# CONFERENCE PAPERS

**Office Technology and Management Skills Acquisition to National and Manpower Development**

**By**

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**Abstract**

*The development of any nation depends to a large on her manpower. In actual fact, manpower is the driving force of a nation's social and economic development. This study therefore investigated the impact of skill acquisition in development. This study therefore investigated the impact of skill acquisition in development. The study was carried out in Ogun State of Nigeria. In carrying out the study, three research questions were generated from which the questionnaire used to gather data was developed. Two hundred (200) Office Managers (Secretaries) were selected from five tertiary institutions in Ogun State using simple random sampling technique. Also, two hundred copies of the questionnaire were produced and administered on the selected respondents. However, out of the number administered, one hundred and eighty (180) copies were filled and returned. The data collected was analyzed using mean method. The study concluded that skill acquisition in Office Technology and Management is a cornerstone for national and manpower development. It was recommended that management of every organization should employ qualified Office Managers to man offices so as to achieve set goals and objectives.*

**Keywords:** Office Technology and Management (OTM), Skill Acquisition, Office Manager, National Development.

**Introduction**

Office Technology and Management (OTM) formerly known as Secretarial studies is an integral part of vocational and technical education where emphasis is placed on acquisition of skills for national development. The National Policy on Education (2004) defined Office Technology and Management as an aspect of education which prepares students towards the acquisition practice 1 and applied skills as well as basic scientific knowledge needed to perform adequately in the world of work. In other words, the programme is focused on production of manpower that would be self-reliant and contribute to national and manpower development.

Komolafe and Ajayi (2010) described Office Technology and Management (OTM) as work-oriented educational programme which aims at skills acquisition for paid employment, self-reliance or employer of labour. They went further to say that training in Office Technology and Management involves the acquisition and development of skills, competencies, attitudes and attributes to be able to function effectively in the millennium office. Orija (2012) described Office Technology and Management (OTM) as a specialized course of study designed to produce manpower of different cadres (with ND and HND qualifications) that will maintain and sustain offices in both private and public organizations.

Iro-Idoro, Jolaade, Aladenusi and Ajibare (2012) asserted that it is important to equip undergraduates (OTM students) in tertiary with the necessary skills that will enable them to be self-employed and self-reliant after the completion of their programmes. Self-reliance is to rely on one's ability to make a living; that is to utilize acquired tacit knowledge that the metamorphosed into resourcefulness and innovativeness.

Atakpa (2008) opined that the strength of any nation in all ramifications is dependent upon her strength in the use of technology. This assertion made Prachi (2018) to describe manpower (Human Capital) as the collective stock of skills, attributes, knowledge and expertise which further play an integral role in increasing the productivity since employers spend the maximum part of their day in offices and strive hard to achieve the goals and objectives of the organization which in effect contribute positively to the national and manpower development of a Nation.

Atueyi (2010) believed that the rapid advancement in technology and the new innovations are moving from industrial society to information society. Technology has evolved the functions

of office to rely on different society. Technology has evolved the functions of office to rely on different types of improved and standardized equipment. It has also devised varied stages and concepts for effective communication within and outside the organization. These could be seen from the various societal needs and wants created by new technologies. As a result, the jingles have added more alphabets like "I" and "C" to "T". Today, the jingles now ring IT and ICT. According to her, the rapid pace of technological change opens new opportunities like e-company's business. Others are e-commerce, e-purchasing, e-marketing, e-finance and e-service, all use electronic means to do these practices on-line. These new opportunities however, pose challenges not only to OTM graduates but to humanity too.

Kotler (2004) remarked that with faster communication, transportation and financial flows, the world is rapidly shrinking. He further noted that marketers have made a strategic decision to become part of the cyber bazaar. That is, they are using the web to reach new customers to live abroad. Electronic researchers are building support existing customers to live abroad. Electronic researchers are building smarter chips to make our cars, homes and offices more responsive to changing conditions. The blending of personal computers, scanners, fax and copy machines, wireless phones, the internet and e-mail, has made it possible for people to 'telecommute', that is work at home or on the road instead of travelling to the office.

Peter (2010) citied Osagie (1992) revealed that Office Education is a type of education that is concerned with the acquisition of the skills or office occupation, aptitudes, aptitudes and knowledge for carrying out successfully, the functions in the office. Ngenegbo (2002) posited that employees must possess relevant employable skills to fit into labour market. Furthermore, Peter (2010) cited Okwuanaso (1992) said that many changes are taking place in the way tasks re performed in the modern office. These changes show a continued office revolution in future. According to him, the up-to-date office education programme must also prepare students for the modern processes of storing and accelerating production and transmission of letters and other documents. Employers and customers seek graduates who are not afraid to change and who can adapt to changes and will continue to be part of office scene. Change is the order of the day and Office Education graduate is expected to be competent in performing basic skills. Employers and customers have not reduced their demand for graduates who are competent in the use of grammar, punctuation, spelling and proper word choice and who can express themselves well both orally and in writing. Learning skills are also essential. The ability to follow directions and accurately collect fact and information to be stored and later retrieved are important skills.

Today, the greater need is for editing skills that go far beyond the old standard in proofreading. Office Education graduates are no longer expected only to detect errors and to know how to correct them, they should have the ability to edit letter or document as well. Emphasis on those basic skills is a must. There is no acceptable substitute for proficiency in office management since office managers are expected to be experts in utilizing Basic Skills, Administrative Skills, Communication Skills, Interpersonal Skills, Manipulative Skills, Innovative Skills, Creative Skills and Computational Skills for performance. All these would enhance both national and manpower development.

**Statement of the Problem**

The development of any nation depends to a large extent on her human resources. In actual fact, no nation could develop without competent and skilled manpower. Office Technology and Management programme is a course designed to produce highly skilled manpower that could be self-reliant and contribute meaningfully to national development. Unfortunately this area of knowledge has not been given proper attention by government at all levels by the professionals (Office Managers) their due recognition. Also, the perception of society towards Office Technology and Management Programme and the Practitioners (Secretaries) is not encouraging most especially in this era of ICT. There is no doubt that acquisition of OTM Skills creates employment opportunities and reduces crime rates most especially among the youths.

This study therefore investigated the impacts of skill acquisition in Office Technology and Management on National and Manpower Development. This has been affecting the social and economic development of Nigeria.

**Objective of the Study**

The main objective of this study was to examine the impact of skill acquisition in Office Technology and Management on National and Manpower development. The specific objectives were:

1. To identify various skills required by the OTM graduates for effective job performance for National and Manpower Development.
2. To determine how OTM skills could enhance job performance of Office Managers towards National and Manpower Development.

3. To determine the extent which acquisition of skills in OTM could lead to National and Manpower Development.

**Research Questions**

1. What are the skills required by OTM graduates for National and Manpower Development?

2. In what ways could acquisition of OTM skills enhance job performance of Office Managers (Secretaries)?

3. To what extent does acquisition of OTM skills enhance National and Manpower Development?

**Methodology**

The study was a survey and carried out in Ogun State, Nigeria. The population used for the study comprised of OTM graduates (Office Managers) working in five tertiary institutions in Ogun State. The Institutions were, Federal University of Agriculture, Abeokuta; Federal Polytechnic, Ilaro; Federal College of Education, Osiele; Tai Solarin University of Education, Ijebu Ode and Abraham Adesanya Polytechnic, Ijebu-Igbo. A total number of two hundred (200) respondents (forty from each institution) were selected using simple random sampling technique. Questionnaire was the main instrument used to gather data for the study. The instrument consists of sixteen-question items seeking information on the impact of skill acquisition in OTM on National and Manpower Development. The Instrument was validated by experts in Office Technology and Management as well as Human Resources Management. Respondents were asked to choose one out of the four options (Strongly Agree, Agree, Disagree and Strongly Disagree) provided for each item of the questionnaire.

Two hundred (200) questionnaires were administered on the respondents out of which one hundred and eighty (180) copies were duly filled and returned. Forty (40) questionnaires were collected form the Federal Polytechnic, Ilaro; thirty seven (37) from the Federal College of Education, Osiele, thirty six (36) from the Federal University of Agriculture, Abeokuta, thirty four (34) from Tai Solarin University of Education, Ijebu Ode and thirty three (33) from Abraham Adesanya Polytechnic, Ijebu-Igbo.

For the purpose of analysis, values were assigned to the four options provided in the instrument as follows: Strongly Agree= 4 marks, Agree = 3 marks; Disagree = 2 marks and Strongly Disagree = 1 mark. Mean method was used to analyze the data collected. A minimum of 2.5 mean score was set at standard for acceptability or otherwise of the research

question raised on the study. Any research question scored below the set standard was rejected.

Results

Table 1: Mean rating of the respondents, responses on the skills required by OTM graduates for national and manpower development.

| Item Statement | SA | A | D | SD | Total | Mean | Remarks |
|---|---|---|---|---|---|---|---|
| 1.  Communication skills | 140 | 23 | 10 | 7 | 180 | 3.64 | Accepted |
| 2.  Human Relations skills | 150 | 11 | 9 | 10 | 180 | 3.67 | Accepted |
| 3.  Computational skills | 140 | 40 | - | - | 180 | 3.77 | Accepted |
| 4.  Leadership skills | 100 | 50 | 10 | - | 180 | 3.16 | Accepted |
| 5.  Problem solving skills | 140 | 20 | 20 | 10 | 180 | 3.16 | Accepted |
| 6.  Emotional skills | 170 | 10 | - | - | 180 | 3.94 | Accepted |
| 7.  Team work skills | 155 | 25 | - | - | 180 | 3.86 | Accepted |

Data collected and analyzed in table one showed that all the items raised on the skills required by OTM graduates were relevant to national and manpower development. This was attested to from the responses of the respondents with the mean score of not less than 2.5 in all the items raised on the research question one.

**Table 2:** Mean rating of the respondents' responses on ways through which acquisition of OTM skills could enhance job performance of Office Managers (secretaries) for national and manpower development.

| Item Statement | SA | A | D | SD | Total | Mean | Remarks |
|---|---|---|---|---|---|---|---|
| 1.  Emotional skills help to control one's temperament when relating with others | 144 | 36 | - | - | 180 | 3.8 | Accepted |
| 2.  Application of leadership skills leads to team work and achievement of set goals | 86 | 94 | - | - | 180 | 3.5 | Accepted |
| 3.  Better understanding is achieved through effective communication skills | 90 | 90 | - | - | 180 | 3.5 | Accepted |
| 4.  Team work is enhanced through human relations skills | 176 | 4 | - | - | 180 | 3.9 | Accepted |

The data presented and analyzed in table two showed that all the items raised on the ways through which acquisition of OTM skills could enhance job performance of Office Managers for national and manpower development upheld. This was attested to from the responses of the respondents with the mean score of not less than 2.5 in all the items raised on the research question two.

**Table 3:** Mean rating of the respondents' responses on the extent to which acquisition of OTM skills could lead to National and Manpower Development.

| Item Statement | SA | A | D | SD | Total | Mean | Remarks |
|---|---|---|---|---|---|---|---|
| 1. It enables graduates to be self-reliant | 117 | 63 | - | - | 180 | 3.65 | Accepted |
| 2. It contributes to the Gross Domestic Product (GDP) of a nation | 156 | 24 | - | - | 180 | 3.87 | Accepted |
| 3. It leads to global competitiveness | 118 | 62 | - | - | 180 | 3.66 | Accepted |
| 4. It reduces social vices | 119 | 61 | - | - | 180 | 3.66 | Accepted |
| 5. It increase government revenue through tax payment | 90 | 90 | - | - | 180 | 3.5 | Accepted |

The data collected and analyzed in table three also showed that all the items raised on the extent to which acquisition of OTM skills could lead to national and manpower development were upheld. This was attested to from the responses of the respondents with the mean score of not less than 2.5 in all the items raised on the research question three.

**Discussion**

The first research question sought to determine the skills required by OTM graduates for national and manpower development. From the data collected and analyzed, all the respondents agreed that acquisition of OTM skills is a veritable tool for national and manpower development. The outcome of this study was in line with Peter (2010) that office education graduate is expected to be competent in performing basic skills. He remarked further that employers and customers have not reduced their demand for graduates who are competent in the use of grammar, punctuation, spelling and proper word choice and who can express themselves well both orally and in writing. He highlighted that listening skills are also essential; the ability to follow directions and accurately, collect fact and information to be stored and later retrieved are important skills. Emphasis were also placed that greater is the

need for editing skills that go far beyond what we normally thought of as proofreading. Office education graduates are no longer expected only to detect errors and to know how to correct them; they should have the ability to edit documents as well.

The second research question sought to know the ways acquisition of OTM skills could enhance the job performance of Office Managers (Secretaries). Based on the data collected and analyzed, it was discovered all the respondents agreed with the items raised on the research questions. The outcome of this study was in line with Ngenegbo (2002) assertion that employees must possess relevant employable skills to fit into labour market. The result also corroborates the opinion of Peter (2010) that Office Education (OTM) graduate is expected to be competent in performing basic skills. The findings supported the assertion of Komolafe and Ajayi (2010) that Office Technology and Management (OTM) is work-oriented educational programme which is aimed at skills acquisition for paid employment, self-reliance or employer of labour. And that it involves the acquisition and development of skills, competencies, attitudes and attributes to be able to function effectively in the millennium office.

The third research question sought to investigate the extent acquisition of OTM skills had enhanced National and Manpower Development. The data collected and analyzed for the study, revealed that all the items raised on the research question were upheld. The outcome of this study was in line with Atakpa's (2008) view that the strength of any nation in all ramifications is dependent upon her strength in the use of technology. Also, the result of this study lend credence to the findings of O'Keefe (2008) in his study on the need to ensure that those coming through education and those currently in the workforce have the right skills for this evolving sector so as to contribute to the national and manpower development of a nation positively. The outcome of this study supported the opinion of Prachi (2018) that skill acquisition and expertise play significant role in manpower development. Office Technology and Management skills like communication, human relations, computation, team work etc. if well utilized enhance productivity of every organization. This would eventually lead to national manpower development of a nation.

**Conclusion**

Office Technology and Management is a specialized course of study that was designed to produce manpower to maintain and sustain offices in both private and public organizations. It can be described as a work-oriented educational programme which aims at skill acquisition for paid employment, self-reliance and employer of labour. It also involves acquisition and

development of skills, competencies, attitudes and attributes of function effectively towards national and manpower development.

Consequently, acquisition of Office Technology and Management skills such as communication, human relations, assertiveness, emotional to mention but just a few is the right step in the right direction towards national and manpower development.

There is no doubt that the quality of manpower in a country determines to a large extent on her social, economic and political development.

**Recommendations**

The following recommendations were made on this study.

- The Federal and State governments should focus more attention on Office Technology and Management Programme through provision of funds for procurement of facilities for institutions running the course.

- Office Managers (Secretaries) should try as much as possible to update their knowledge through training and other developmental programmes.

- Government at all levels should provide enabling environment for OTM graduates who are desirous of being job creators rather than job seekers.

- The management of organizations (employers of labour) should employ highly qualified Office Managers who are experts and skilled in office management to man offices so as to achieve set goals and objectives.

- Government should provide financial assistance to all OTM graduates who are interested in putting the acquired skills into practice i.e. those who want to be self-reliant rather than job seekers.

- The National Board for Technical Education should review the curriculum of OTM programme from time to time so as to meet the needs of the graduates and society at large.

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# ACHIEVING THE NATIONAL TRANSFORMATION AGENDA THROUGH PROVISION OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) ENVIRONMENTS IN NIGERIA EDUCATION SYSTEM

BY

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## ABSTRACT

The purpose of this paper is to highlight the importance of Information Communication Technology (ICT) environments in Nigeria Educational System from the premise that in these days of fast changing technology, it is necessary to provide the necessary and appropriate ICT environments in all forms of education including distance learning programmers. This paper therefore aimed at enumerating the merits of such step for the teaching-learning processes and discusses the curricular, training and financial implication of such step for the purpose of achieving National Transformation Agenda through provision of Information Communication Technology (ICT) environments in Nigeria Education System.

## INTRODUCTION

The transformation agenda arose out of the need to correct the flaws in the country's drive for development where there is absence of long-term perspective and lack of continuity, consistency and commitment (3cs) to agreed policies, John, (2012). The culminating effect of these has been growth and development of the Nigerian economy without a concomitant improvement in the overall welfare of Nigeria citizens. Furthermore, the transformation agenda is based on the draws inspiration from the *vision 20: 2020* of the first National Implementation Plan (NIP) and aims to deepen the effects and provide a sense of direction.

Leaving no one in doubt **"how"** of the Transformation Agenda, the President, Goodluck Jonathan, (2012), state that he has great confidence in the ability of Nigerian to transform the country. According to him, what should be required of his administration was to provide a *suitable and conductive environment for productive activities to flourish*.

The transformation agenda is therefore based on a set of priority policies and programmes which, when implemented would transform the Nigerian economy to meet the future needs of the people.

It was on this background that the writers felt that in these days of fast changing technology that the *provision of ICT environment* would help in achieving the National Transformation Agenda and make Nigerian economy viable in the year **20: 2020**.

Information Technology (IT) is the application of computers and telecommunication equipment to store, retrieve, transmit and manipulate data, often in the context of a business or other enterprise. The term is commonly used as a synonym for computers and computer networks, but also encompasses other information distribution technologies such as television and telephone. Infact, several industries are associated with information technology, such as computer hardware, software, electronics, semiconductor, internet, telecom equipment, e-commerce and computer services. ICT, aside from its reliance on technology, also requires an understanding of community development, poverty, agriculture, healthcare and basic education. Richard Hicks, (2013), suggests that the **I**in ICT4D is related with **"Library and Information Sciences"**, the **C** is associated with **"Communication Studies"**, the **T** is linked with **"Information System"**, and the **D** for **"Development Studies"**. It is aimed at bridging the digital device and aid economic development by fostering equitable access to modern communications technologies. It is pertinent to say that ICT is a powerful tool for economic and social development. The impact of technology worldwide has led to the globalization of information communication and education. The effects of technology can be experienced at all levels and forms of education. it makes demands on school curricula from pre-primary to tertiary level. Consequently, the need to provide information communication and technology environments in Nigeria educational system so that teachers and educators can improve their instructional delivery processes *for the purpose of achieving the National transformation Agenda*.

