, M. A. & Imman, R. O. (2019)
Availability and Utilization of Instructional Facilities in Teaching and
Learning Office Technology and Management Courses in
Polytechnics in Kwara State, Nigeria.
Journal of Digital Innovations & Contemp Res. In Sc., Eng &
Tech. Vol. 7, No. 3. Pp 27-36

Article Progress Time Stamps

Article Type: Research Article
Manuscript Received: 24th August, 2018
Review Type: Blind Final
Acceptance: 13th September, 2019
Article DOI: [dx.doi.org/10.22624/AIMS/DIGITAL/V7N3P3](https://doi.org/10.22624/AIMS/DIGITAL/V7N3P3)

Availability and Utilization of Instructional Facilities in Teaching and Learning Office Technology and Management Courses in Polytechnics in Kwara State, Nigeria

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ABSTRACT

The study examined the availability and utilization of instructional facilities in teaching and learning Office Technology and Management courses in polytechnics in Kwara State, Nigeria. A descriptive survey design was used. The population of the study consisted of lecturers and students of all accredited office technology and management programme in Kwara state, Nigeria. The population of the study consisted of all academic staff and students of Office Technology and Management department in two accredited State and Federal owned polytechnics in Kwara State, Nigeria. The number of academic staff and students was 563. The researcher adopted the entire population for the study, hence there was no sample. A 32 item questionnaire tagged 'Availability and utilization of instructional facilities in teaching and learning office technology and management courses in polytechnics in Kwara state, Nigeria' with 4-point rating scale was the instrument used for data collection. The instrument went through face and content validation by two experts. The reliability of the instrument was ensured using the Cronbach Coefficient Alpha and the result yielded a reliability coefficient of 0.88. The data collected were analyzed using mean and standard deviation. The Mean was used to answer the research questions while the standard deviation was used to determine the closeness or otherwise of the responses from the mean. The hypothesis was tested using t-test at 0.05 level of significance. The findings revealed that instructional facilities for teaching and learning office technology and management courses in polytechnics are partially available and that Instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics are utilized to a small extent. Based on the findings and conclusion of the study, it was recommended among others that National Board for Technical Education (NBTE) should initiate a policy that would emphasize that any polytechnic without appropriate and quality instructional facilities available for teaching and learning should not be accredited to run office technology and management programme.

Keywords: Availability, Utilization, Instructional Facilities, Teaching, Learning, Office Technology and Management Polytechnics, Kwara State, Nigeria

1. BACKGROUND TO THE STUDY

The purpose of any educational programme is to promote effective teaching and learning. Teaching in the context of this study is the process by which an experienced person gives knowledge, skills, values and habits to less experienced persons (learners) (Ndem, 2013). Teaching entails creating or providing opportunities from which learners can gain such experiences that will enable them acquire the knowledge, skills, attitude and appreciation that will serve as tools in life. Learning on the other hand is the process of assimilating information with a resultant change in behavior.

Instructional facilities are necessary prerequisites for effective teaching and learning. Uche, Okoli and Ahunanya (2011) opine that instructional facilities are materials and equipment which are used by teachers during teaching. These facilities could be animate or inanimate materials or objects. It consists of all forms of information carriers which can be used to promote and encourage effective teaching and learning. Oyinloye and Oluwalola (2014) described instructional facilities used in OTM as various office machines, equipment and devices for the purpose of imparting knowledge and training of students. It also involves provision of conducive and stimulating learning environment where effective teaching and learning could take place. Instructional facilities help the teachers to implement the educational objectives effectively and equally make teaching and learning more practical and interesting and it helps learners to assimilate what is being taught.

Office Technology and Management (OTM) is a form of education which is designed for vocational, office and business related occupations (Nwosu, 2000). It is concerned with the development of skills and knowledge needed in order to enable an individual to function well. One of the characteristics of OTM has been its devotion to offering education that is relevant to the world in which the student lives. The need for instructional facilities in OTM programme is justified by the demand for OTM products in offices. Aliyu (2001) opines that business education (OTM inclusive) being a vocational education programme cannot do without adequate supply of resources both human and non-human which must equally be properly put to use. It was in recognition of the enormous roles of instructional facilities in teaching and learning OTM courses that the National Board for Technical Education (NBTE) sees instructional facilities as one of the requirements for accreditation and re-accreditation of OTM programmes. This implies that availability and utilization of these facilities and resources is necessary if we want to know the state of affairs of the educational programme.

