

## Availability 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 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 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 available but of poor quality. 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:** Instructional Facilities, Teaching, Learning, Office Technology and Management, Polytechnics, Nigeria

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## 1. INTRODUCTION

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, adequacy and utilization of these facilities and resources is necessary if we want to know the state of affairs of the educational programme.

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 Priscilla (2009) report that there is gross inadequacy and 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.

Similarly, Ayelotan and Sholagbade (2014) maintain that instructional facilities are not available in most schools offering OTM. They further maintained that availability of appropriate infrastructural facilities will enhance students learning by allowing them to be involved in demonstrations and practices which will build and concretize their skills. It is against this backdrop that the study examines the availability 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 of instructional facilities for teaching and learning office technology and management courses in Polytechnics in Kwara State, Nigeria

### 1.2 Purpose of the Study

The main purpose of the study is to examine availability, adequacy and utilization of instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics in Kwara State. Specifically, the study will examine the following:

1. Availability of instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics in Kwara State, Nigeria.

### 1.3 Research Hypotheses

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

- H<sub>01</sub>: 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.

## 2. METHOD

The research design for this study is 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 total numbers of the respondents are five hundred and sixty three (563) students and lecturers from the two polytechnics. The questionnaire was validated by two chief lecturers from Office Technology and Management from Federal Polytechnic Offa, Kwara state.

The instrument was pilot tested to determine the reliability. The Cronbach Alpha method was used to determine the reliability of the instrument and the reliability coefficient of 0.88 was calculated. The administration and collection of copies of the questionnaire was done through the help of two research assistance, each from the various polytechnics. Mean and standard deviation was statistically used to analyzed the data. Any mean that has 2.50 and above was considered as Available as in Table I.

### 3. RESULTS

#### Research Question I

How available are instructional facilities for teaching and learning of OTM courses in Polytechnics in Kwara State, Nigeria?

**Table 1: 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
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
<b>Weighted average</b>		<b>2.20</b>	<b>0.98</b>	<b>Partially Available</b>

Source: Field Survey, 2019

Analysis of data in Table 1 reveals that the respondents indicated that project materials 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 computers, manual typewriters, photocopiers, steel filing equipment, shredding machines,

computers with relevant software, public address systems, staplers, generating set, relevant textbooks and journals were available for teaching and learning Office Technology and Management courses with mean ranges from 2.58 to 3.34. UPS, printers, computers with internet ready, air conditioner, electronic typewriters, electric desk calculators, colour televisions, Video CD/DVDs, Projectors and screen, Spiral binding machines, E-Library, daily newspapers 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 scanners, telephone equipments (intercom), fax machines, Laminating Machine, cassette players, digital cameras, interactive board 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).

**Table 2: 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 2 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).

#### 4. DISCUSSION OF FINDINGS

The study was conducted to assess the availability of instructional facilities in teaching and learning office technology and management courses in polytechnics in Kwara State. The discussion is based on the research question and null hypotheses. The result of the analysis in table one shows that instructional facilities for teaching and learning Office Technology and Management courses in Polytechnics in Kwara State are Partially Available ( mean = 2.20, SD = 0.98). The finding collaborates that of Igboke (2014) who state that majority of instructional facilities for teaching and learning office technology and management are partially available and that in some cases not available, these instructional facilities will be found to be of poor quality. Anioke (2011) asserts that the problems of Business Education (OTM Inclusive) in Nigeria are poor modern instructional facilities, laboratories and workshop equipment to enhance learning outcome.

## 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 21<sup>st</sup> century world of work. However, the challenges of availability 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 21<sup>st</sup> 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.

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