This has a lot of implications, which would be the focus of this paper. The researchers look at the various implications of providing environments that are conducive to the use of technology in the Nigeria education system.

**IMPORTANCE OF TECHNOLOGY AND INFORMATION TECHNOLOGY IN TEACHING AND LEARNING FOR THE ATTAINMENT OF TRANSFORMATION AGENDA**

Technology is a systematic and integrated organization of man, machine, ideas and procedures to achieve desired goals (Cox, 2000). It is both process and product. Since the creation of man, he has been involved in the process of technology and has been

systematically producing various objects, machines and the like to achieve his desires of survival and fulfillment. However, there has not been a time such as we are now during which technology has played a major role in man's endeavours. As observed by Wills and Raines (2001), the workplace in the fields of medicine, transportation, manufacturing and entertainment are embracing technology in order to stay current and be relevant. The education sector also has not been left out. There has been evidence of various products of technology being introduced into the teaching-learning process. This had given birth to the branch of education, called educational technology.

The introduction of computers, which is the major and most influential technology of the last millennium has however, made the impact of technology greater felt in every sector and also in the education sector. It is through the introduction of this major technology that the world actually started talking about information technology. Information technology (IT) according to Bamikole (2001) is "the creation, collection, storage, processing, transmission, display and use of information by people and machine".

IT according to NCET (1999) is concerned with the handling and processing of information using electronic device. IT creates opportunities to handle text and images, numbers and graphs, instructions, sound and music and to process information by organizing, storing and retrieving, sorting and analyzing, presenting and communicating.

Educational Technology is all about facilitating and using information to elicit responses in the cognitive, affective or psychomotor domains. While acknowledging the use of various other resources in education to facilitate information and communication in learning process, the advent of computers has however made it better, easier and quicker. We are in a rapidly changing world; ideas that were noble and which had been up held for centuries are constantly changing in various fields. Furthermore, it is clear that our society is rapidly transforming into one which is based on information, requiring its citizens to be familiar with and at ease with information based resources and their manipulations. Thus, for a Nigerian learner not to be left out in what is happening in the world, coupled with the aim of achieving the National Transformation Agenda, he/she has to key in, into the use and application of this technology and this has to start from the foundation of education through to the tertiary level. NCET (1999) has highlighted the positive effects of IT in teaching and learning for pupils. It says, there are frequently gains in motivation, presentation, questioning skills, problem-solving, information handling and techniques of modeling.

Furthermore, it went on to say that teachers often find that (among many other gains) using IT could lead to rethinking, teacher and learning strategies, more opportunities for differentiation, greater expectations of their pupils, more opportunities for individual teaching and group work; and better understanding of their pupil's learning.

In the area of primary level language development, Snowdown (2000), has asserted that the uses of various computer software have actually helped the child's reading process, encouraged the children to talk to each other and make decisions, argue and think through. Furthermore in the area of mathematical problem solving at primary level, Cockcroft (1995) reported that with the introduction of microcomputers into classrooms, it has been easier for the teacher to emphasize the practical applications of Mathematics than ever before. Infact, it has made the applicability of Mathematics in everyday life manifest.

In the area of science education, Cox (2000), submits that IT increases pupils' motivation and interest and in them instills a commitment to learning. It has been discovered that using IT in science education can make the lessons more exciting and interesting for the teacher as well as for the pupil. This conclusion was deduced from the various uses of ICT tools in teaching and learning processes. Such tools include data analysis software, simulated laboratories, computer-based modeling techniques and the like. Some of the skills that these tolls have developed in science education are identification, organization and retrieval of information, high level thinking skills, classification, decision-making and also evaluating skills. The development of all these skills is the goal of science education in itself.

The foregoing has shown that the application of computer based IT tools would go to a long way on achieving the national transformation agenda and also provide the teacher access to the use of strategies which are less stressful in that the children would naturally work on their own, in-groups without much intervention from their teachers. Also, the learners would be provided with the motivation for learning which would ensure that they learn effectively. All these merits have been deduced from various applications of the computer based IT have for the learning at different levels of education in Nigeria?

**IMPORTANCE OF IT AT THE PRE-PRIMARY (NURSERY)/PRIMARY SCHOOL LEVELS IN NIGERIA**

In Nigeria, the general goals of nursery (pre-primary) education have been well defined. By Nursery Education, the curriculum guideline for Nigerian pre-schools as published by Nigerian Educational Research and Development Council (NERDC) (1989) means, a type of

formal pre-school education for children between ages three to five years plus prior ton their entry into primary school at the age of six year. The general goals are:

- Effective a smooth transition from home to school and providing adequate care and supervision for the children while their parents are at work.
- Helping the child to adjust to social norms.
- Inculcating in the child a spirit of enquiry and creativity through the exploration of nature and the local environment, playing with toys artistic and musical activities and so on.
- Teaching good habits especially good health habits.
- Teaching the child basic academic skills (NERDC 1989)

There is no gainsaying the fact is that using computers would help to achieve all these goals and objective. For instance, in many homes now, a computer is no longer a strange object and its presence in the school classroom with other resources would actually help in the smooth transition of the child from home to school. Furthermore, there is no technology that has the capability of the computer in developing children's creativity. There are various kings of software, which encourages the spirit of enquiry and exploration in children.

The child can be helped through co-operative learning using the computer to adjust to various social norms. According to Bamikole (2006), the collaborative uses of computers by school children have been found to develop social skills. The pre-primary school teacher can also, through web-based data, collect information of how to teach various skills whether academic or social apart from the fact that there are various activities and experiences that could be developed or used in almost any area of learning. For instance, computer games give children the opportunity of playing activities through which they can learn (Aremu 2001).

Therefore, if we want Nigerians to adapt to the changing technology in the world and be able to use them for the purpose of achieving the national transformation agenda, it is mandatory that it is not only computer literacy education that should be introduced at the pre-primary and the primary levels of education but also computers should be used to actually teach and learn the various subjects which the children do at these levels of education. So far, the computer curriculum at the primary or pre-primary levels has not been prepared (Abimbade, 2002). I believe that the time is overdue to prepare one.

## INFORMATION COMMUNICATIONS TECHNOLOGY (ICT) ENVIRONMENT AT THE SECONDARY AND TERTIARY LEVELS OF EDUCATION

Educators, teachers and instructors have discovered that the instructional delivery process in an ICT environment is different from the traditional classroom. Also, learners are faced with the challenges of coping with the potentials of the ICT era. The ICT environment portends a considerable expectation from every stakeholder. The introduction of computers has brought a new dimension of environmental variables that would sustain the use of computers especially in the secondary schools. Though the Federal Government saw the need to introduce computer education into the school system from the primary to the tertiary level, the question arises; will there be conducive environment for this? To answer this especially at the secondary school level, it will be appropriate to examine the kind of environment that will support the use of computer in our schools. In doing this, there will be the need to consider the national policy initiative of the government vis-à-vis computer education. What does the policy say about computer education at the secondary and tertiary levels? The aspect of the primary level application of computer has been discussed earlier in this paper.

## THE OBJECTIVES OF COMPUTER EDUCATION AT SECDONDARY SCHOOL

(i)      Show the impact of information and computer technology on today's society

(ii)     Develop rudimentary knowledge  about information systems, information processing techniques and the role of the computer in this regard

(iii)    Understand the historical overview and the development of modern day computer and its basic components.

(iv)     Know the use to which computers are put in everyday life

(v)      Explain how a computer works to achieve desired goals

(vi)     Understand the basic principles of computer operating system

(vii)    Use pre-programmed packages which are relevant to the interest of the students as teaching aids  in different subjects

(viii)   Introduce the concept of different computer languages and their applications

(ix)     Appreciate problem solving methods techniques as they apply to the computer programme design, coding and documentation. (NPCE, 2000)

So far, this computer education curriculum (guided by these objectives) at Junior and Secondary has been put in place. However, this curriculum has not been implemented in

many schools. Similarly, no examining body has any prepared syllabus to use in examining students at Junior or Secondary Schools.

## ICT AT COLLEGE OF EDUCATION, POLYTECHNIC AND UNIVERSITY LEVELS

According to NPCE (1999), the objectives of computer education at the Colleges of Education (at the level of teacher exposure to the computer are the followings:

- ❖ Build confidence in the handling of computer hardware and software.
- ❖ Encourage the teacher to develop sense of rapport with the computer and appreciate potential for solving teaching and learning challenges.
- ❖ Take account of and familiarize the teachers with the dynamic nature of computer technology, thus stressing the necessity for continuous up-grading of his knowledge.
- ❖ Manage small computer laboratories and workshops and
- ❖ Emphasize the importance of documentation procedures and software maintenance, (NPCE, 1999).

## ICT AT POLYTECHIC LEVEL

The curricula of computer education at this level would address:

- ❖ The development of hardware, courseware and software designs;
- ❖ The maintenance capabilities and service and
- ❖ The training of various levels of personnel for maintenance services, (NPCE 1989)

## ICT AT UNIVERSITY LEVEL

At University level, the computer literacy programme must be directed at:

- ❖ Establishing and entrenching a computer culture that permeates all activities in the University
- ❖ Producing University computer-literate graduates who would constitute the core of professionals in the practice and advancement of computer technology.
- ❖ Conducting research and developing hardware, software and course-ware that will enable this country to attain the latest computer technology capability. (NPCE, 1999)
- ❖ Ensuring the provision of the manpower and other resources required to meet the broader objectives of computer literacy at the tertiary, secondary and primary levels of education, and at the societal level.

Hence, the enabling environment for the teaching and learning of Information Communication Technology, especially computers must provide for individualized facilities rather than a lock step system.

## IMPLICATION OF ICT ENVIRONMENTS AT PRE-PRIMARY, PRIMARY, SECONDARY AND TERTIARY LEVELS OF EDUCATION IN NIGERIA

The reasons for introducing ICT at the various levels of education and the gains that could accrue from such have been explained in the course of this paper. Also, having considered the objectives according to NPCE (1999), the next stage is to consider various implications of such an introduction i.e. what are the implications if we are to provide such a learning environment.

## CURRICULAR IMPLICATIONS

The introduction ICT will have consequences for the curriculum.

Before ICT could be applied, the use of the tools needs to acquired. For example, the pupils need to know various computer terminologies, the commands, how to respond to each level of use, and so on. The implication is that the National curriculum needs to be expanded to include the following aims and objectives, that is pupils would need opportunities to develop:

❖ Competency and confidence in the use of computers and other peripheral in a range of contents.

❖ An awareness of the importance and limitations of computers and IT tools in the society.

❖ An appreciation of the range of application of IT, including using IT to communicate and handle information, measure, control and model.

❖ An understanding of the contribution that IT can make to solving problems in a systematics and methodical manner (NCET 1995).

## TRAINING IMPLICATIONS

According to Hawkridge et al (1995), the development of computer education in third world schools require the training of human resources. He went further to say that "there is no escape from the fact that placing computer in schools, within a support framework which allows them to be put to effective use, places a very heavy demand on the training system of the country carrying through the innovation" Jacobsen (1999), has suggested that apart from

teacher who will implement the revised curriculum, other groups that would need training are teachers trainers within the country, Principals of schools, those who would revise the curriculum and develop new curriculum materials, those who will evaluate existing software and specify required software, those who will write new software and those who will commission hardware and ensure the trained personnel are available to maintain them.

## FINANCIAL IMPLICATIONS

There is hardly any innovation that does not need substantial financial input. This is much more with ICT which has its own tools, resources (infrastructure) and personnel. Of course, the following need to be catered for: training, development of appropriate infrastructure, hardware, software, source of electric power and so on. In a country like Nigeria, this may seem difficult, but various developing countries have embarked on computer education projects that have been successful. Looking into their plan of action would help a lot in the development of computer education in the nation.

## IMPLICATIONS OF ICT ENVIRONMENT FOR DISTANCE EDUCATION IN NIGERIA

In Nigeria today, most distance learners may not have access to a computer either at work or at home. This may be due to the fact that development of instructional networks and purchase the system software to run them is still difficult to afford. However, because technology is rapidly changing, there is the need to keep pace with the latest technical advancements. To solve this, therefore, Community Technology Centres (CTCS) can be built in strategic locations within towns for distance learners. A community technology centre is a community service and educational facility where computers and related communications technologies are available to people who otherwise might have little or no opportunity to use or learn to use these technologies.

## ADVANTAGES OF PROVING INFORMATION COMMUNICATION TECHNOLOGGY ENVIRONMENT IN RELATION TO ACHIEVING THE NATIONAL TRANSFORMATION AGENDA

The term "Information and Communication Technology", or ICT as it were, covers all software that helps people send, receive and store information from word processors such as Microsoft Word, Internet browsers such as Mozilla and Facebook and sending and receiving e-mails. Infact ICT has revolutionalized global communication.

*BUSINESS ADVANTAGES*

❖ ICT technology allows for greater equality in the work place through hardware specifically designed for those with physical impairment.

❖ The internet has also increased opportunities for marketers via "viral marketing" – a process where people spread information about a product to each other through their social networks.

*CULTURE ADVANTAGES*

❖ The increased accessibility of ICT creates advantages for people on a more individual level.

❖ Via digital art software such as Photoshop, people who may lack talent for traditional paint-and-canvas art express themselves creatively.

*PERSONAL ADVANTAGES*

❖ ICT is useful as an educational tool where several schools offer programmes through the Internet phone programme.

❖ ICT and Internet usage also bring health benefits. A 2008 University of California, Los Angeles, study reported by BBC News found that internet usage helps boost the areas of the brain that deal with complex problem solving and decision making, helping prevent parts of the brain from experiencing atrophy.

**CONCLUSION**

This paper has looked at the roles and value of ICT at the Pre-primary, Primary, Secondary and Tertiary levels of education. It has also examined its roles and merits for distance learning. The paper furthermore discussed the implications of having an ICT environment at the various levels of education in Nigeria for the purpose of achieving the National Transformation Agenda and making Nigeria economically viable in the year 2020. Looking at these implications, the work of creating an ICT environment for learning in Nigeria may seem herculean. However, if other developing countries could do it, then it is also possible in Nigeria. Such a teaching-learning environment that would support ICT attainable should be encouraged in the promotion of technology-based learning centres.

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# ACHIEVING THE NATIONAL TRANSFORMATION AGENDA THROUGH GOOD CURRICULUM DELIVERY IN TERTIARY INSTITUTION

By

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*Abstract*

*Good Curriculum Delivery by the Institution of Higher Learning enhances the knowledge, ability, skills and job performance of the stakeholders in the world of work. The study was aimed at finding out how good curriculum delivery at the nation's institutions of higher learning can aid in achieving the National Transformation Agenda. In carrying out the study, three research questions were raised from which the questionnaire used to gather data from the respondents was developed. The Academic Staff of The Federal Polytechnic, Ilaro were used as the population for the study. A sample of eighty (80) lecturers was randomly selected from the four schools making-up the institution. Data collected were analysed using chi-square method. The study discovered that good curriculum delivery is the pivot on which achieving National Transformation Agenda rotates. It was concluded that effective curriculum delivery by lecturers in our tertiary institutions enhances the attainment of Transformation Agenda.*

*Key Words: Good Curriculum Delivery, Tertiary Institution, Transformation Agenda, Job Performance*

## Introduction

In the past decades, Nigeria as a nation has been making entireness efforts since independence to achieve economic independence through the introduction of several policies and programmes introduced by both military and civilian regimes such as Operation Feed the Nation (OFN), Structural Adjustment Programme (SAP), War Against Indiscipline, (WAI), National Poverty Eradication Programme (NAPEP) etc. aimed at the Nation's development.

Based on the above reasons, the current administration believed that lack of continuity, consistency and commitment tagged "3Cs" to agreed policies, programmes and projects as well as an absence of a long-term perspective has been creating an impediment to the nation's development and growth. Hence, the introduction of a new programme which serves as a strategy that gives cognizance to the aforementioned 3Cs and the need for a holistic transformation of the Nigerian State is named "the Transformation Agenda."

The Transformation Agenda which is based and draws its inspiration from the NV20:2020 and the 1st National Implementation Plan (NIP), aims to deepen the effects and provide a sense of direction for the current administration over the next four years. This agenda is based on a set of priority policies, programmes and projects which when implemented will transform the Nigeria Economy to meet the future needs of the Nigerian people (National Planning Commission, 2013).

Ogungbemi, Jolaade and Orita (2012), also asserted that for a nation to be developed and transformed, all government programmes must be channeled accordingly while all the available resources in the country (human, physical and financial) must be maximally utilized. They said further that our these three categories of resources, the human resource plays the coordinating role in their effective interplay and so determines the extent to which the totality of the resources can help engender national development and transformation. It was in realization of the importance of human resource that the Federal Government of Nigeria tagged education as the instrument par excellent for national development in the 1998 National Policy on Education.