The use of instructional facilities for teaching and learning depend on functionally available facilities at a particular time. However, where instructional facilities are not made available, not adequate or in some cases adequate but not utilized properly, teaching and learning Office Technology and Management courses will suffer a setback. This may lead to possible graduation of highly unskilled graduates who are unemployable and unproductive in a nation economy. Availability of instructional facilities will minimize or eradicate completely the issue of over-populated students working with limited facilities. Adequate instructional facilities will enable teachers and learners to teach and learn Office Technology and Management course with ease. It is not enough to have all the instructional facilities available and adequate but it will be appropriate if the available and adequate instructional facilities are fully utilized by the teachers in teaching and by the student in learning.

Sokyes, Bauda and Zakka (2012) reiterate that effective teaching and learning in OTM is sine qua non to availability of instructional materials needed for the smooth implementation of the programme. However, Zakka and Moris (2009) report that there is poor utilization of instructional facilities in most Polytechnics in Nigeria. They added that the problem of infrastructural development and provision of instructional facilities have all being tied to inadequate funding of education in general and OTM programmes in particular in most Polytechnics. Hence the need for all stake holders to join hands in ensuring adequate funding for education and OTM programmes in particular.

Acharu and Solomon (2014) support the above assertion and state that one of the major challenges facing the Polytechnics is inadequate infrastructural facilities and the continuous breakdown and deterioration of existing facilities for teaching of OTM courses which has affected students' achievement and academic performances.

It is against this backdrop that the study will examine the availability and utilization of instructional facilities for teaching and learning in office technology and management courses in Polytechnics in Kwara state.

1.1 Statement of the Problem

Education is meant to inculcate adequate skills, values and attitude in learner to enable them function effectively in a dynamic society. In educational institutions, the process of acquisition of these attributes is teaching and learning. It therefore means, educational institution obviously cannot impart skills to learners without the teaching-learning process. Office Technology and Management (OTM) programme is one of those educational programmes that emphasize the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies for the individual to live in and contribute to the development of the society (Federal Government of Nigeria, 2013).

Contrary to this expectation, Mafikuyomi, Ojewale and Salami (2016) observe that most departments of Office Technology and Management do not have the necessary instructional facilities to carry out successful teaching. The effect of this is that, most of the graduates of office technology and management turn leave the school without the theoretical or practical knowledge of equipment they need to operate, hence most employers of labour consider them as half-backed, unemployable and unsuitable without further training or re-training (Akpan, 2005). These graduates can equally not be self employed because they are not able to practice what they should have studied in school. Chika (2001) reports that employers complain about the incompetence of the products of office technology and management because of inadequate mastery of skills they need to acquire during training.

The problem of this study therefore is to empirically examine the availability and utilization of instructional facilities for teaching and learning office technology and management courses in Polytechnics in Kwara State, Nigeria.

1.2 Significance of the Study

The researcher hopes that the results and findings of this study will be of particular significance to students, teachers, polytechnic authorities, policy makers, future scholars and researchers. The study hopefully will expose OTM students to relevant and necessary facilities required for their learning exercises. With this development, students will be able to appreciate the potentials of the specific instructional facilities in the OTM curriculum and understand the different situations to use these facilities in solving business or office problems. The findings will equally re-direct students' orientation towards hard work, self-employment, encourage independence and self-actualization.

The study will be particular importance to OTM teachers because the required instructional facilities for teaching in OTM will be determined. This will serve as a necessary precursor for management to ensure adequate provision and utilization of instructional facilities and for designing a re-training or capacity building programme to equip teachers to successfully perform their duties. It will equally stimulate OTM teachers to make use of all instructional facilities for teaching as this will quicken students' understanding and make teaching an interesting profession.

Polytechnic authorities will equally find this study indispensable because it will be an eye opener for them to know the consequences and the problems associated with non availability, inadequacy and the non-utilization or ineffective use of instructional facilities. It will also redirect management' policy toward regular procurement of modern instruction facilities for teaching as well as ensuring regular training and retraining programmes for teachers to be up to date in using modern instructional facilities.