Umezulike and Ile (2010) citied The National Policy on Education (2006) which outlined the national philosophy and goals of Nigeria Education as:

(1) Inculcation of right type of values and attitudes for the survival of the individual and the Nigerian Society; and

(2) 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 realization of national philosophy and goals of education which fosters the worth and development of the individuals for the general development of the society, education stands as the tool by which knowledge is delivered to the populace, through Good Curriculum Delivery in tertiary institutions. In line with this, Olaitan (1998) asserted that a work-oriented

utilitarian education should be designed to enable every individual to function productively in his occupation and be useful to him and the society. Curriculum according to Oloyede and Babalola (2008), is a statement of aims, goals and objectives, selection and organization of content/learning experiences, implementation methodology and evaluation strategies. Good curriculum delivery produces competent hands and help in putting an end to the menace of half-baked graduates that have become a cog in the wheel of the progress of the nation's economy. The study emphasized the importance of good curriculum delivery in tertiary institutions as the bane of achieving national transformation agenda.

**Statement of the Problem**

In Nigeria, development efforts have been characterized by different policies and programmes introduced by different administrations, be it military or civilian regimes such as War Against Indiscipline (WAI), Operation Feed the Nation (OFN), Structural Adjustment Programme (SAP) etc. Over the years, lack of continuity, consistency and commitment (3Cs) toward the implementation of the agreed policies, programmes and projects have been retarding the growth and development of the welfare of Nigerian citizens and the Nigerian economy. Also, there is the menace of incompetent hands manning our economy as a result of half-baked graduates graduating into the world of work from our higher institutions.

This study therefore is aimed at correcting the flaws in the country's drive for development where there is absence of long-term perspective to agreed politics, programmes and projects by achieving the National Transformation Agenda through Good Curriculum Delivery by the Nigerian tertiary institutions.

**Research Questions**

1. To what extent does Good Curriculum Delivery aid the possession of right attitudes and values needed for the survival of a nation and an individual?
2. To what extent does the degrees or certificates obtained by workers enhanced their performances at work?
3. To what extent does a well channeled government policies and programmes assist in developing and transforming Nigeria's economy?

**Methodology**

Survey research design was employed to elicit information from the respondents. The data for the study were collected through questionnaire in addition with the structured interview

which was carried out on lecturers at the Federal Polytechnic, Ilaro, Ogun State as population for the study. The sample size was Eighty (80) lecturers that were randomly selected from the four (4) schools making-up the institution. The result of the study was analyzed using simple percentage method. In testing the research question, they were accepted if the highest were in favour and rejected it the reverse is the case.

**Result of the Study**

**Research Question One** asked to what extent does Good Curriculum Delivery aid the possession of right attitudes and values needed for the survival of a nation and an individual?

**Table 1: Showing samples responses on Good Curriculum Delivery as aid to National Transformation**

| S/N | QUESTIONAIRE ITEMS | AGREED RESPONSES | % | DISAGREED RESPONSES | % |
|---|---|---|---|---|---|
| 1. | A conducive learning environment aided the delivery good curriculum | 80 | 100 | - | - |
| 2. | Well-equipped laboratories workshops and provision of modern training equipment aided good curriculum delivery. | 80 | 100 | - | - |
| 3. | Monitoring implementation of Courses Curricula by Accreditation Panel aided good curriculum Delivery | 80 | 100 | - | - |
| 4. | A well delivered curriculum produced world-class technocrats. | 80 | 100 | - | - |
| | **Total** | 320 | 100 | - | - |
| | **Average** | 80 | 100 | - | - |

**Source: Field Survey 2013**

All samples for the study representing 100% agreed that good curriculum delivery by the institutions of higher learning helped in achieving national transformation agenda. Hence, all respondents believed that conducive learning environment, provision of well equipped laboratories and workshops with modern equipment that are well monitored by accreditation

panel helped in producing world-class technocrats which in effect put an end to the menace of half-baked graduates. This is in consonance with Nmereole's (1990) view that higher education is the engine room of national growth and therefore advised that graduates should be well-groomed. Ogungbemi, Jolaade and Orija corroborated this by saying that the purpose of vocational education is to increase the individuals potentials to enable them fulfill their personal, social and career goals through the development of skills and abilities they require for productive employment.

**Research Question Two** asked to what extent does the degrees or certificates obtained by workers enhanced their job performances at work?

**Table 2: Showing samples responses on how Certificate enhanced Job Performance**

| S/N | QUESTIONAIRE ITEMS | AGREED RESPONSES | % | DISAGREED RESPONSES | % |
|-----|--------------------|------------------|-----|---------------------|-----|
| 1. | Certificates are prerequisites for Employment | 65 | 81 | 15 | 19 |
| 2. | Certificates obtained determined worker status. | 70 | 87 | 10 | 13 |
| 3. | Additional certificate enhanced employees status. | 80 | 100 | - | - |
| 4. | Possession of higher degrees enhanced workers promotion and led to their job performance. | 75 | 94 | 5 | 6 |
| | **Total** | 290 | 362 | 30 | 38 |
| | **Average** | 73 | 91 | 7 | 9 |

**Source: Field Survey 2013**

An average of 73 respondents out of the 80 samples (representing 91%) of the question items used to collect data for answering this research question revealed that certificates are prerequisites for employment, determined/enhanced workers status and as well enhanced workers promotion. In other words, certificates are evidences certifying the individuals of their competency in their field of study. Towards this end, Umezulike and Ile (2010) saw 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.

**Research Question Three** asked to what extent does a well channeled government policies and programmes assist in developing and transforming Nigeria's economy?

**Table 3: Showing samples responses on how well channeled government policies helped in transforming the Nation.**

| S/N | QUESTIONAIRE ITEMS | AGREED RESPONSES | % | DISAGREED RESPONSES | % |
|-----|--------------------|------------------|---|---------------------|---|
| 1. | A conducive learning environment aided the delivery good curriculum | - | - | 80 | 100 |
| 2. | Well-equipped laboratories workshops and provision of modern training equipment aided good curriculum delivery. | - | - | 80 | 100 |
| 3. | Monitoring implementation of Courses Curricula by Accreditation Panel aided good curriculum Delivery | - | - | 80 | 100 |
| 4. | A well delivered curriculum produced world-class technocrats. | 80 | 100 | - | - |
| | **Total** | 80 | 100 | 240 | 300 |
| | **Average** | 20 | 25 | 60 | 75 |

**Source: Field Survey 2013**

Table 3 above revealed that the entirety of the samples for the study agreed to the fact that there were no continuity, consistency and commitment to the national developmental policies on the part of the government and all other stakeholders involved. Hence, an average of 75% of the samples for the study agreed that there were lack of continuity, consistency and commitment on government policies. However, all samples were of the opinion that a long-term developmental policy is a drive towards national development and transformation. In support of this, Chime (2013) quoted President Jonathan saying "leaving no one in doubt as to the 'how' of the Transformation Agenda, he had great confidence in the ability of Nigerians to transform the country". He said further that the 'Bible' for Jonathan Administration will be the Transformation Agenda document and commitment to its implementation should be the creed by which every public servant should live.

**Conclusion**

From the findings of this study, it is concluded that if tertiary institutions in the country delivers the curriculum of each course of study effectively and efficiently on the stakeholders (i.e. students), the problem of half-baked graduates would be totally eradicated and competent graduates that can compete with the world-class technocrats would be produced by Nigerian tertiary institutions. Also, the various levels of stakeholders should be engaged to drive the economic transformation agenda by government's insistence in policy continuity, consistency and commitment which, when implemented will contribute to national development.

**Recommendations**

In view of the importance of Good Curriculum Delivery by tertiary institutions in the country to transform the nation towards achieving the National Transformation Agenda, it is hereby recommended that the authorities of each tertiary institution makes available the necessary tools, equipment and all other instructional facilities needed to deliver the curriculum promptly. Also, maintenance of this equipment should always be given priority. Maintaining good staff welfare packages and provision of better conducive learning environment should be made available to aid good curriculum delivery.

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# ENHANCING SKILL ACQUISITION OF POLYTECHNIC OTM STUDENTS FOR JOB EFFECIENCY TOWARDS THE REALIZATION OF SUSTAINABLE NATIONAL DEVELOPMENT AND TRANSFORMATIO

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**Abstract**

*The researchers were of the belief that the level of skill acquisition among Office Technology and Management students has been on the decrease over the years. This paper therefore looked into how to enhance the level of skills acquired by Office Technology and Management Students in Nigeria Polytechnics to enable them to contribute to their expected quota to the realization of national development and transformation through job efficiency. The survey design was used for the research and the main instrument used for data collection was questionnaire with the support of interviews and personal observations. Relevant literature was also reviewed. It was discovered that except for shorthand which has been de-emphasized because of the trend in ICT, the present curriculum should normally enable the OTM students to acquire higher level of skills and so contribute significantly to national development. This paper therefore concluded that the decline in skills acquired by the students is not curriculum-based but learners-based. The researchers finally recommended among others, that government should allow Polytechnics in the country to conduct admission interview in addition to JAMB conducted UTME to determine applicants' ability to cope with the mastery of the skills involved in Office Technology and Management Training.*

**Keywords:** Skill Acquisition, Polytechnic OTM Students, Job Efficiency, National Development, National Transformation, NBTE Curriculum, Course Contents and Specifications, JAMB, UTME.

**INTRODUCTION:**

For a nation to be developed and transformed, all the government programmes must be channeled accordingly while all the available resources in the country (human, physical and financial) must be maximally utilized towards this end: Out of these three categories of resources, the human resource plays the coordinating role in their effective interplay and so determines the extent to which the totality of the resources can help engender national

development and transformation. It was in realization of this importance of the human resource that the Federal Government of Nigeria tagged education as the instrument par excellence for national development in the 1998 National Policy on Education.

Graduate-secretaries are one of the categories of human resource expected to contribute their quota to the development of Nigeria through effective performance of their jobs wherever they work. Although a few universities now run Office Technology and Management programme, polytechnics have been the major producers of graduate-secretaries over the years. According to NBTE (2004), National and Higher National Diploma programmes in Office Technology and Management are designed to:

i.      Equip students with secretarial/office skills for employment in various fields of endeavor;

ii.     Expose them to courses in their special areas as well as in general education;

iii.    Equip them with effective work competencies and socio-psychological work skills which will help them in their daily interaction with others; and

iv.    Prepare students for further studies.

In line with the above objectives, the training curriculum for both ND and HND programmes in Office Technology and Management is made up of four components viz;

i.      General Studies

ii.     Foundation Courses

iii.    Professional Courses; and

iv.    Supervised Industrial Work Experience (SIWES)

In order to ensure capability, an applicant for admission for OTM training at the ND level is required to possess at least 4 credits at one sitting in certain relevant subjects in WASSCE, GCE, NECO or NBC.

Olaitan (1998), suggests that a work-oriented utilitarian education should be designed to enable every individual to function productively in his occupation and be useful to him and the society. Hence, Mmereole (1990), refers to higher education as the engine room of national growth and therefore advises that graduates should be well-groomed. In line with Olaitan and Mmereole's suggestions and submissions, OTM students are exposed to the above-mentioned learning components to enable them to acquire the following three broad categories of skills:

**i.     Cognitive Skill:** This is to enable the students to understand, apply, analyze, synthesize and evaluate;

ii. **Affective Skill:** This is to enable them to relate with others, know how to appreciate and be appreciated by others, how to organize, etc. and

iii. **Psychomotor Skill:** This is to enable them to know how to operate different types of equipment.

## STATEMENT OF THE PROBLEM

Except in shorthand, most secretarial (now OTM) students were always assessed to be very skillful or at least above average in skill possession up till the past ten years or thereabout. They were particularly considered to be better than their counterparts in other departments in communication skills. Even though many of the past students did not find shorthand easy, they still put in relatively much effort to acquire a reasonable level of mastery that enabled them to pass and make use of the skill where required in their places of work after graduating. As regards keyboarding, although ICT had not gained its present level of emphasis in the curriculum, students still produced more maiLable jobs than what students of nowadays produce. Apart from shorthand and typewriting, there is a noticeable decline in students' level of dexterity in virtually all other courses despite the fact that the Department of OTM in some polytechnics have more equipment and higher level teachers than what the situation was in the distant past. This steady and drastic decline in skill acquisition among Polytechnics OTM students hassled to a corresponding decline in the level of job performance of graduate-secretaries in different organizations, thus posing a serious limitation to their contribution to national development and transformation.

## RESEARCH QUESTIONS

In an effort to proffer solution to the research problem, this study sought to provide answers to the following questions:

1. What are the curriculum offerings put in place to enable Polytechnics OTM students to acquire the necessary skills?
2. How do the OTM students reflect inadequate skill acquisition?
3. What are the causes of inadequate skill acquisition among the OTM students?
4. What are the effects of inadequate skill acquisition among Polytechnic OTM students on national development and transformation?
5. How can the present level of skill acquisition among Polytechnic OTM students be enhanced for national development and transformation?

## PURPOSE OF THE STUDY

The purpose of this research was to help solve the problem of declining level of skill acquisition among Polytechnic Office Technology and Management students so that they will be able to contribute more meaningfully to national development and transformation through effective job performance after graduating.

## SIGNIFICANCE OF THE STUDY

If the recommendations of this paper are observed by all concerned, Polytechnic OTM students will be able to acquire higher level of skills that will prepare them to contribute more to national development and transformation with less effort on the part of their teachers.

## METHODOLOGY

The survey design was used for this study. The data for the study were collected with questionnaire as well as through interview and personal observation. The interview and personal observation were carried out in some states owned and federal polytechnics situated in Lagos, Ogun, Oyo, Osun, Ekiti and Kwara States which the researchers use to have contact with them from time to time. The simple percentage method was used in explaining the summary of samples responses to the questionnaire items used in answering the research questions.

## POPULATION AND SAMPLE

The population used for this study consisted of the lecturers from higher institutions concerned with technical education all over the country who attended a recent Annual National Conference on the campus of the researchers' polytechnic. Incidentally, it was a well-attended conference with participants from various geographical parts of the country. One hundred copies of the structured questionnaire prepared for the were administered to the target population while fifty of them were selected as sample. The purposive sampling technique was adopted in order to ensure that only lecturers involved in teaching OTM students and those having Polytechnic graduate-secretaries attached to them in their offices were selected for the study.

## RESULTS AND DISCUSSION

**Research Question 1:** What are the curriculum offerings put in place to enable Polytechnic OTM students to acquire the necessary skills?

In answering this question, the National Board for Technical Education (2004) Curriculum and Course Specification was reviewed. The NBTE divides the curriculum offerings for ND and HND programmes into four components as follows:

1. **General Education Courses:** These include courses like Citizenship Education I and II, Communication, Social Psychology, Literary and Oral Composition with General Science. The NBTE (2004) Curriculum specifies that the General Education courses should be allocated 15% of the total contact hours for each programme.

2. **Foundation Courses:** These include courses in Economics, Business Mathematics, Business Administration, Accounting, Nigeria Legal System, Human Capital Management, Business Law and Entrepreneurship. These foundation courses are expected to account for 10 to 15% of the contact hours.

3. **Professional Courses:** These are courses which give the student the theoretical knowledge and practical skills he needs to practice as a secretary. These are to be allocated between 60 and 70% of the contact hours.

4. **Supervised Individual Work Experience Scheme (SIWES):** This shall be taken during the long vacation at the end of the second semester of the 100 level.

Further review of the NBTE Curriculum for the OTM programme of study revealed a breakdown of the component courses on semester basis as follows:

**ND 1, 1st Semester:** Use of English 1, Citizenship Education, Introduction to Business 1, Shorthand 1, ICT 1, Office Practice 1 and Keyboarding 1.

**ND 1, 2nd Semester:** Communication in English 1, ICT II, Citizenship Education II, Introduction to Entrepreneurship, Principles of Law, Career Development, Shorthand II, Modern Office Technology and Keyboarding II.

**ND 2, 1st Semester:** Use of English, Research Technique, Shorthand III, Office Practice II, Desktop Publishing, Principles of Accounting, Keyboarding III.

**ND 2, 2nd Semester:** Communication in English II, Records Managements, Principles of Economics, Webpage Design, People Communication Skills, SIWES and Project.

**HND 1, 1st Semester:** Shorthand IV, ICT Office Application 1, Office Administration and Management 1, Business Communication 1, Social Psychology and Business Law.

**HND 1, 2nd Semester:** Business Communication II, ICT Office Applications II, Office Administration and Management II, Research Methods, Professional Career Development, Human Capital Management and Nigeria Labour Law.

**HND 2, 1st Semester:** Advanced Transcription, Literary Appreciation and Oral Composition Skills, Advanced Desktop Publishing and Elements of Human Capital Management.

**HND 2, 2nd Semester:** Management Information Systems, Professional Ethics and Social Responsibility, Introduction to Entrepreneurship, Advanced Webpage Design and Project.

All the interviewed respondents agreed that these curriculum offerings were adequate in content and contact hours to enable Polytechnic OTM students to acquire adequate level of skills to enable them to contribute significantly to national development. Meanwhile, Oluwasina and Afuwape (2009), had asserted that if the training of Business Education students (OTM students inclusive) was systematically carried out in line with the specifications in the curriculum, a new generation of competent and skilled graduates would be produced. The researchers are therefore in agreement with the views of the respondents that the curriculum offerings are adequate for the preparation of the OTM students to contribute remarkably to national development. However, the researchers opine that in addition to Oluwasina and Afuwape's assertion above, learners who are the major beneficiary of the curriculum must play certain roles before the curriculum objectives can be achieved.

**Research Question 2:** How do the OTM students reflect inadequate skills acquisition?

**Table 1: Showing samples responses on how home OTM students reflect inadequate skill acquisition.**

| S/N | QUESTIONAIRE ITEMS | AGREED RESPONSES | % | DISAGREED RESPONSES | % |
|-----|-------------------|------------------|-----|---------------------|-----|
| 1. | Poor quality keyboarding | 50 | 100 | - | - |
| 2. | Inaccurate shorthand outlines and transcription | 50 | 100 | - | - |
| 3. | Poor English | 50 | 100 | - | - |
| 4. | Lack of punctuality to lecture rooms | 48 | 96 | 2 | 4 |
| 5. | Lateness in submitting assignments | 48 | 96 | 2 | 4 |
| 6. | Rudeness to constituted authorities | 44 | 88 | 6 | 12 |
| 7. | Unethical dressing | 46 | 92 | 4 | 8 |

**Source: Survey, 2013**

An average of 48 of the 50 samples, representing 96% agreed that poor keyboarding, inaccurate shorthand writing and transcription, bad written and spoken English, lateness to lecture rooms and in submitting assignments, rudeness to lecturers and other constituted authorities, and unethical dressing are some of the behaviours (learning and social) through which the OTM students manifest their inadequate acquisition of imparted skills. With these

plethora of problems, graduates of OTM from polytechnics can hardly contribute much to national development. This is not in consonance with the objectives of Secretarial Administration (now OTM) training which are highlighted by Akpomi (2001), as the production of well-qualified and competent graduate secretaries who will be able to contribute to national development through efficient job performance in offices or wherever they may work. Hence, Aromolaran (2003), affirms that education could be both an enabling and a disenabling factor to development of a nation.

**Research Question 3:** What are the causes of the inadequate skill acquisition among Polytechnic OTM students?

**Table 2: Showing samples responses on some of the causes of inadequate skill acquisition among some polytechnic OTM students.**

| S/N | QUESTIONAIRE ITEMS | AGREED RESPONSES | % | DISAGREED RESPONSES | % |
|-----|--------------------|------------------|---|---------------------|---|
| 1. | Lack of seriousness on the part of the students | 40 | 80 | 10 | 20 |
| 2. | Inability to master the relevant rules/principles | 30 | 60 | 20 | 40 |
| 3. | Defiance of rules/code of conduct | 25 | 50 | 25 | 50 |
| 4. | Poor level of skill impartation | 6 | 12 | 44 | 88 |
| 5. | Inadequacy of instructional materials | 16 | 32 | 34 | 68 |

The responses of an average of 39 out of the 50 samples (representing 78%) to the question items used to collect data for answering this research question showed that lack of seriousness, inability to master the relevant rules/principles on skill acquisition, unwillingness to abide by the laid down code of ethics etc. were some of the causes of inadequate skill acquisition among Polytechnic OTM students. Also, some of the samples (3 and 8 representing 6% and 16% of the samples respectively), gave poor level of skill impartation and inadequate acquisition of skills among Polytechnic OTM students. In effect, what the respondents concerned were trying to say was that some OTM teachers have failed to perform their jobs effectively. This is because, according to Ogungboyega and Lasisi (2003), the purpose of vocational education (OTM inclusive) is to increase the individuals potentials

to enable them to fulfill their personal, social and career goals through the development of skills and abilities they require for productive employment.

**Research Question 4:** What are the effects of inadequate skill acquisition among Polytechnic OTM students on national development and transformation?

**Table 3: showing same responses on some of the effects the inadequate level of skill acquisition among some polytechnic OTM students.**

| S/N | QUESTIONAIRE ITEMS | AGREED RESPONSES | % | DISAGREED RESPONSES | % |
|-----|--------------------|------------------|---|---------------------|---|
| 1. | Poor quality of job performance | 50 | 100 | - | - |
| 2. | Lower standard of education | 50 | 100 | - | - |
| 3. | Turning out of low quality graduate secretaries | 50 | 100 | - | - |
| 4. | Inability of government to get value for huge money budgeted for education annually | 50 | 100 | - | - |
|   |   | 200 | - |   |   |

**Source: Survey, 2013**

The entire 50 samples, representing 100% gave some of the effects of inadequate skill acquisition among Polytechnic OTM students on national development and transformation as poor quality of job performance after graduation thus limiting their level of contribution to the efforts of government to develop the country. This translates to inability of the trainees to give government value for the huge sum of money spent on education on yearly basis and a frustration of the government's policy using education as the instrument par excellence for national development and transformation. The government's aims and objectives of education as contained in the National Policy on Education (1981) are:

i.      The inculcation of the right type of values and attitudes for the survival of the individual and the Nigeria society; and

ii.     The acquisition of appropriate skills, abilities and competencies, both mental and physical, as equipment for the individual to live and contribute to the development of his society.

**Research Question 5:** How can the present level of skill acquisition among Polytechnic OTM students be enhanced for national development and transformation?

**Table 4 showing samples responses on how the present level of skill acquisition among polytechnic OTM students can be enhanced.**

| S/N | QUESTIONAIRE ITEMS | AGREED RESPONSES | % | DISAGREED RESPONSES | % |
|-----|--------------------|------------------|---|---------------------|---|
| 1. | The present level of skill acquisition among polytechnic OTM students can be enhanced for national development and transformation | 50 | 100 | - | - |
| 2. | Only applicants who have aptitude for the course are admitted into the national diploma programme | 50 | 100 | - | - |
| 3. | The department of office technology and management should be equipped with adequate resources to enable it to impact the skill effectively to the students | 50 | 100 | - | - |
| 4. | The students concerned should cooperate with their lecturers by taking to their instructions and corrections | 50 | 100 | - | - |
| | | 40 | | | |

**Source: Survey, 2013**

In their responses to the question items used to gather data on research question 5 above, all the sample elements representing 100% gave similar suggestions on how the present level of skill acquisition among Polytechnic OTM students can be enhanced. They opined that there is the need to test the aptitude or capability of applicants unto OTM National Diploma programme before they are offered admission. They also opined that adequate provision of human, material and financial resources (in quantum and quality) is very germane to the enhancement of skill acquisition among OTM students. They also advised that the students concerned should cooperate with their lecturers by carrying out their instructions and take to corrections, when given.

**CONCLUSION**

From the responses of the majority of the samples to questions posed to them on the five research questions for this study which were in line with earlier researchers submissions and also supported by the authors of this paper, it is hereby concluded that the level of skill acquisition among Polytechnic OTM students has reduced drastically.

Consequent upon this, the quality of job performance of graduate-secretary is now ridiculously low and this negatively affected the level of contribution of this cadre of the country's human resource to national development and transformation. There is therefore the need for this problem to be urgently and pragmatically addressed.


**RECOMMENDATIONS**

To enhance the present level of skill acquisition among Polytechnic OTM students so that graduate-secretaries from this sector of tertiary institutions in Nigeria will be better prepared to contribute more significantly to national development and transformation, this paper recommends as follows:

i.      Polytechnics especially the Department of OTM should be allowed by the government agencies concerned to conduct aptitude test in addition to JAMB UTME for candidates who apply for admission into the National Diploma programme.

ii.     The management of each Polytechnic should adequately provide its Department of OTM with adequate human, material and financial resources to effectively impart the necessary skills on the students so that they will be properly prepared to perform optimally wherever the work after graduation.

iii.    Teachers of OTM students in the Polytechnics should do all they can to ensure that they effectively impart to their students all the skills stipulated in the NBTE Curriculum according to the specifications.

iv.     Polytechnic OTM students should cooperate with their teachers by ensuring that they comply with all the instructions and code of ethics given to them as part of the training they need to undergo in order to be well-groomed for efficient job performance after their graduation.

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# OPPORTUNITIES AND CHALLENGES OF ENTREPRENEURIAL SKILL ACQUISITION IN THE TERTIARY INSTITUTIONS

By

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*Abstract*

It is no longer news that the rate of unemployment is alarming and graduates roam about the streets looking for white-collar jobs in Nigeria. This paper focuses on the opportunity and the challenges of acquiring entrepreneurial skills in tertiary institutions in this country. Three Research Questions were formulated and the researchers designed a questionnaire tagged Entrepreneurial Opportunities and Challenges in Tertiary Institutions (EOCT) which was used to obtain data. The sample consists of 100 students drawn from five (5) institutions in Ogun State of Nigeria. The random sampling technique was used to select 20 students from each of the five institutions in the State. Data collected were analysed using simple percentage frequency. The result revealed that entrepreneurial skill acquisition will improve self-reliance. It will develop leaders that will be shaped and re-shaped to meet up with the changes in the global economy and it will also improve upon the nation's industries to have buoyant national Gross Domestic Products (GDP). It was also revealed that there was inadequate knowledge of entrepreneurship education in some of the tertiary institutions and also poor funding for new and young entrepreneurs. The paper therefore recommends that entrepreneurship education should be included in the curriculum of tertiary institutions and should be made open to all disciplines.

Key Words: Opportunities, Challenges, Entrepreneurial Skills and Tertiary Institutions.

## Introduction

In a global world characterized by dynamic change, complexity and uncertainty our tertiary institutions face numerous challenges. Entrepreneurial Skill is important for economic growth and development in the area of poverty, alleviation, employment generation and economic vitality has made entrepreneurship education more relevant in developing economies in this century. The increasing national and international competition to win students scientists' research funds and other source of income as well as rankings and reputation is of particular

interest. Academics place much emphasis on teaching, researching and publishing and probably community development (George, Jain and Maltarich, 2005). They have come to regard their roles as traditional duties. Entrepreneurship has much to do with opportunity identification, combining of resources, establishing and running an enterprise for profit making or social services. Entrepreneurship involves issues that deal with creativity, commercialization and profitability.

It is important to equip undergraduates in tertiary with the necessary entrepreneurial skills that will enable them to be self-employed and self-reliant after the completion of their programmes. These changes demand from tertiary institutions an entrepreneurial orientation with increasing market orientation and a stronger self-reliance which will be associated with considerable opportunities and also risk. Nigeria is one of the poor countries of the world because sizeable proportions (about 54%) of the populace live in extreme poverty, on less than one dollar per day (CBN, 2005-2007 (draft) report in Oriola, 2009). The development of entrepreneurial skills in Nigeria is not, without some reservations. Although Nigeria is seen as a nation which has developed in the area of private enterprises compared to other Sub-Sahara African countries. Nigeria tertiary institutions should make entrepreneurial development studies a compulsory course for all Nigeria students. Lecturers and Instructors also need to be well equipped with the theoretical and practical aspect of the course, because one cannot give what he or she does not have. For the students to be well equipped with entrepreneurial skills, the theoretical and practical aspect of entrepreneurship must be effectively communicated to them.


**Definition of Entrepreneurship Education**

Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society; makes employees more aware of the context of their work and better able to seize opportunities, and provide a foundation for entrepreneurs establishing a social or commercial activity (European Commission, 2008).

Entrepreneurship education attempts to provide the knowledge and learning experiences to help students develop the skills associated with starting a business venture. These include visioning, leading, communicating, listening, problem solving, managing change, networking, negotiating, and team building (Sahlman and Stevendson, 1992).

The World Economic Forum (2009) posited that entrepreneurship education is critical for developing entrepreneurial skills, attitudes and behaviours that are the basis for economic growth. They went further to say that access and exposure to entrepreneurship within educational systems at all levels are important as they are the outreach to target audiences outside traditional educational systems. Furthermore, they opined that entrepreneurship education provides a mix of experiential learning, skill building and, most importantly, mindset shift. Certainly, they say that the earlier more widespread the exposure to entrepreneurial, in one form or another, at some stage in their lives.

While buttressing the above, they quoted Drucker (1985) who says that most of what you hear about entrepreneurship is all wrong. It is not magic; it is not mysterious; and it has nothing to do with genes. It is a discipline that can be learned. Therefore, entrepreneurship education can help promote an entrepreneurial and innovative culture by changing mindsets and providing the necessary skills. Schools systems have traditionally focused on providing basic skills and ensuring students to secure future jobs – not on teaching students to become entrepreneurs. Meanwhile globalization, the rapid development of technology and the lower cost of travel have changed the nature of work. It is no longer enough to train students for a career. School and Universities must prepare student to work in a dynamic, rapid changing entrepreneurial and global environment.

**The Objectives of the Paper**

This paper therefore aimed at achieving the following objectives:

i.    To identify, if there is any opportunity of acquiring entrepreneurial skills in tertiary institutions.

ii.   To identify the challenges of acquiring entrepreneurial skills in tertiary institutions.

**Statement of the Problem**

To be fully prepared for entrepreneurship, individuals must look outward in order to interact with and learn about the wider environment and recognize fully the opportunities and challenges that comfort them. It is also important for them to know how to make their business grow and successful. A critical look around will show that many of our young graduates are roaming about the streets without jobs. International Labour Ogranisation report (1999) revealed that only a minority of countries, Nigeria inclusive, is providing jobs to absorb new entrants into the labour markets. The scenario is complicated with the fact that a large number of Nigerian graduates look for paid employment in the public sector and large scale enterprises that are presently downsizing, right-sizing or folding-up completely. The

unemployment situation and fact that graduates are not equipped with necessary skills, knowledge and attitude to be self-reliant make it alarming and highly frustrating to the graduates. Therefore, this paper was directed towards acquiring entrepreneurial skills opportunities and challenges in our tertiary institutions.

## Research Questions

To achieve the objects of this study, the following research questions were formulated.

i.    Does entrepreneurial skill pose opportunities for the graduates?
ii.   Are there challenges being faced in acquiring entrepreneurial skill by tertiary institutions?
iii.  Is there any relationship between entrepreneurial education and entrepreneurial skills?

## Methodology

Descriptive survey design was adopted for the study. The sample consisted of 100 students drawn from five tertiary institutions from Ogun State, namely; Olabisi Onabanjo University, Ago-Iwoye; Tai-Solarin University of Education, Ijebu Ode; The Federal Polytechnic, Ilaro; Moshood Abiola Polytechnic, Abeokuta and Federal College of Education, Osiele, Abeokuta. The random sampling technique was used to select a total of 20 students consisting of all disciplines from each of the institutions. A self-designed questionnaire titled Entrepreneurial Opportunities and Challenges in Tertiary Institutions (EOCTI) was used to obtain data. The instrument was administered to the respondents personally by the researchers through the assistance of some students in each of the institutions. The research questions were answered after analysis using simple percentages.

## Analysis of Data

Research Question One: Does entrepreneurial skills pose opportunities for graduates?

**Table 1**

| Response | No. of Respondents | Percentage |
|----------|-------------------|------------|
| Agree | 95 | 95 |
| Disagree | - | - |
| Undecided | 5 | 5 |
| **Total** | 100 | 100 |

Table 1 revealed that 95% of the respondents were in favour of the research questions, 5% were neutral and none were against. This means that acquisition of entrepreneurial skills pose great opportunities for the graduates.

Research Question Two: Are there challenges being faced in acquiring entrepreneurial skill by tertiary institution?

**Table 2**

| Response | No. of Respondents | Percentage |
|---|---|---|
| Agree | 100 | 100 |
| Disagree | - | - |
| Undecided | - | - |
| **Total** | 100 | 100 |

The above table revealed that all the respondents were in support of the research question. This implied that the respondents strongly believed that tertiary institutions faced a lot of challenges on the implementation.

Research Question Three: Is there any relationship between entrepreneurial education and entrepreneurial skills?

**Table 3**

| Response | No. of Respondents | Percentage |
|---|---|---|
| Agree | 75 | 75 |
| Disagree | 20 | 20 |
| Undecided | 5 | 5 |
| **Total** | 100 | 100 |

Table 3 above showed that 75% of the respondents agreed with the research question, 20% disagree and 5% were neutral. This implies that the majority of the respondents believed that there is a great relationship between entrepreneurial education and entrepreneurial skills.

**Discussion of Findings**

**Research Questions:**

**1.     Does entrepreneurial skill pose opportunities to the graduates?**

Based on the responses from the respondents, the highest 95% of the respondents favoured the research question. This is so because they believed that the acquisition of entrepreneurial skills give graduates the opportunity of running their own business enterprise instead of

looking for white-collar jobs that are scarce to come by. Also, it allows graduates with opportunities to explore and fulfill their potentials. That is, preparing today's students for success and eventual leadership in the new global market place is the most important responsibility in education today. Entrepreneurship education is an important tool to achieving these objectives (and) …. Should be universally available to provide all students with opportunities to explore and fulfill their potential (World Economic Forum, 2009).

**2.    Are there challenges being faced in acquiring entrepreneurial skill by tertiary institutions?**

The data collected showed that 100% of the respondents agreed that there are challenges being faced in acquiring entrepreneurial skill by tertiary institutions. They were of the opinion that lack of sustained funding pose a great challenge on the acquisition of entrepreneurial skills. This is in line with Gibb and Hannon (2006) view that in the future many institution of higher education will be increasingly confronted with new challenges, such as recognizing and exploiting opportunities for cultivating competitive profile, utilizing resources more effectively and efficiently, and improving learning processes for themselves and their stakeholders. In light of these dynamic developments and challenges there exists a broad consensus that universities have to become more entrepreneurial.

**3.    Are there any relationship between entrepreneurial education and entrepreneurial skills?**

The result indicated that majority of the respondents agreed with the research question as 75% of them were in support, 20% were against and 5% were neutral. The respondents believed that there is relationship between entrepreneurial education and entrepreneurial skills because business enterprises are better managed by skilled entrepreneurs than unskilled ones. The skilled entrepreneurs exhibit good leadership abilities to convert ideas, opportunities into competitive profiles and utilizing resources to maximize profits.

**Conclusion**

Entrepreneurial education and entrepreneurial skill acquisition opportunities have added a new dimension to knowledge for job creation. The result of this study showed that acquisition of entrepreneurial skills can be used to reduce the number of job seekers that have been flooding the labour market as a result of increase in number of students graduating from

higher institutions year by year without corresponding job opportunities to accommodate them. It also revealed that entrepreneurial skills acquisition will improve self-reliance and develop leaders that will shaped and reshaped to meet up with changes in the global economy and as well improve upon the nation's industries to have a buoyant national Gross Domestic Product (GDP).