Policy makers in the Nigerian educational system will equally benefit from the findings of the study because they will appreciate the potentials in the use of instructional facilities for teaching. They will also appreciate the need to formulate and ensure proper implementation of policies that will encourage and enhance the adequate provision and use of instructional facilities for teaching and learning in OTM.

1.3 Purpose of the Study

The purpose of the study are highlighted below

1. To examine the availability of instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics in Kwara State, Nigeria.
2. To examine the extent of which instructional facilities for teaching and learning Office Technology and Management courses are utilized in Polytechnics in Kwara state, Nigeria.

1.4 Research Questions

The following research questions were used to guide the study:

1. How available are instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics in Kwara State, Nigeria?
2. To what extent are instructional facilities for teaching and learning Office Technology and Management courses being utilized in Polytechnics in Kwara State, Nigeria?

1.5 Research Hypotheses

Three hypotheses were formulated for the study. The following null hypotheses were formulated to be tested at 0.05 level of significance:

- H₀₁: There is no significant difference between the mean rating of respondents in federal and state owned polytechnics on the availability of instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics in Kwara State, Nigeria.
- H₀₂: There is no significant difference between the mean responses of students and lecturers on the extent to which instructional facilities for teaching and learning Office Technology and Management courses are being utilized in Polytechnics in Kwara State, Nigeria.

2. RESEARCH METHODOLOGY

The research design for this study is a descriptive survey. The population for the study consists of all Office Technology and Management students and lectures from Federal polytechnic Offa and Kwara State polytechnic, Ilorin. The breakdown of the list of respondents based on polytechnics are: two hundred and fifty (250) students and nine lecturers of Office Technology and Management department, Federal Polytechnic, Offa and three hundred (300) students and four lecturers of Office Technology and Management department, Kwara State Polytechnic, Ilorin. The total numbers of the respondents are five hundred and sixty three (563) students and lecturers from the two polytechnics.

The research instrument for this study is a self-designed questionnaire titled: "Availability and utilization of instructional facilities in teaching and learning office technology and management courses in Polytechnics in Kwara state, Nigeria". The questions consist of responses based on 4 – point rating scale. The questionnaire designed by the researcher was validated by experts consisting of two Business and Entrepreneurship Education lecturers from Kwara State University, Malete. The questionnaire items were administered by the researcher and two research assistants that have been trained on the subject matter by the researcher. Mean rating and standard deviation were used to answer the research questions, while t-test statistics was used to test the hypothesis at 0.05 level of significance.

3. DATA PRESENTATION AND ANALYSIS

3.1 Analysis of Demographic Data

The demographic variable for the study were analyzed in table two and three as follows:

Table 1: Percentage Distribution of Respondents by Ownership of Polytechnics

| Polytechnic | Frequency | Percentage (%) |
|---------------|------------|----------------|
| Federal Owned | 188 | 46.5 |
| State Owned | 216 | 53.5 |
| Total | 404 | 100.0 |

Source: Field survey, 2019

Analysis in Table 1 reveals that 188 respondents representing 46.5% are from the federal polytechnic while 216 respondents representing 53.5% are from State polytechnic. This implies that respondents from state polytechnic are more in number than respondents from federal polytechnic in Kwara State.

3.1 Analyses of Data to Answer the Research Questions

Research Question one: How available are instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics in Kwara State, Nigeria?

Table 2: Mean and standard deviation of responses on the availability of instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics in Kwara State, Nigeria

| S/N | Item Statements | \bar{X} | SD | Remark |
|-----|----------------------------------|-----------|------|---------------------|
| 1. | UPS | 1.56 | 0.88 | Partially Available |
| 2. | Printers | 2.40 | 1.15 | Partially Available |
| 3. | Computers | 2.72 | 1.15 | Available |
| 4. | Computers with internet ready | 1.72 | 0.96 | Partially Available |
| 5. | Scanners | 1.35 | 0.79 | Not Available |
| 6. | Air conditioner | 2.49 | 1.09 | Partially Available |
| 7. | Manual typewriters | 3.26 | 1.01 | Available |
| 8. | Electronics typewriters | 1.76 | 1.04 | Partially Available |
| 9. | Photocopiers | 2.92 | 1.24 | Available |
| 10. | Steel filing equipment | 2.58 | 1.00 | Available |
| 11 | Shredding machines | 2.68 | 1.20 | Available |
| 12 | Computers with relevant software | 3.13 | 1.08 | Available |
| 13 | Electric desk calculators | 1.65 | 0.96 | Partially Available |
| 14 | Telephone equipment (intercom) | 1.25 | 0.70 | Not Available |
| 15 | Fax machines | 1.23 | 0.62 | Not Available |
| 16 | Public address systems | 3.11 | 1.04 | Available |
| 17 | Laminating Machine | 1.43 | 0.79 | Not Available |
| 18 | Cassette players | 1.47 | 0.88 | Not Available |

| S/N | Item Statements | \bar{X} | SD | Remark |
|-------------------------|------------------------|-------------|-------------|----------------------------|
| 19 | Colour Televisions | 1.56 | 0.98 | Partially Available |
| 20 | Video CD/DVDs | 1.56 | 0.95 | Partially Available |
| 21 | Projectors and screen | 1.65 | 1.01 | Partially Available |
| 22 | Digital cameras | 1.43 | 0.84 | Not Available |
| 23 | Interactive board | 1.37 | 0.77 | Not Available |
| 24 | Staplers | 3.03 | 1.18 | Available |
| 25 | Spiral Binding Machine | 2.38 | 1.20 | Partially Available |
| 26 | Generating set | 3.06 | 1.03 | Available |
| 27 | Relevant textbooks | 3.34 | 1.00 | Available |
| 28 | Journals | 2.99 | 1.03 | Available |
| 29 | Conference proceedings | 2.73 | 1.07 | Available |
| 30 | Project materials | 3.53 | 0.90 | Highly Available |
| 31 | E-Library | 1.63 | 0.93 | Partially Available |
| 32 | Daily Newspapers | 1.51 | 0.97 | Partially Available |
| Weighted average | | 2.20 | 0.98 | Partially Available |

Source: Field Survey, 2019

Analysis of data in Table 2 reveals that the respondents indicated that item 30 were highly available for teaching and learning Office Technology and Management courses. A mean score of 3.53 supported this. In addition, the respondents indicated that item 3, 7, 9, 10, 11, 12, 16, 24, 26, 27 and 28 were available for teaching and learning Office Technology and Management courses with mean ranges from 2.58 to 3.34. item 1, 2, 4, 6, 8, 13, 19, 20, 21, 25, 31, 32 were partially available for teaching and learning Office Technology and Management courses with mean ranges from 1.51 to 2.49.

Also, the respondents indicated that item 5, 14, 15, 17, 18, 22, 23 were not available for teaching and learning Office Technology and Management courses. 32 items has standard deviation ranging from 0.62 to 1.24 which are below the fixed value of 1.96. The items listed in the table are partially available. This means that instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics are partially available (mean = 2.20, SD = 0.98).

Research Question Two: To what extent are instructional facilities for teaching and learning Office Technology and Management courses being utilized in Polytechnics in Kwara State, Nigeria?

Table 3: Mean and standard deviation of responses on the extent to which instructional facilities are utilized for teaching and learning Office Technology and Management courses being in Polytechnics in Kwara State, Nigeria