Besides the opportunities, the study also revealed that the challenges of inadequate funding and lack of enabling environment for entrepreneurial skill development such as social-political influence on ventures like government policies i.e. legislation, taxation and people's general norms.

**Recommendations**

Based on the findings and the conclusions drawn from the study, the following recommendations are proffered:

1.   Students should avail themselves of the opportunities embedded in entrepreneurial skill acquisition to make them to be self-reliant.
2.   Government should address the issue of inadequate funding of tertiary institutions by funding these institutions adequately to enable them meet with their obligations to students.
3.   The institution authorities should attend to the challenge of enabling environment by providing the infrastructures, equipment and adequate manpower needed to train students on entrepreneurial skill development.
4.   Entrepreneurship education should be included in the curriculum of tertiary institutions and should be made open to all disciplines.

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# STRATEGIZING FOR THE ENTREPRENEURSHIP DEVELOPMENT: THE IMPLICATIONS AND CHALLENGES ON THE NIGERIAN POLYTECHNICS

By

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## Abstract

This paper takes a critical look at strategizing for entrepreneurship development which its implication and the challenges would be faced by polytechnics in Nigeria. It examines the major reason for entrepreneurship development programme in higher institutions of learning in the country. For the purpose of the study, three research questions were drawn while copies of questionnaire were randomly administered on forty (40) respondents selected from two polytechnics in Ogun State. Data were analyzed using simple percentage method. It was discovered that entrepreneurial capabilities could be learned. Therefore, the major challenges being faced are the risk involved in starting a new business and inadequate funds.

*Key words:*     Entrepreneurship Development, Strategizing,
Strategy, Entrepreneurial capabilities, Implication,
Challenges and Polytechnics.

## INTRODUCTION

The wave of unemployment in an economy today (specifically developing economy like ours) demands that citizens need to be equipped with certain knowledge which could enable them feed themselves without necessarily waiting for government white-collar jobs which is hard to get now (Oluwaniran and Essong. 2009). In view of this, it is important to note that graduates lack entrepreneurial capabilities since the education they receive, as well as social expectations, are oriented towards unemployment and promotion.

Entrepreneurship education enhances self-employment or self-reliance and thus promotes national survival. It reduces the search for employment by graduates turned out every year into the labour market by the country's tertiary institutions. Therefore it is necessary for every individual, irrespective of his or her discipline to solve the problem, which has been aggravated by the recent global economic recessions in the country today.

Postigo (2002) cited Klandt (1993) that entrepreneurial capabilities are not inborn but can be learned, and therefore assume that they may be enhanced or developed by a guided learning process. In order to access the guided learning process, it is necessary to strategize for it.

The word "Strategize" according to the American Heritage (2009) is to plan a strategy for (business or financial venture) i.e. to determine strategies or plan. Furthermore, Wiktionary (2007) opined that to strategize is to formulate strategy.

Hornby (2005) posited strategy as a plan that is intended to achieve a particular purpose: to develop a strategy for dealing with unemployment. It is worthy of note that the unemployment situation of our country has an adverse effect on the National Growth and the Gross Domestic Product (GDP) of the country. Therefore, it is imperative that the Educational Sector of this country should take the bull by the horn: that is, to educate its citizenry of the menace of unemployment which has been affecting the nation's economic growth. Hence, the need for the study "Strategizing for Entrepreneurship Development: the Implications and Challenges on the Nigerian Polytechnics".

## THE CONCEPT OF ENTREPRENEURSHIP DEVELOPMENT

Cole (2002) saw an entrepreneur as one who organizes and manages a business undertaking, assuming risk for the sale of profit. In their view, Oluwaniran and Essong (2009) posited that entrepreneurs are those individuals who organize, operate and especially assess the risks of a business venture. They went further to say that they are action oriented, highly motivated, who have the abilities to see and evaluate business opportunities, gather necessary resources to take advantage of them, initiate appropriate action to ensure success and take risks to achieve goals.

Jolaade (2009) cited Osuala (1997) and described entrepreneurship as the process of bringing together creative and innovation idea combining them with management and organizational skills in order to combine people, money and resources to meet and identified need and thereby create wealth. Also, Iro-Idoro (2009) cited Olaore (2007) and noted entrepreneurship as a process of planning, operating and assuming the risk of business ventures.

Adebayo (2003) posited entrepreneurship development as a programme of human capital development. He said further that it is a climate of instilling and preserving entrepreneurial climate in an economy. In other words, entrepreneurship development has been identified with the function of uncertainty and risk bearing and others with the provision of productive

resources, the introduction of innovation and the provision of technical know-how (Burnett, 2000 cited in Adegbite 2009). It involves identifying opportunities within the economic system, generation and developing of business ideas and bringing a vision of life (Penrose, 1963 cited in Adegbite 2009). It is the driving force behind an organization (Marshall, 1890 cited in Adegbite 2009). However, it is the process of shifting economic resources out of an area of lower to an area of higher productivity and greater yield.

## RESEARCH QUESTIONS

The following research questions were raised on the study.

(1)     Can inculcation of entrepreneurship education into the polytechnics' curriculum aid self-employment?
(2)     Are their hindrances to entrepreneurial development growth?
(3)     Will risks and future challenges prevent strategizing for entrepreneurship development?

## METHODOLOGY

To achieve the objective of this study, a simple a random sampling method was employed. For this purpose, a field survey involving a sample of forty (40) respondents selected from two polytechnics in Ogun State was conducted. Twenty (20) respondents were sampled from Ten (10) different departments of the Federal Polytechnic, Ilaro and Moshood Abiola Polytechnic, Abeokuta respectively. Two (2) respondents each were sampled from the departments under-studied.

In other words, a structured questionnaire, which was tagged "Questionnaire on strategizing for Entrepreneurship Development in Nigeria Polytechnics" was administered on the respondents to elicit responses on the three options available on the questionnaire. The options are: Agree (A), Disagreed (D) and Undecided (U). For the purpose of analysis, values were given to the options as: A – 3, D – 2 and U – 1. The percentage and simple frequency methods were used to analyze the result gathered from the questionnaire.

**DATA COLLECTION PLAN**

The questionnaire was administered on the respondent personally by the researcher who waited on them for its collection. It took the researcher two weeks to complete the exercise. All the forty (40) questionnaires were retrieved and the data analysis was based on the forty (40) questionnaires retrieved from the respondents. This revealed one hundred per cent (100%) responses from the respondents.

In the analysis, the questionnaire was tested to determine whether it was valid for or not for the research. However, the average number of responses was obtained by dividing the total response by the number of questions used for the research questions. Also the average percentage was obtained by dividing the total responses to the questions by the number of the questions.

**DATA ANALYSIS AND DISCUSSION**

**Analysis of Research Question 1**

Questions 1, 2, 3 and 4 were used to gather information on research question 1 which sought to know whether inculcation of entrepreneurship education into the Polytechnics' curriculum can aid self-employment is presented in the table below:

**Table 1**

| Question No. | Total Respondents | Favourable | | Unfavourable | | Neutral | |
|---|---|---|---|---|---|---|---|
| | | Fig | % | Fig | % | Fig | % |
| 1. | 40 | 40 | 100 | - | - | - | - |
| 2. | 40 | 40 | 100 | - | - | - | - |
| 3. | 40 | 40 | 100 | - | - | - | - |
| 4. | 40 | 36 | 90 | - | - | 4 | 10 |
| **Total** | 160 | 156 | 390 | | | 4 | 10 |
| **Average** | 40 | 39 | 97.5 | - | - | 1 | 2.5 |

Table 1 revealed that an average of 97.5% of the respondents were in favour while 2.5% were neutral. With the highest average of 97.5% in favour, it was revealed that the research question is accepted.

Questions 1, 2, 3 and 4 were used to gather information on the research question. The result showed that 100% of the respondents were in favour of question 1, 2 and 3 while 90% favoured question 4. This indicates that inculcation of entrepreneurship education into the Polytechnics curriculum enhances self-employment.

The respondents agreed that entrepreneurship education teaches any would-be graduate on future self-employment. It enables them to know the type of business to run after graduation. Also, it makes them to become potential business managers and as well sensitizes them of the market area where business can be successfully transacted.

Stressing the need to inculcate entrepreneurship education into the curriculum of the Polytechnics, Postigo and Tamborini (2002) posited that academic and community organizations have undertaking to train entrepreneurs capable of revitalizing both the local and national economy by creating jobs. They went further to say that one of the reasons is that education is one of the many ways by which the entrepreneurial spirit can be fostered, and there is increased consensus that it is important to incorporate Entrepreneurship to university programs. This consensus undoubtedly has to do with the positive effects that the emergence of new enterprises has an economic development, employment and the dynamics of business activity.

## ANALYSIS OF RESEARCH QUESTION 2

Questions 5, 6, 7, 8, 9, 10 and 11 were used to gather information on research question 2 which sought to know whether there are hindrances to entrepreneurial development growth is presented in the table below:

**Table 2**

| Question No. | Total Respondents | Favourable | | Unfavourable | | Neutral | |
|---|---|---|---|---|---|---|---|
| | | Fig | % | Fig | % | Fig | % |
| 5. | 40 | 36 | 90 | - | - | 4 | 10 |
| 6. | 40 | 12 | 30 | 24 | 60 | 4 | 10 |
| 7. | 40 | 40 | 100 | - | - | - | - |
| 8. | 40 | 36 | 90 | 4 | 10 | - | - |
| 9. | 40 | 32 | 80 | 8 | 20 | - | - |
| 10. | 40 | 40 | 100 | - | - | - | - |
| 11. | 40 | 36 | 90 | - | - | 4 | 10 |
| **Total** | 280 | 232 | 580 | | 90 | 12 | 30 |
| **Average** | 40 | 33 | 83 | 5 | 13 | 2 | 4 |

The above table revealed that an average of 83% of the respondents favoured the research questions, 13% were not in favour and 4% were neutral. With the highest 83% in favour, the research question was upheld.

The respondents agreed that non-availability and inaccessibility of investment capital hinders entrepreneurial growth and thereby serves as a major risk since inadequate fund will limit the business to compete favourably with other competitors. Therefore, monopolistic market would not help an entrepreneur to improve the quality of his/her products as it does not promote healthy competition which entrepreneurship development believes.

Also, the respondents believed that the government in order to allow business growth, maintain free enterprise, generate wealth, spread prosperity, create jobs, ensure innovation and creativity, social progress and encourage grassroots development should not introduce business discouraging taxation policies.

## ANALYSIS OF RESEARCH QUESTION 3

Questions 12, 13, 14, 15 and 16 were used to gather information on research question 3 which sought to know whether the risks and future challenges will prevent strategizing for entrepreneurship development is presented in the table below:

**Table 3**

| Question No. | Total Respondents | Favourable | | Unfavourable | | Neutral | |
|---|---|---|---|---|---|---|---|
| | | Fig | % | Fig | % | Fig | % |
| 12. | 40 | 36 | 90 | - | - | 4 | 10 |
| 13. | 40 | - | - | 32 | 80 | 8 | 20 |
| 14. | 40 | - | | 36 | 90 | 4 | 10 |
| 15. | 40 | 8 | 20 | 32 | 80 | - | - |
| 16. | 40 | 32 | 80 | 4 | 1 | 4 | 10 |
| **Total** | 200 | 76 | 190 | 104 | 260 | 20 | 50 |
| **Average** | 40 | 15 | 83 | 21 | 52 | 4 | 10 |

Table 3 above showed that an average of 52% of the respondents were not in favour of the research questions, 38% were in favour while 10% were neutral. With the highest 52% of the respondents not in favour of the research question, the research question was rejected.

The result revealed that the respondents were of the opinion that future challenges would not prevent strategizing for entrepreneurial development in the Polytechnics.

The respondents agreed that since entrepreneurs bear the uncertainties of the risks of the business, they would identify gaps in the market and turn these gaps into business opportunities through the entrepreneurial capabilities they have acquired.

They also believed that entrepreneurs manage the business. These management functions include organizing, coordinating, leading, recruiting, evaluating, rewarding, marketing and all other aspects of the business. In other words, they were of the opinion that these functions may be delegated but the fact remains that even where other people are employed to manage the business, the ultimate responsibility rests on the entrepreneur.

**CONCLUSION**

The result of the study has revealed that the majority of the respondents agree that the Nigerian Polytechnics should educate their students on entrepreneurship development. They also agreed that entrepreneurial capabilities could be learned and therefore believed that a guided learning process which entrepreneurship education provides may enhance it.

These findings reveal the implicit purposes of entrepreneurship education as:

❖ Legitimizing entrepreneurship and develop an entrepreneurial culture with the purpose of fostering economic growth;

❖ Changing attitudes towards the entrepreneurship function, the entrepreneur, and the entrepreneur's image among students;

❖ Access to the "make a job" option;

❖ Developing and stimulating the entrepreneurial skills which produces better trained entrepreneurs that are well informed about when, where, with whom, and how to start a new business;

❖ Preparing students for a dynamic labour market; contribute to the development of entrepreneurs and;

❖ Producing knowledge by research in the field of study;

Furthermore, the findings reveal professional managers who run someone else's business are not entrepreneurs since they cannot bear the total risk for the success or failure of the business. However, the owner or manager of a business initiates, assumes risk in order to

maximize profits. Hence, entrepreneurship is a process of initiating, planning, organizing, coordinating, operating and assuming the risk of the business venture. The entrepreneur is an initiator, a risk-taker, decision-maker, policy-maker and a financier who provided a good leadership.

Conclusively, this study shows a relatively positive relationship between formal education and entrepreneurial success. It also reveals that education is a genuine and useful tool to stimulate entrepreneurial spirit into the would-be graduates after graduation for future employment. The introduction of entrepreneurship courses into the Polytechnic programmes curricula by the National Board for Technical Education (NBTE) in Nigeria corroborates this.

Based on the above, government should be ready to provide the necessary funds to the institutions to enable them have capital to set up an Entrepreneurship Centres in the Institutions. These centres, if they were made operational, would assist students to acquire the needed practical entrepreneurial skills.

The management of every institution should be ready to train and retrain their lecturers and staff so as to enable them handles the courses effectively. This feat would be achieved through long-term staff development programmes and short-term ones, like: conferences, seminars, retreats, in-door trainings and workshops.

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**Self-Concept Traits and Entrepreneurial Orientation as Predictors of Students' Academic Performance**

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**ABSTRACT**

A descriptive research approach was used to determine the prediction of self-concept trait and entrepreneurial orientation on students' academic performance. The sample consisted of two hundred private secondary school students in Sagamu LGA. Data was collected through a combination of self-developed questionnaire tagged "self-concept traits questionnaire" and "Students' Entrepreneurial Orientation Index" respectively. The data obtained was analyzed using multiple regression analysis, correlation co-efficient and z-test statistical tools at 5% error margin. Results indicated significant prediction of the independent variables on the criterion variable; self-concept was a potent predictor of academic performance; gender difference was observed in the self-concept trait of the students; and no gender difference was recorded in the entrepreneurial behavior and academic performance of the students. It was recommended that effective school-based guidance programme should be used in enhancing the self-concept, self-efficacy and self-esteem of the students.

Keywords:   Self-concept traits, entrepreneurial orientation, academic performance and students.

**Introduction**

The world today is drastically changing from the quest for education that goes beyond just paper qualification. Rather the world need people who are confident of themselves and able to maximize the economic potential of an area. Studies have shown that the undue importance that is attached to certification or paper qualification has brought about various academic malpractices that our nation is experiencing today. In the words of Olatoye (2006). "In Nigeria, you can only secure appointment into most of the vacant positions only if you possess certain certificates to show that you have passed certain examinations. Also, Balogun (1995) observed that promotion of teachers and principals in certain places depends on the success of their students in their final examination.

However, mental ability of students cannot stand on its own to ensure success but to some extent on varying affective factos (Osamuyi, 2000). He suggest taking students' totality including self-factors in order to minimize poor academic performance. Interests, motivation, age of the child, as well as student behavior were identified by Agbi (2006) to be some learners' characteristics that impede academic performance. Ukueze (2007) reported that gender is a significant factor in the determination of academic performance, as the female

subjects of his study cognitively outperformed their male counterparts. Maisamari (2006) also reported that girls who succeed in remaining in schools usually excel.

**What is Self-Concept?**

In all sphere of life, the word self-concept is not new. It means different things to different people. In the context of this study, self-concept is way an individual perceive himself or herself. It is one's own opinions about oneself (personal self-concept), one's perceptions about how one is regarded by others (social self-concept); and what or how one would like to be (self-ideas) (Gale Encyclopedia of Psychology, 2001; Warfield, 2002).

Helmke (1994) in Olatoye (2006) affirmed that the self-concept of academic ability, that is, school related competencies and activities, is of particular interest for educational practice and has been of very active research. One of the difficulties which people experience in most areas is closely related to the ways they see themselves (Okwubunka, 1997; Umoinyanh, 1999; Olatoye, 2006).

Empirical findings have revealed that self-concept is a valuable educational objective that helped in improving other learning outcomes and positively related to academic achievement (Helmke, 1974; Sanders, Field & Diego, 2001). Efforts have been made by many researchers to improve and ensure successful or positive academic performance and achievement. One of such efforts is the boosting of the self-concept of the learner. As rightly noted by Combs (1962) in Ayodele (2003) "the most important single cause of a person's success or failure educationally has to do with questions of what he believes about himself".

**Concept of Entrepreneurial Orientation**

Entrepreneurial orientation is perceived as and economic stimulator which tends to foster small scale business. As rightly noted by Holland (2002) "an entrepreneurial person is the one who organizes, operates, and assumes the risk of business ventures especially impresario (manager)'. An entrepreneurial character is usually obsessive, focused, articulate, and resourceful. They are also typically charismatic leaders and tend to be introspective with excellent listening skills (Alebiosu & Akintayo, 2006).