| S/N | Item Statements | \bar{X} | SD | Remark |
|-------------------------|----------------------------------|-------------|-------------|---------------------|
| 1. | UPS | 1.69 | 0.96 | Small Extent |
| 2. | Printers | 2.60 | 1.27 | Moderate Extent |
| 3. | Computers | 2.95 | 1.12 | Moderate Extent |
| 4. | Computers with internet ready | 1.75 | 1.02 | Small Extent |
| 5. | Scanners | 1.66 | 0.98 | Small Extent |
| 6. | Air conditioner | 2.55 | 1.15 | Moderate Extent |
| 7. | Manual typewriters | 3.27 | 0.99 | Moderate Extent |
| 8. | Electronics typewriters | 1.71 | 1.03 | Moderate Extent |
| 9. | Photocopiers | 1.92 | 1.18 | Small Extent |
| 10. | Steel filing equipment | 2.42 | 1.17 | Small Extent |
| 11. | Shredding machines | 2.77 | 1.14 | Moderate Extent |
| 12. | Computers with relevant software | 3.00 | 1.22 | Moderate Extent |
| 13. | Electronic desk calculators | 1.57 | 0.92 | Small Extent |
| 14. | Telephone equipment (intercom) | 1.24 | 0.68 | Not Utilized |
| 15. | Fax machines | 1.52 | 0.85 | Small Extent |
| 16. | Public address systems | 3.22 | 1.09 | Moderate Extent |
| 17. | Laminating Machines | 1.40 | 0.79 | Not Utilized |
| 18. | Cassette players | 2.62 | 1.29 | Moderate Extent |
| 19. | Colour Televisions | 1.58 | 0.95 | Small Extent |
| 20. | Video CD/DVDs | 1.71 | 0.99 | Small Extent |
| 21. | Projectors and screen | 1.64 | 0.99 | Small Extent |
| 22. | Digital cameras | 1.48 | 0.84 | Not Utilized |
| 23. | Interactive board | 1.50 | 0.91 | Small Extent |
| 24. | Staplers | 2.98 | 1.18 | Moderate Extent |
| 25. | Spiral Binding Machine | 2.38 | 1.20 | Small Extent |
| 26. | Generating set | 3.10 | 1.14 | Moderate Extent |
| 27. | Relevant textbooks | 3.53 | 0.79 | Great Extent |
| 28. | Journals | 2.80 | 1.17 | Moderate Extent |
| 29. | Conference proceedings | 2.65 | 1.17 | Moderate Extent |
| 30. | Project materials | 3.67 | 0.81 | Great Extent |
| 31. | E-Library | 1.70 | 1.00 | Small Extent |
| 32. | Daily newspapers | 1.73 | 0.99 | Small Extent |
| Weighted average | | 2.26 | 1.03 | Small Extent |

Source: Field Survey, 2019

Analysis of data in Table 3, reveals that the respondents indicated that item 27 and 30 are utilized to a great extent for teaching and learning Office Technology and Management courses. A mean score of 3.53 and 3.67 supported these. In addition, the respondents indicated that item 2, 3, 6, 7, 11, 12, 16, 18, 24, 26, 28 and 29 are utilized to a moderate extent with mean ranges from 2.55 to 3.27. item 1, 31, 5, 8, 9, 11, 13, 15, 19, 20, 21, 23, 25, 31, 32 with mean ranges from 1.50 to 2.42 were utilized to a small extent for teaching and learning Office Technology and Management courses.

Also, the respondents indicated that item 14, 17 and 22 with mean ranges from 1.24 to 1.48 are not utilized for teaching and learning Office Technology and Management courses. 32 items has standard deviation ranges from 0.68 to 1.29 which are below the fixed value of 1.96. This means that instructional facilities for teaching and learning Office Technology and Management courses in polytechnics are utilized to a small extent (mean = 2.26, SD = 1.03).

3.2 Test of Hypotheses

The two null hypotheses of the study were tested at 0.05 level of significance using independent t-test. The summary of the test of hypotheses are presented in Tables 6 to 8 as follows:

H₀₁: There is no significant difference between the mean ratings of respondents in federal and state owned polytechnics on the availability of instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics in Kwara State, Nigeria.

Table 4: Summary of t-test of the difference in the mean rating of respondents in federal and state owned polytechnics on the availability of instructional facilities for teaching and learning OTM courses in Polytechnics in Kwara State, Nigeria.

| Group | N | Mean | SD | t-cal | Df | p-value | Decision |
|---------------|-----|------|------|-------|-----|---------|----------|
| Federal Owned | 188 | 2.26 | 0.14 | 8.896 | 402 | 0.000 | S |
| State Owned | 216 | 2.16 | 0.10 | | | | |

Source: Field survey, 2019

P<0.05

The data in Table 4 reveals that there are 188 respondents from Federal owned polytechnic and 216 respondents from State owned polytechnic participated in the study. The respondents in federal and state owned polytechnic responses showed that instructional facilities for teaching and learning OTM are partially availability ($\bar{X} = 2.26$; SD = 0.14) and ($\bar{X} = 2.16$; SD = 0.10). Their responses are close to the mean as the standard deviations are very low. The table reveals that there was significant difference in the mean ratings of respondents in federal and state owned polytechnics on the availability of instructional facilities for teaching and learning Office Technology and Management courses ($t_{402} = 8.896$, P<0.05). Therefore, the null hypothesis that states that there is no significant difference in the mean rating of respondents in federal and state owned polytechnics on the availability of instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics in Kwara State was rejected. Their responses showed that federal owned polytechnic rated the availability of instructional facilities higher than the state owned polytechnic (mean difference = 0.10).