However, creating a change in the mental orientation of our students from the take-a-job mentality to the make-a-job mentality can be perfectly enhanced through entrepreneurial orientation and integration into our educational system. Alebiosu and Akintayo (2006)

emphatically proclaimed that "today's educational system prepares its students to take-a-job upon completion of the training.

Researches have shown that entrepreneurial orientations play a key role in the economic development of a nation, even the educational sector. For instance, Levie (1999) reported that entrepreneurial orientation in our educational system right from middle school will help the students in improving their academic skills, develop workplace literacy; become educated and empowered consumer, become good risk taker and learn from failure, to mention a few. Jude (2003), Sapiro (2002), and Sarumi (2004), sees entrepreneurial education as development process that provides the context for learning other basic skill and motivating students to want to learn.

Alebiosu & Akintayo (2006) reported a recent among American High School students (both male and female) which was conducted by Chan (2005). It was revealed that why both genders are aware of their entrepreneurial knowledge deficiencies. The female students are most aware of the deficit, which could be discouraging them from pursuing entrepreneurial careers. There was a strong interest among the female students but not as strong as the entrepreneurial interest of the male students. One perceived reason for this difference is that the female students lose self-confidence because they are so perceptive of their lack of entrepreneurial knowledge. White and Sharks (199), Williams & Turnbull (1997) in their different studies revealed that due to male over confidence, females still have a higher success rate than males' entrepreneurial ventures.

**Statement of Problem**

To be able to cope with the present day challenges within our educational industry for national development, our adolescents, which are the hopes of tomorrow must be empowered with necessary skills that will make them relevant, and be able to subdue hindrances that may prevent them from translating their dreams to realities. In this knowledge era, which the world is, the most valuable resource of any country is its' inherent intellectual assets. Thus, the youngsters in our schools must be enhanced to be sound academically, able to prepare for life with enough knowledge of creating wealth through self-employment and for them to explore opportunity more creatively.

Be that as it may, there is an urgent need to determine the exact contribution of self-concept and entrepreneurial orientation which have been confirmed to have a significant relationship

with academic success (Helmke, 1994; Sanders et al., 2001;Alebiosu&Akintayo, 2006; Levie, 1999; Olatoye, 2006). There is obvious need to establish also whether these variables when taken together are good predictors of academic success for the purpose of independency and national development. And if they are, which of the variables would best predict academic success. The focus of this study therefore, is to empirically determine whether self-concept and entrepreneurial orientation are collectively or individually predictors of academic success.

**Research Hypotheses**

The following research hypotheses were postulated to guide the conduct of the study and tested at 0.5 alpha level of significance:

1. There is no significant combined effect of self-concept trait and entrepreneurial orientation on students' academic performance.
2. There is no significant relative contribution of each of the independent variables on the criterion variable.
3. There is no significant difference between male and female students' self-concept trait, entrepreneurial orientation and academic performance.

**Methodology**

*Design:* The study adopted the descriptive survey of an expost-facto design. Expost facto design was considered appropriate for this study because the variables of interest had already occurred and no attempt was made by the researchers to manipulate any of the variables.

*Sample and Sampling Techniques:* The population of the study comprises of Senior Secondary School Students in Sagamu Local Government Area of Ogun State. Five Secondary Schools were randomly selected from the existing twenty-two private secondary schools. Forty Secondary school students from SS I and SS II (twenty students from each of the level were selected with simple random technique from each of the schools; making a total of two hundred students in all. Their age range was between 13 and 18years with mean and standard deviation of 15.75 and 1.56 respectively.

*Instrumentation:* The two major instruments used their collection of data from the respondents was self-developed.

i. Self-concept Traits Questionnaires (SCTQ) was a 10-item scale on a response scale ranging from least like me (1) to most like me (4). The instrument has an alpha coefficient of 77 using Rulon's split-half reliability.

ii. Students' Entrepreneurial Orientation Index (SEOI) was also a 10-item scale measuring the extent at which students have created a mind-change and mental orientation from the "take-a-job" mentality to "make-a-job" mentality. The instrument was four likert types ranging from strongly agree to strongly disagree. It has an alpha co-efficient at 8.9 using Rulon's split half reliability.

The 2008/2009 promotional examination results of the respondents were used to determine their cognitive competences. The mean score of four core subjects (English Langauge, Mathematics, Biology and Yoruba) for each student was computed and used.

*Method of Data Analysis:* The data obtained were subjected to multiple regression analysis, correlation coefficients and z-test statistical tools using the SPSS computer packages.

*Results*

**Research Hypothesis 1**

There is no significant composite effect of self-concept trait and entrepreneurial orientation on students' academic achievement.

Table 1: *Summary of multiple Regression Analysis between the Predictor and Criterion variables.*

| Multiple Regression Analysis | Analysis of Variance | | | | | |
|---|---|---|---|---|---|---|
| | Model | SS | Df | MS | f | Sig. |
| R = .478 | Regression | 1863.134 | 2 | 931.567 | | |
| $R^2$ = .171 | Residual | 13659.842 | 197 | 69.339 | 13.39 | S* |
| Adj $R^2$ = .169 | Total | 15522.976 | 199 | | | |
| SE = 5.321 | | | | | | |

    (a) Predictors (co-efficient) SCT and EO.
    (b) Criterion = Academic Performance
        S* = Significant

The results presented in Table 1 indicated that the self-concept trait (SCT) and entrepreneurial orientation (EO) are related to the academic achievement of the students. The observed R of .478 was significant at the 0.5 level. It shows that there is a predictive relationship between the predictor variables and the criterion variables. The analysis of variance for the multiple regression yielded $f^2 = 13.434$, which is significant at $P < .05$ level. Therefore, the null hypothesis that there is no significant composite effect of self-concept trait and entrepreneurial orientation on students' academic performance cannot be sustained by these findings, hence, the hypothesis was rejected.

**Research Hypothesis 2**

There is no significant relative contribution of each of the independent variables on the criterion variable.

*Table 2:* *Relative Contributions of Self-concept Trait and Entrepreneurial to the observed variance in Students Academic Performance.*

| Model | Un-standardized Coefficients | | Standardize Coefficient | t | Sig. |
|---|---|---|---|---|---|
| | B | SE | Beta | | |
| Self-concept Trait | .271 | .038 | .299 | 4.333 | .000 |
| Entrepreneurial Orientation | .069 | .043 | .086 | 1.411 | .163 |
| (Constant) | 10.161 | .590 | | 3.706 | .000 |

Dependent Variable: Student Academic Performance (SAP)

The result in Table 2, showed the standardized coefficient values for self-concept trait and entrepreneurial orientation as .299 and .086 respectively. The implication of this is that since self-concept trait has higher beta value than entrepreneurial orientation, this makes it a better predictor of academic performance among secondary school students. Thus, while self-concepts trait is a significant predictor, entrepreneurial orientation is not.

**Research Hypothesis 3**

There is no significant difference between male and female students' self-concept trait, entrepreneurial orientation and academic performance.

*Table 3:* *Comparison of Male and Female Students' Self-Concept Trait, Entrepreneurial Orientation and Academic Achievement.*

| Variable | Gender | N | X | SD | Mean Diff | Df | Z-cal | P |
|---|---|---|---|---|---|---|---|---|
| Self-Concept Trait | Male | 100 | 35.30 | 7.34 | 3.69 | 198 | 2.316 | C* |
| | Female | 100 | 31.61 | 8.13 | | | | |
| Entrepreneurial Orientation | Male | 100 | 25.82 | 7.05 | 2.10 | 198 | 1.478 | NS |
| | Female | 100 | 27.92 | 8.15 | | | | |
| Academic Achievement | Male | 100 | 26.94 | 4.82 | 1.31 | 198 | 1.398 | NS |
| | Female | 100 | 25.63 | 4.99 | | | | |

S* = Significant
NS = Not Significant

The outcome of the findings of research hypothesis 3 as shown in Table 3 above revealed no significant difference between male and female students both in entrepreneurial orientation and academic performance. There is however a significant gender difference in the self-concept traits of male students are higher with a mean score of 35.36, compared to their female counterparts with a mean score of 31.61.

**Discussion**

The findings of this study as shown in Table 1 indicated that a combination of self-concept and entrepreneurial orientation when taken together could be a good predictor of students' academic performance. The result showed that 17.1% of the variance in the students' academic performance was accounted for by the predicting variables when taken together. The relationship between the predictor and criterion variable yielded a coefficient of multiple regression of .478, while the observed F-ratio was 13.434, significant at .05 level. The outcome of this finding is evidence that students' performance could not have occurred by chance. Thus, the results agree with the research findings of Sanders, Field & Diego (2001), Olatoye (2006), Levie (1999), Sapiro (2002), Jude (2003) and Sarumi (2004), that academic success is a manifestation of good self-concept and entrepreneurial education; that provides students with the context for learning other basic skills and motivating them to want to learn more.

The result obtained from Table 2 revealed that self-concept was found to be a good and better predictor of students' academic performance. The implication for these findings may be due to the fact one's success in life or otherwise depend to a large extent on what one believes about self. This study therefore corroborate the findings of Helmke (1994), Sanderaet al.,

(2001) and Olatoye (2006) that self-concept is a valuable educational objective that helped in improving other learning outcomes related to academic success.

The results of hypothesis 3 as shown in Table 3 revealed a significant gender difference in the self-concept trait. There is however no significant difference between male and female students' entrepreneurial orientation and academic performance. The outcome of this study did not spark much surprise, as the findings of this hypothesis is a confirmation of Chan (2005) that both genders are aware of their entrepreneurial knowledge deficiencies, in spite of the fact that male students are more confident. This study also negates the findings of White & Sharks (1999), Williams & Turnbull (1999) that due to male over confidence female still have a higher success rate than male.

**Conclusion**

The most important finding in this study is the significant relationship between self-concept and entrepreneurial education in predicting academic success and not just academic performance. It is crystal clear that the academic success of every child transcends just more than passing or certification but being able to be 'self' all the time and able to create wealth from education for national and self-development. Creating a change in the mental orientation of our students from take-a-job mentality to the make-a-job mentality will definitely culminate academic success (Alebiosu&Akintayo, 2006).

Therefore, self-concept and entrepreneurial behavior are fundamental traits or behavior that enhances not just academic success but economic success. The implication of this is that Nigerian government should make education a pivot to national development while school counselors, teachers and administrators should find means of boosting students' self-concept and entrepreneurial behavior.

**Recommendations**

Given the significance of the finding of this study at this crucial transition period of the country from simple farming system into a complex industrialized one, there is need to practically introduce entrepreneurial education into our educational system. This will bring about academic success that is not just certificate oriented but educations that bring about "Child's Total Development (CTD)". If this is objectively done it would also remove the menace of examination malpractices in Nigeria schools.

Also, the schools counselors and para-counselors should plan and support effective school-based guidance programme that will enhance students' self-concept, self-efficacy and self-esteem.

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# SECRETARIAL EDUCATION: A CATALYST FOR ENTREPRENEURSHIP DEVELOPMENT

## BY

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## Abstract

The impact of Secretarial Education on the growth of business activities all over the world cannot be over emphasized. Nigeria's Polytechnic education faces a dilemma of increased demand for places against declining funding and increased graduate unemployment. The introduction of cost sharing in an environment of increased poverty levels and inadequate educational loans and Bursary aggravated matters. This paper presents findings of a case study of 40 products of Secretarial Studies Department of the Federal Polytechnic, Ilaro involved in small business ventures like; photography, telephone business, photocopy business, sale of books among others in an attempt to cope with their financial situations. This study sought to find out how Secretarial Education serves as a Catalyst for Entrepreneurship Development in Nigeria. The work shows that most of the respondents entered into small business ventures and ran these businesses mainly for survival since unemployment ratio is high in the country coupled with the global melt down. These results have useful implications on the effects of unemployment on a nation's Gross Domestic Product (GDP) and as well proffer solution to the GDP through entrepreneurship development in Nigeria and elsewhere in the world.

## INTRODUCTION

Education is an important phenomenon in the development of man. Every human society strives to educate its generations in order to pave way for development within the environment. Education refines man and makes him to contribute his quota to the continuation and the development of the society. (Okunnu, 2001)

Secretarial Education is a skill oriented course in one of the Business Education series of courses. It is second to none in the overall performance of economic activities in the world of

business today (Agboola 1998). It is pertinent to note that secretarial Education are skillful in nature and that Entrepreneurship Development needs a lot of skill. The graduate secretaries lack entrepreneurial ability since the instruction they received during their studentship days are geared towards employment and stipulate the office as the co-ordinatingcentre for all organizational information flow which Secretarial Personnel are deeply involved from information creation to its retention. These offices must be well planned, organized, staffed, supervised and controlled to achieve the utmost goal, that is, to make profit which is the basis of entrepreneurship development. However, we suggest like Klandt (1993), that entrepreneurial capabilities are not inborn but can be learned, and that this ability may be enhanced or developed by a guided learning process.

Oborah (2006) says Business education plays important role in achieving the objectives of entrepreneurship education through its programmes, including accounting, business studies, marketing, secretarial studies/office technology and management, computer education and business teacher programmes.

Drucker (1983) posits entrepreneurship as coordination of factors of production and investment scarce resources business ventures.

Osuala (1997) asserts that the process of bringing together creative and innovative idea combining them with management and organization skills in order to combine people, money and resources to meet an identified need and thereby create wealth is entrepreneurship.

Entrepreneurship enhances self-employment or self-reliance and thus promotes national survival. The current massive unemployment of both youths and adults as a result of global economic recession has caused Federal Government to emphasize the need for all Nigerian citizens to strive self-reliance through self-employment. This led the Federal Government to establish the National Directorate of Employment (NDE) which set up the entrepreneurship programme in Nigeria (Awojobi 2006).

**PURPOSE OF THE STUDY**

The purpose of the study is to carry out investigation and identify how Secretarial Education serves as catalyst for entrepreneurship Development. This study brings out how Secretarial Graduates can be self-reliant other than being the assistant to the chief executive of their organizations. Also, it reveals the image and feeling of a properly planned office with great emphasis on improvement on organizational ability and decision making process.

## RESEARCH QUESTIONS

The specific research questions that the study addressed are:

1. In what way does your work require working well with people and as well be self-reliant?
2. To what extent do Secretarial Education influence Entrepreneurship Development?
3. What are the factors that determine the search for entrepreneurship development?

## METHODOLOGY

A random sampling method was used. This study therefore takes 40 products of secretarial studies department of Federal Polytechnic, Ilaro who are in private businesses as a case study. A questionnaire tagged "Questionnaire on Secretarial Education A Catalyst for entrepreneurship Development" was administered on the 40 products of secretarial studies department of the institution who involved in small business ventures like; photography, telephone business, photocopy business, sale of books and sale of house hold materials. The percentage and simple frequency method was used to analyze the result gathered from the questionnaire.

## ANALYSIS OF DATA

40 questionnaires were administered on the products of secretarial studies filled and returned. All the questionnaires were collected back and completely filled. This revealed 100% responses from the respondents. Simple percentage and frequency method were used to analyze the result gathered from the questionnaire.

The data collected were presented in tables as Wentz (1979) posits it as the posting or roasting on worksheet.

The presentation of the data in tables shows the frequencies of responses and their percentages as well as the average of each se of items form the questionnaires gathering information on the research questions. Three options were given as Agree, Disagree and Undecided. Agree is "Favourable", Disagree is "Unfavourable" and Undecided is "Neutral".

In the final analysis, every set of questionnaire used for each research question was analyzed together to determine whether they were valid or not for that question. The average number of the responses was obtained by dividing the total response by the number of questions used for the research questions. Also the average percentage was obtained by dividing the total responses to the questions by the number of the questions.

The computation is shown as follows:

71

**TABLE I**

Questions 1, 2, 3, 4 and 5 were used to gather information on research question 1 which sought to know whether your work requires working well with people and as well be self-reliant is presented in the table below:

| Question No | Total Respondents | Favourable | | Unfavourable | | Neutral | |
|---|---|---|---|---|---|---|---|
| | | Fig | % | Fig | % | Fig | % |
| 1 | 40 | 40 | 100 | - | - | - | - |
| 2 | 40 | 40 | 100 | - | - | - | - |
| 3 | 40 | 40 | 100 | - | - | - | - |
| 4 | 40 | 40 | 100 | - | - | - | - |
| 5 | 40 | 4 | 10 | 34 | 85 | 2 | 5 |
| **Total** | 200 | 164 | 410 | 34 | 85 | 2 | 5 |
| **Average** | 40 | 32 | 82 | 7 | 17 | 1 | 1 |

Table I reveals that an average of 82% of the respondents were in favour, 17% were not in favour while 1% were neutral.

The result shows that questions 1, 2, 3 and 4 have 100% support from the respondents since they believed that:

(i)     Introduction of entrepreneurial skills into Secretarial Education Curriculum encourages self-reliancy;

(ii)    An Entrepreneur is his/her own boss;

(iii)   Hard work and loyalty directly benefits an entrepreneur; and

(iv)    Entrepreneurship allows for creative freedom and financial independence.

The respondents disagreed with Question No. 5. Hence, 85% of them believed that a huge amount of capital is not needed for entrepreneurship development

**TABLE II**

Question 6, 7 and 8 were used to gather information on research question 2 which sought to know if Secretarial Education influences Entrepreneurship Development is presented in the table below.

| Question No | Total Respondents | Favourable | | Unfavourable | | Neutral | |
|---|---|---|---|---|---|---|---|
| | | Fig | % | Fig | % | Fig | % |
| 6 | 40 | 24 | 60 | 4 | 10 | 12 | 30 |
| 7 | 40 | 36 | 90 | - | - | 4 | 10 |
| 8 | 40 | 38 | 95 | 2 | 5 | - | - |
| **Total** | 120 | 98 | 245 | 6 | 15 | 16 | 40 |
| **Average** | 40 | 33 | 82 | 2 | 5 | 5 | 13 |

The above table shows that an average of 82% of the respondents were in favour, 5% were not in favour and 13% were neutral. The result that questions 6, 7 and 8 have 60%, 90% and 95% support from the respondents respectively.

**Question 6** reveals further that 10% of the respondents disagreed with the question while 30% were neutral. This shows that they believed secretarial education is skillful in nature yet it lacks entrepreneurial skills.

**On Question 7,** they were of the opinion that acquisition of Secretarial Education skills is an asset to those running Business Centres.

**On Question 8,** they also believed that Graduate Secretaries can provide Secretarial Services to new business entrants by assisting them to form a formidable office.

**TABLE III**

Question 9, 10, 11 and 12 were used to gather information on research question 3 which sought to know the factors that can determine entrepreneurial development is shown in the table below.

| Question No | Total Respondents | Favourable | | Unfavourable | | Neutral | |
|---|---|---|---|---|---|---|---|
| | | Fig | % | Fig | % | Fig | % |
| 9 | 40 | 40 | 100 | - | - | - | - |
| 10 | 40 | 40 | 100 | - | - | - | - |
| 11 | 40 | 40 | 100 | - | - | - | - |
| 12 | 40 | 36 | 90 | 4 | 10 | - | - |
| Total | 160 | 156 | 390 | 4 | 10 | - | - |
| **Average** | 40 | 39 | 97.5 | 1 | 2.5 | - | - |

Table III above shows that an average of 97.5% of the respondents were in favour while 2.5% were not in favour. With an average of 97.5% in favour the research question was accepted. The result reveals that 100% of the respondents supported Questions 9, 10 and 11 while 90% were in support of Question No. 12. The respondents, therefore agreed that the following factors can aid entrepreneurial development:

(i)     Physical and emotional stability, good planning and good organizational ability assists entrepreneurial development

(ii)    An Entrepreneurial must be able to get along with people of different traits.

(iii)   He or she must be able to make good decisions as at when due; and

(iv)    He or she must be able to exhibit good leadership qualities and always be time conscious.

**CONCLUSION**

The objective of entrepreneurial 1 education is to legitimize entrepreneurship and develop an entrepreneurial culture into our graduates with the aim of fostering the nation's economic growth. Therefore, one of the many challenges the country faces today is to redesign the educational curriculum in light of the evidences that there is a positive relationship between the entrepreneurial education and the probability of success of new business ventures.

In the light of the above, apart from the Secretarial Education Programme being skillful in nature, the curriculum of Secretarial Education/Office Technology and Management should

be redesigned to include the entrepreneurial education skills since entrepreneurial capabilities are not inborn but can be learned.

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# CRITICAL APPRAISAL OF E-LEARNING IN RURAL ENVIRONMENT (A CASE STUDY OF ILARO ENVIRONS)

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**ABSTRACT**

The study was undertaken to critically appraise e-learning in rural environment because internet which is one of the tools that facilitate e-learning is a common feature everywhere now that the world is a global village. Two hypotheses were formulated from where a questionnaire was drawn and administered on forty respondents who were currently undertaking one course or the other using e-learning. It was realized on completion of the study that e-learning is very important as the frontiers of education are continuously expanding and the world is constantly changing. The only amazing tool to meet up with this global change is e-learning, therefore, e-learning cannot be overlooked. The study revealed that e-learning did not take off very well and it is confronted with a lot of problems in Nigeria.

**KEY WORDS:**     **Appraise,**     **E-learning,**   **Environment,**     **Rural**

## INTRODUCTION

The world is moving at an unimaginable speed in the area of information use and dissemination. The most vibrant sector of the national economy is the information technology industry as well as educational sector.

Education is a sure weapon against ignorance. Any youth who wants to excel above his peers must be ready to embrace the values of education and hardwork.

For many decades, formal education had remained restricted to the classroom environment, where teachers seek to impact knowledge on their students, such students are given the opportunity to ask questions and clarify their doubts. At the end of the day, tests or examinations are administered and the students graded.

Presently, we live in a world that is constantly changing at an unprecedented rate – education is not left out as its scope is continuously expanding, and this has brought great changes to the teaching-learning process. Without the proper machinery in place for recent educational delivery, we stand the risk of being left behind. The tool that allows learners to catch up with the new trend in education is information and communication (ICT) in the name of e-learning.

Institutions of learning are changing their strategies and are exploring the opportunity of reaching their students outside the confines of the classroom through a vehicle known as e-learning.

E-learning is defined by various authors according to their personal knowledge and perspective, but they all seem to agree that e-learning encompasses learning at all levels with the use of an information network for course delivery. This definition is support by Ravichandra (2005), who said "E-learning in the broadcast sense concerns itself with learning that occurs online through the internet, offline using the CD-ROM or other facilities such as radio, television and telephony.

Also, Salawudeen (2006) defines e-learning as "the use of network technologies to create, foster, deliver, and facilitate learning, anytime and anywhere."

E-learning is most commonly associated with higher education and corporate training. It encompasses learning at all levels, both formal and non-formal, that uses an information network – the internet, an intranet (LAN) or extranet (WAN) whether wholly or in part, for

course delivery, interaction, evaluation and/or facilitation. Web pages are being designed to suit this purpose.

The announcement of a course as well as the syllabus is made available to interested students online. Forms are sold in the same way and those who register for it are offered passwords through which they can access the content. After the necessary registration, and other formalities, all that the students need to do is sit back and learn. All he needs is a set of computer with online facilities and Internet access.

In e-learning, the course content is made available online or through the CD-ROM, students are expected to read and digest it and they are equally able to ask questions to which answers are provided without delay. The course proceeds from module to module, and once the student completes a stage, he moves to the next stage. Duration of the course depends on the content of the course while some courses could last for days, others could last for weeks, months and even years at the end of which the students graduates.

In some parts of the world, degrees are awarded while graduation is done on the Internet, in other parts, the graduation date is fixed and the students can attend it with their loved ones. During the graduation ceremony, the students would have the opportunity of meeting with the organizers of the programme and other students who also went through the same process of learning, Certificates are either downloaded from the Internet or sent by regular mail. In some cases the student can also physically collect his certificate by visiting the school conducting the programme (Ayodele, 2007).

Ayodele (2007) identified the following as the benefits of e-learning

(a)     In an area where many students are finding it difficult to gain admission into institutions of higher learning due to the hurdles placed by examination bodies on the local institutions themselves, online education is available to many certificate seekers.

(b)     Online learning saves students the rigour of running up and down and jumping from vehicle to vehicle on bad roads all in an attempt to get educated. Even for those who cannot easily obtain visa to travel abroad, certificates from prestigious institutions in other countries can be acquired through online learning.

(c)     Vices as racial discrimination, partially on the part of teachers, extortion and sexual harassment can be avoided through online learning.

(d)     Some specialized short or long-term courses that are not readily available in our local environment can be done online.

Salawudeen (2006) also identified the following as some of the benefits of e-learning:

(a)     It has created and facilitated learning, anytime and anywhere thereby aiding the development of communities of knowledge, linking learners and practitioners with experts.

(b)     It has led to significant reduction or elimination of costs associated with instructor's fees and materials.

(c)     Advance learners may choose to speed through course and bye-pass instruction that is redundant.

(d)     Beginners or slower learners may determine their own pace and progress, eliminating frustration with themselves, their fellow learners, and the subject matter.

(e)     Knowledge is cumulative; lessons build upon one another and maybe taken in any order.

(f)     Testing is self-paced.

**STATEMENT OF PROBLEM**

The e-learning techniques mostly adopted by most of the Nigerian institution are in form of prepared lecture on a CD-ROM that can be played as at when the need arise. This has limited advantage because of the number of students per computer system and it should be noted that most of these facilities are not interactive enough as compared with when the lecture is being received in real time over the Internet. Most students take the challenge upon them to go to the public Internet cafes which are very slow hence; a multimedia interactive lecture will not be obtainable because of low bandwidth. The statistics of instructions that have facilities for e-learning (ICT) is very low as a result of the remoteness of their location.

The intranet facilities adopted in most schools are not well maintained because of the high cost of running especially in rural environment where there is absence of adequate power supply.

Technology like the Very Small Aperture Terminal (VSAT), Wide Area Network (WAN) and Internet Communication Channels, which provides facility and framework for Tele-Education and enables the live classroom sessions to be broadcasted, are not available in rural environment.

The lack of affordable dedicated/specialized e-learning centres in rural environments is one problem faced by rural dwellers who wants to learn online. Even the very few places where these centres are available there is always the problem of shortage of manpower to manage and operate these facilities effectively.

It is therefore the intention of the researcher to critically evaluate e-learning in the rural environment using Ilaro environs as a case study.

## METHODOLOGY

A critical review of e-learning in rural environment was undertake. Because of limited time, the scope of the paper was limited to Ilaro environs in Ogun State.

For this purpose therefore, the nature and the various ICT facilities and operation of e-learning generally was examined through questionnaire derived from the hypotheses formulated. Structured questionnaire were drawn for selected persons undergoing e-learning programme.

The questionnaires were administered directly.

## DATA ANALYSIS

This section is designed to give and analyse responses to the hypotheses formulated for the respondents through the questionnaires administered.

This section is important because the recommendations and the conclusion would be drawn from it. It is also important because the assumptions made in the study cannot be regarded as an authoritative submission without putting it to test to confirm its reliability or other wise. It will also give meaning to the data collected.

Forty questionnaires were completed and returned. The population of this study is therefore the 40 respondents that returned their questionnaires.

The data collected through questionnaire were calculated by simple frequencies and percentages and the hypotheses were equally tested.

## QUESTION 7

Question 7 States: What is the media used for lecture delivery"?

**TABLE 1**

**RESULTS OF QUESTION 7**

| QUESTION NO. | MEDIA USED TO RECEIVE LECTURES | NO. | % |
|---|---|---|---|
| 7 | Radio | - | - |
|  | Television | - | - |
|  | CD-Rom | - | - |
|  | Internet | - | - |
|  | Study Centre | 40 | 100 |

Table 1 shows that all the students received their lectures at the study centre.

**HYPOTHESIS 1**

Ho:     The modes of delivery for e-learning are adequate

Hi:     The modes of delivery for e-learning are not adequate

The date obtained are as follows:

**TABLE 2**

| Q. NO. | FAVOURABLE | UNFAVOURABLE | |
|---|---|---|---|
| 8 | 0 $a_{11}$ = 21.43 | 100$a_{12}$ = 78.57 | 100 |
| 9 | 0 $a_{21}$ = 21.43 | 100$a_{22}$ = 78.57 | 100 |
| 10 | 0 $a_{31}$ = 21.43 | 100$a_{32}$ = 78.57 | 100 |
| 11 | 0 $a_{41}$ = 21.43 | 100$a_{42}$ = 78.57 | 100 |
| 12 | 100$a_{51}$ = 21.43 | 0$a_{52}$ = 78.57 | 100 |
| 13 | 0$a_{61}$ = 21.43 | 100$a_{62}$ = 78.57 | 100 |
| 14 | 50$a_{71}$ = 21.43 | 50$a_{72}$ = 78.57 | 100 |
| | 150 | 550 | 700 |

The expected frequencies were obtained as follows:

$a_{11}$     =     $\frac{100 \times 150}{700}$ = 21.43, this is true for all the others in that column i.e.

$a_{11}$     =     $a_{21} = a_{31} = a_{41} = a_{51} = a_{61} = a_{71} = 21.43$

For the second column we have:

$a_{12}$ $=$ $\dfrac{100 \times 550}{700}$ = 78.57, this is true for all the others in that column i.e.

$a_{12}$ $=$ $a_{22} = a_{32} = a_{42} = a_{52} = a_{62} = a_{72} = 78.57$

The test statistic is $X^2 = \sum \dfrac{(0-\sum)^2}{\sum}$

The calculated $X^2$ statistics is:

$$= \frac{(0-21.43)^2}{21.43} + \frac{(0-21.43)^2}{21.43} + \frac{(0-21.43)^2}{21.43} + \frac{(0-21.43)^2}{21.43} + \frac{(100-21.43)^2}{21.43}$$

$$+ \frac{(0-21.43)^2}{21.43} + \frac{(50-21.43)^2}{21.43} + \frac{(100-78.57)^2}{78.57} + \frac{(100-78.57)^2}{78.57} + \frac{(100-78.57)^2}{78.57}$$

$$+ \frac{(100-78.57)^2}{78.57} + \frac{(0-78.57)^2}{78.57} + \frac{(100-78.57)^2}{78.57} + \frac{(50-78.57)^2}{78.57}$$

$=$ 21.43 + 21.43 + 21.43 + 21.43 + 288.07 + 21.43 + 38.09 + 5.85 + 5.85 + 5.85 + 5.85 + 78.57 + 5.85 + 10.39    $=$    551.52

$X^2$cal = 551.52

$X^2_{(r-1)(1-1)}$ 5%    $=$    $X^2_{(7-1)(2-1)}$ 5%

$=$    $X^2_6$ (5%)

$=$    12.59

$X^2$cal = 551.52            $X^2$ tab = 12.59

**<u>Decision</u>**

Since $X^2$cal> $X^2$ tab we reject the null hypothesis at 5% level of significance. This implies from our studies that: the modes of delivery of e-learning are not adequate.

## HYPOTHESIS 2

Ho:     There are no problems confronting e-learning

Hi:     There are problems confronting e-learning

The date obtained are as follows:

## TABLE 3

| Q. NO. | FAVOURABLE          UNFAVOURABLE | |
|---|---|---|
| 15 (i) | 75($a_{11}$ = 89.29)25 ($a_{12}$ = 10.71) | 100 |
| (ii) | 50 ($a_{21}$ = 89.29)50 ($a_{22}$ = 10.71) | 100 |
| (iii) | 100 ($a_{31}$ = 89.29)0 ($a_{32}$ = 10.71) | 100 |
| (iv) | 100 ($a_{41}$ = 89.29)0 ($a_{42}$ = 10.71) | 100 |
| (v) | 100 ($a_{51}$ = 89.29)0 ($a_{52}$ = 10.71) | 100 |
| (vi) | 100$a_{61}$ = 89.29)0 ($a_{62}$ = 10.71) | 100 |
| (vii) | 100 ($a_{71}$ = 89.29)0 ($a_{72}$ = 10.71) | 100 |
| | 62575 | 700 |

The expected frequencies were obtained as follows:

For the 1$^{st}$ column $a_{11}$=$\frac{100 \times 625}{700}$ = 89.29, this is true for all the others in that column i.e.

$$a_{21} = a_{31} = a_{41} = a_{51} = a_{61} = a_{71}$$

For the second column we have:

$a_{12}$     =     $\frac{100 \times 75}{700}$ = 10.71, this is true for all the others in that column i.e.

$a_{12}$     =     $a_{22} = a_{32} = a_{42} = a_{52} = a_{62}$ and $a_{72}$

The test statistic is $X^2 = \sum \frac{(0-\sum)^2}{\sum}$

The calculated $X^2$ statistics is:

$$= \frac{(75 - 89.29)^2}{89.29} + \frac{(50 - 89.29)^2}{89.29} + \frac{(100 - 89.29)^2}{89.29} + \frac{(100 - 89.29)^2}{89.29} + \frac{(100 - 89.29)^2}{89.29}$$

$$+ \frac{(100 - 89.29)^2}{89.29} + \frac{(100 - 89.29)^2}{89.29} + \frac{(100 - 89.29)^2}{89.29} + \frac{(25 - 10.71)^2}{10.71} + \frac{(50 - 10.71)^2}{10.71}$$

$$+ \frac{(0 - 10.71)^2}{10.71} + \frac{(0 - 10.71)^2}{10.71} + \frac{(0 - 10.71)^2}{10.71} + \frac{(0 - 10.71)^2}{10.71}$$

= 2.29 + 17.29 + 1.28 + 1.28 + 1.28 + 1.28 + 1.28 + 19.07 + 144.14 + 10.71 + 10.71 + 10.71 + 10.71 + 10.71 = 242.74

$X^2 cal = 242.74$

$X^2_6 (5\%)$ = 12.59

## Decision

$X^2 cal > X^2$ tab at 5% we reject the null hypothesis and this implies that there are problems confronting e-learning.

## RESULTS AND DECISION

The result of the Questions 7 in table 1 indicates that students received their lectures at the study centre. This is not surprising because e-learning is a new development in Nigeria. Hence the modern technological tools for lecture delivery are not in place. Though all the respondents have or had access to radio, television and computer, but the mode for lecture delivery is neither through radio, television nor interest because the facilities that would make them function effectively were presently not effective in the country. The respondents therefore had no choice but no patronize the student centre.

The result of Hypothesis1 in Table 2 indicates that since $X^2 cal > X^2$ tab (551.52 > 12.59) at 0.5 level, we reject the null hypothesis. This implies from our studies that: the modes of delivery of e-learning are not adequate. This result is not surprising because all the respondents had no access to ICT facilities 24 hours and in 7 days of the week. All the respondents agreed that the computer systems were always slow when they use internet and there was always network failure (no signal) at the internet centre and the cost of patronizing the internet was experience. Although the study centre was fairly equipped and there was a standby generating set, the generating set could not be kept running for 24 hours a day and for 7 days of the week.

The result of test of Hypothesis 2 in Table 3 indicates that since $X^2 cal > X^2$ tab (242.74 > 12.59) at 0.5 level, we reject the null hypothesis and this implies that there are problems confronting e-learning.

This is not surprising because of the harsh nature of Nigeria economy and the present state of infrastructure in Nigeria cannot support e-learning effectively.