H₀₂: There is no significant difference between the mean responses of students and lecturers on the extent to which instructional facilities for teaching and learning Office Technology and Management courses are being utilized in Polytechnics in Kwara State, Nigeria.

Table 5: Summary of t-test of the difference between the mean responses of lecturers and students extent to which instructional facilities for teaching and learning OTM courses are being utilized

| Group | N | Mean | SD | t-cal | Df | p-value | Decision |
|-----------|-----|------|------|-------|-----|---------|----------|
| Lecturers | 12 | 2.61 | 0.18 | 9.664 | 402 | 0.000 | S |
| Students | 392 | 2.25 | 0.13 | | | | |

Source: Field survey, 2019

P<0.05

The data in Table 5 reveals that there are 12 lecturers and 392 students. The lecturers and students' responses showed that instructional facilities for teaching and learning Office Technology and Management courses are partially utilized ($\bar{X} = 2.61$; $SD = 0.18$) and ($\bar{X} = 2.25$; $SD = 0.13$). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was significant difference between the mean responses of students and lecturers on the extent to which instructional facilities for teaching and learning Office Technology and Management courses are being utilized in Polytechnics ($t_{402} = 9.664$, $P < 0.05$). Therefore, the null hypothesis was rejected. This implied that lecturers and students differ in their responses regarding the extent to which instructional facilities for teaching and learning Office Technology and Management courses are being utilized in Polytechnics. Their responses showed that lecturers rated the extent of utilization of available instructional facilities for teaching and learning Office Technology and Management courses than the students (mean difference = 0.36).

4. SUMMARY OF MAJOR FINDINGS

The following are the summary of major findings of the study:

1. Instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics are partially available (mean = 2.20, $SD = 0.98$)
2. Instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics are partially adequate (mean = 2.25, $SD = 1.02$).
3. Instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics are utilized to a small extent (mean = 2.26, $SD = 1.03$).
4. There was significant difference in the mean ratings of respondents in federal and state owned polytechnics on the availability of instructional facilities for teaching and learning Office Technology and Management courses in polytechnics in Kwara State, Nigeria ($t_{402} = 8.896$, $P < 0.05$).
5. There was no significant difference between the mean responses of lecturers and students on the adequacy of instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics in Kwara State, Nigeria ($t_{402} = 0.302$, $P > 0.05$).
6. There was significant difference between the mean responses of students and lecturers on the extent to which instructional facilities for teaching and learning Office Technology and Management courses are being utilized in Polytechnics in Kwara State, Nigeria ($t_{402} = 9.664$, $P < 0.05$).

5. CONCLUSIONS

Based on the findings of the study, it was concluded that instructional facilities are critical in the process of teaching and learning. These instructional facilities for teaching and learning have increasingly improved the quality of students' outcome for global competitiveness in the 21st century world of work. However, the challenges of availability and utilization of instructional facilities in the office technology and management (OTM) programme have led to the learners not being adequately exposed to those experiences that will guarantee the total development of relevant competencies, intellectual and academic prowess that will enable them gain and maintain competitive advantage.

This clearly indicates that the OTM programme would be producing graduates who would not be able to function effectively in the 21st century world of work and who cannot contribute anything meaningful to the development of an economy driven by technological innovativeness. This situation leaves much to be desired, as the implication of producing half baked graduates on the economy can better be imagined.

6. RECOMMENDATIONS

Based on the findings, the following recommendations were made:

1. The National Board for Technical Education (NBTE) should initiate a policy that would emphasize that any polytechnic without appropriate and quality instructional facilities available for teaching and learning would not be accredited to run office management and technology programme.
2. The Heads of Departments of office technology and management in collaboration with school management should source for funds from government, industries, organisations and individuals to facilitate the provision of instructional facilities to run office management and technology programmes.
3. Lastly, lecturers who may not be knowledgeable in utilizing some of the available instructional facilities should be trained to do so. Also, theories should be matched with practical's and students should not be restricted from utilizing the available instructional facilities for practice at their leisure time during school hours.

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