The entire respondents were of the view that the programme was not well funded. Another 75% were also of the view that the cost of learning materials such as lecture notes, CD-ROM etc. were on the high side. All the respondents were of the view that there was inadequate power supply to make the programme effective and this is a major problem.

## CONCLUSION

There is no doubt that e-learning has come to stay worldwide because the world is global village. The need to apply it in all our daily lives is imperative to out sustainable development worldwide. The educational sector which is the basis for upbringing of the future professionals, leaders, researchers, scientist, etc has witnessed great turn around which call for cross fertilization of idea as well as knowledge about recent development in the world in real time. Though e-learning seems not to have taken off very well in Nigeria as the programme is not well funded, however, the future is sure for Nigeria in terms of information sharing through e-learning.

Based on the findings, it can be concluded that the harsh nature of Nigeria economy, the unavailability of funds to effectively manage e-learning centres, inadequate infrastructure/facilities for e-learning are some of the factors that constitutes barriers to e-learning in rural environment.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made by the researchers.

(1)  The Federal Government should allocate more funds to the programme so as to be able to compete with other countries of the world.

(2)  All our higher institutions of learning should be upgraded and equipped to be able to mount e-learning programmes.

(3)  All the present study centres in the country should be well equipped and all the course modules and course materials should be put in place to make the programme effective.

(4)  There should be provision of adequate power supply in the country.

(5)  The Federal Government should establish at least one study centre in each local government in Nigeria.

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# IMPLICATIONS OF THE PROPOSED CONVERSION OF POLYTECHNICS INTO THE UNIVERSITIES CAMPUSES ON THE NIGERIAN EDUCATIONAL SYSTEM

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## Abstract

*The Federal Government of Nigeria recently embarked on plans to convert the existing Polytechnics into Campuses of Universities. Also the government expects State Polytechnics to do same. This plan has numerous implications on the Polytechnics that will be affected. The objective of this study is to determine the implications of the conversion of Polytechnics to university campuses on the staff, students, and the existing programmes run by the polytechnics. To achieve these objectives, the study examines the implication of the proposed conversion of the Federal Polytechnics to university campuses on the jobs of academic staff, the future of the existing programmes run by the polytechnic and the prospects of further studies on the part of the National Diploma graduates.*

## Introduction

The educational system of this country was allowed to decay two decades ago due to the long stay in power by the military government. This has necessitated the recently reform exercise embarked upon by the federal government of Nigeria led by former President Olusegun Obasanjo to convert all federal polytechnics into the university campuses in order to salvage the educational system. History has clearly taught us that no condition is permanent and that reforms are therefore inevitable. In other words, it should be noted that not all reforms have always proved beneficial. Some have led to unimaginable imbroglios while many have been short-lived and unsuitable. Some have had short term problems and difficulties only to emerge as being of great benefit on the long run.

Looking at the previous educational reforms embarked upon by great countries of the world, it would be noted that they have used education reforms to introduce structural, systematic and content changes to bring about irreversible progress. Educational reforms invariable

emanate from the basic conviction that considerable progress can be made in a nation and by its people through a careful engineering of the educational process.

**The Nigerian Educational System**

- Ezeh (2007), remarks that Nigeria has watched its educational system decay as there are :
- Decline in quality of graduates and school leavers at all levels
- Lack of motivation for teachers
- Dilapidated school infrastructure.

Buttressing the above points, Dike (2002) asserts that Nigeria is still uncertain where it is headed. In other words, her destination is still unknown. The Nigerian world has blamed the woes of Nigeria, and in particular that of the educational sector on the many years of military misrule. There is the common feeling that the military neglected the universities because of their opposition to military rule. But with the re-emergence of civil rule, the nation's educational institutions are still in shameless today, with university lectures and their polytechnic counterparts still not being paid on time.

Nigeria has toiled with some educational programmes, which have only served as conduits to transfer money to the corrupt political leaders and their cronies. For instance, the nation launched the *Universal Primary Education (UPE)* in 1976. The programme failed due to lack of fund necessitated by corruption, among other factors. Nigeria has again launched another mass-oriented education programme, this time branding it the Universal Basic Education (UBE). The former President, Olusegun Obasanjo declared during the launching of the programme in Sokoto that the nation "cannot afford to fail this time around". However, not long after that, the Federal Government reported that the falling standard of education in Nigeria is caused by "acute shortage of qualified teachers in the primary school level". It is reported that about 23 percent of the over 400,000 teachers employed in the nation's primary schools do not possess the Teachers' Grade II Certificate, even when the National Certificate of Education (NCE) is the minimum educational requirement one should possess to teach in the nation's primary schools (Ogbeifun and Olisa,, 2001).

If one may ask: With the troubling revelations of the shortage and half-baked teachers employed to teach in the nation's schools, how are we certain the current UBE programme will be successful? Has the government trained the required number and are qualify teachers going to be motivated to perform their duties well? Are the classrooms and seats ready, or are

the pupils going to sit on bare floor? Are the books and other teaching materials ready? Dike (2002), however, noted that to improve the standard of education in Nigeria, the society has to first educate the educators and motivate them to perform their duties well. But the leaders do not seem to want to listen!

Ironically, the increased need for higher education during the oil book of the 1970s in Nigeria, coupled with political pressure has led to the establishment of many universities in the society; and an explosive expansion in enrolments during this period marked the beginning of "the decline in quality" of education in Nigeria. In two decades, the number of university students increased eightfold, from about 55,000 in 1980 to more than 400,000 today (Ballog, 2000). Now Nigeria has 36 public universities, 46 polytechnics and 64 colleges of education (Dike, 1999).

As the ugly tradition of corruption persists, the public tertiary institutions have been left to rot away. Some of the loans received from the World Bank toward education during the 1990s were used to purchase unnecessary and "expensive equipment" that could not be properly installed or maintained, and many institution received irrelevant textbooks and journals (Ballog, 2002). All these, including ubiquitous corruption, have contributed to the decline in the quality of instruction in Nigeria's educational institutions that were highly regarded. With the news of corruption still filling the pages of Nigeria newspapers and magazines, the apparent war on corruption in the society seem an impossible task, since those wagging the corruption war are themselves not above board.

Although Nigeria's educational institutions general are in dire need, the most troubled of the three tiers is the primary education sector. The recent statistics on primary education available to these writers show that there are about 2,015 primary schools in Nigeria with no building of any type. Classes are held under trees. The quality of lectures conducted under such an inhumane condition would not be anything to be proud of. With this dismal statistics, the government is still in the habit of allocating less money to the educational sector (See Table A). If Nigeria's allocation to education is compared with that of other less affluent societies of Africa, the picture becomes more discouraging (See Table B)

Table A: **Federal Government Budgetary Allocation to Education**

**Year Allocation (%)**

2000                    -                    8.36

| 2001 | - | 7.0 |
|------|---|------|
| 2002 | - | 8.04 |
| 2003 | - | 10.24 |
| 2004 | - | 9.28 |
| 2005 | - | 8.27 |
| 2006 | - | 9.50 |

Table B: **Spending on Education (% GNP) for Some African Countries as Compared to Nigeria**

**Country % GNP (Gross National Product)**

| Angola | - | 4.9 |
|--------|---|-----|
| Cote d 'Voire | - | 5 |
| Ghana | - | 4.4 |
| Kenya | - | 6.5 |
| Malawi | - | 5.4 |
| Mozambique | - | 4.1 |
| Nigeria | - | 0.76 |
| South Africa | - | 7.9 |
| Tanzania | - | 3.4 |
| Uganda | - | 2.6 |

Sources of Tables A& B; Extract from the African Dept; Alifa Daniel: "intrigues of FG-ASUU Face-off" see The Guardian On-line

Relatively speaking, the above disheartening statistics show how insufficient Nigeria's allocation to the educational sector has been.

**The Polytechnic and its Goals**

The polytechnic is a word used in the names of high schools or colleges in the United States, where you can study technical or scientific subjects. It is a type of British College similar to a university which provides training and degrees in many subjects. The nation Newspaper (2006), says the polytechnic system was patterned after the British tradition of providing middle-level manpower for technological development with 70 percent science and technical

education benchmark. Most of the polytechnics especially the private ones, flout such benchmark with impurity.

Supporting the above views, Akeusola (2006) says such institution no longer exist in the British higher education system where we borrowed the concept from. He says further that at a particular time, Great Britain was at a similar crossroad with the polytechnic system, neglected by students in preference to university education. Sensing that such problem would make nonsense of its school system, the British government quickly phased out the polytechnic system and transformed existing ones to degree awarding institutions thereby making them attractive for the young ones. The goals and objectives of the polytechnic are to product Diplomats that have their heads, hearts and hands in concert on their learning outcomes at both National Diploma and Higher National Diploma levels.

The National Diploma in programme is aimed at producing technicians, while the Higher National Diploma is aimed at producing Technologists who will be immediately employable in the labour market. Therefore, the polytechnic education produces technicians to boost the development of the entire productive sector of the economy.

**The University Education and Its Goal**

During the middle ages the Latin word 'university' referred to any type of community. When used in its modern sense as a place for advanced learning and usually required the addition of other words such as "masters and scholars". Furthermore, it is the term that was normally used to describe a legally chartered school of teachers and students was *studiumgenerale*, meaning a place of study (Britannica Online, 2007).

Universities is an institution of higher education, usually comprising a liberal arts and sciences college and graduate and professional schools that confer degrees in various fields. A university differs from college in that it is usually larger, has a broader curriculum and offers advanced degrees in addition to undergraduate degree. Furthermore, it is an institution for higher learning with teaching and research facilities consisting a graduate and professional school that award 'masters' degrees and doctorates and an undergraduate division that awards bachelor's degrees (Shotunde, 2007).

Remarking on the university goals, Vault (2007), says one of the most important things people can get out of the university experience is learning about real life and further developing their character. He further remarks that one might think that these part processes

should have already been finalized. The only thing is the educational system used does not leave too much space for free expression and under character development. As a direct result, people really get themselves only after they have left school. This kind of character evolution though, if not followed by studying and hard work might be proved useless or at least, not as real as it should be in the long run. The ultimate purpose of university has been since the beginning to educate people.

**Conversion of Polytechnics to University Campuses for What?**

The Nigerian Federal Ministry of Education recently introduced to the nation a structured blueprint for education reform and intervention. Documented in the Ministry's White Paper titled "Vision 2020: the role of the Nigerian Education Sector". Invariably, the ongoing reform agenda by the Ministry has attracted several reactions, criticism and resistance from several quarters including a few past leaders under whose watch the education system degenerated to the current comatose state. Critically missing from these cross-fire and punches against the reform is the element of understanding of how far the education customers-the Nigerian students, have suffered under the burden of dilapidated infrastructure and total absence of technology resources at all levels of our institutions. End result is an education system far worse than what the colonial masters handed over to the nation 46 years ago; a system which needs a critical intervention from grounds up.

While going into the history of educational reform in Nigeria, Omolewa (2007) remarks that the educated elite protested against the status of the college. (i.e. the Polytechnic) which was below the rank of a university. They argued that its training would be inferior to what would be obtained in universities and would confer inferior status on products of the institution. Nationalists suspected that the government's motives in making the college of sub-university standard was a trap to keep Nigerians in inferior jobs under European specialists, thus postponing the day Nigeria would eventually control its industry.

Considering the above facts, the conversion of polytechnics into the university campuses is aimed amongst many reasons to develop a tertiary education sector that provides access at degree and sub-degree levels to all qualified students, a sector which is responsive to the needs of individual, states and the nation and is entrepreneurial in its activities.

**The Implication of the Conversion of Polytechnics to University Campuses on the Nigerian Economy System**

It is a well-known fact that Nigerians have more quests for university than polytechnic education since education determines not only earning capacity, but also the very quality of human life. Based on the above, Dike (2002) believes that in a society that appreciated educated class, those with good education tend to earn higher incomes; and are also in a better position to leave a better life. Higher education gives one a greater sense of how to reduce risks in life and change their behavior.

There are lots of implications of the conversion of polytechnics to university campuses. This border on the jobs of academic staff, the future of the existing programmes run by the polytechnic and the prospects for further studies on the part of the National Diploma graduates.

Eze (2007), says we are producing less and less of the leaders of tomorrow-managers, entrepreneurial, class, teachers, doctors, lawyers etc. He goes further to ask these vital questions.

- How many of us here will prefer their wards to go to polytechnics instead of universities?
- Has anybody noticed the tone of adverts for technical jobs in the newspaper?

In support of the conversion, Ekaette (2006) opines that the decision was taken as a way out of the crisis rocking the education sector, including carrying capacity, lack of access to quality education especially university, over-stretched facilities and over-subsidized vacancies. Furthermore, he lists the Educational Reform Committee's Terms of Reference as:

(a) Streamlining of academic programmes with the minimum academic standards and advising on the programmes to be retained at non-degree level

(b) Stating the effective ways for the smooth running of the newly converted city universities with sufficient funding by the federal government, including the type of programmes to run at degree and non-degree levels and purpose, in detail, the engagement of the teaching staff, consistent with the guideline for the employment of academic staff in Nigeria universities.

(c) Stating the ways by which non-academic staff can be moveable; and immovable instructional and other facilities such as laboratory/workshop equipment.

(d) Stating the detailed estimates of financial intervention required to improve physical and instructional facilities at all campuses; and any other relevant recommendations, which in the committee's judgment, will enhance the smooth consolidation of tertiary institutions.

In recent times, the sector has witnessed unprecedented enrolment, dis-orientation with candidates opting for varsity education, the strengthening of existing polytechnics (public and private) through the affiliation and academic linkages with neighbouring universities. Ezekwesili (2006) argued that with Federal Polytechnic and Federal Colleges of Education becoming proximate and contiguous campuses of universities, 500,000 admission spaces have been created. This is major dividend of the reforms in the education sector embarked upon by the Federal Government.

In other words, Owuamanam (2006) rejects the conversion plan by the Federal government and says that the merger was ill-conceived because Nigeria as a developing country was in dire need of technologists and technicians to boost the development of the entire productive sector of the economy.

COHEADS (2006) kicking against the decision declared that this will spell doom for technical education. It frowned at the new names of Yaba College of Technology and Kaduna Polytechnic and remarked that taking out there two foremost technical institutions producing a sizeable number of technical personnel of the nation and making them conventional universities portends that the technical education is in for a terrible time in Nigeria.

The reform exercise, however, has negative implications on the jobs of academic staff of the polytechnics as many of them are to be redesigned and go for Doctorate Degree Programmes (P.hd) in order to meet the requirement to lecture in any university. Also, many of the programmes run by the polytechnic may be scrapped while the future of National Diploma holders may be unknown.

**Conclusion**

The need to improve higher education in Nigeria should begin with giving greater attention to our elementary, secondary, vocational schools and colleges of technology which are bedrock of Nigeria Educational System instead of laying more emphasis on paper qualification. Therefore, the crisis in education sector, such as graduates who cannot defend their certificates, examination malpractices and cultism; student and system abuse, poor research

opportunities, lack of role models, dearth of qualified Lecturers, etc. will be reduced to the barest minimum.

**Recommendations**

- In order to move forward, the government should adopt necessary policies to destroy the current bad value system in the society and create conducive environment that would enable the educational institution to engage in healthy competition rather than converting polytechnic to university campuses

- The government should create and develop positive attitudes towards technological education

- The law establishing the polytechnic education should be reviewed in line with what obtains in other countries of the world like Britain, US, Canada etc. and the government should fund them adequately.

- Finally, the curriculum of the polytechnics should be expanded to accommodate the award of first and higher degrees.

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# ACHIEVING INDUSTRIALIZATION AND NATIONAL DEVELOPMENT THROUGH POLYTECHNIC EDUCATION IN NIGERIA.

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**A Paper Presented at the 2nd Annual ASUP National Conference at Federal Polytechnic Ilaro, 10th – 13th September, 2007.**

**Abstract**

*It is believed that Polytechnic Education provides manpower for technological development of any nation. There are no complaints from the industries as to expertise of the Polytechnic graduates that their services are no longer required. Meanwhile, Universities are to teach research and expand knowledge for the development and progress of mankind. Polytechnics are not inferior to Universities as they do not perform similar functions but their services and functions complement each other for the development of the nation. Therefore, this paper examines the role of Polytechnics toward the achievement of National Development and industrialization of the country. The paper further examines the notion "that Graduates of Polytechnics are second fiddle to their University counterparts." Finally, the paper comes up with a number of useful recommendations.*

## Introduction

The ability to be proactive and respond effectively to emerging trend ensures survival, growth and prosperity in any developmental plan embarked upon by a nation. In order to achieve this development plan, every human society must see the need to educate her generations so as to pave way for the future development of its industrial sector.

## What then is Education?

Jiboku (2001) posits that Education is the mill the manpower for the development of any nation is made. He goes further to say that education is potent instrument for he development of every society. Education is an important phenomenon in the development of man, it refines man and makes him to contribute his quota to the continuation and the development of the society. (Okunnu, 2001). He posits further that the growth and the development of any country is related to the education of the citizens of the country. Therefore, education is very

important as it is a necessary tools towards the industrialization and national development. That is, not just mere education but technically oriented one.

**National Development**

The Oxford Dictionary of Current English (2001), defines development as a new stage of changing situation. Development at the level of an individual implies increased skills and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. (Rodney, 1978). One important thing that is necessary to note is that development involves changes in social, political, economic and physical structure of man which give rise to both quantitative and qualitative changes. Development, according to Ajaja (2006) involves all the activities embarked upon in improving a person's or a nation's potentials attitudes, material advancement, scientific and technological progress. It is worthy of note that development is usually associated with positive changes or growth that may lead to industrializing a nation.

**National Development** is the nation's increased capacity for dealing with the environment in terms of science and technology. Fisher's theory of development which employed the distinction between primary, secondary and tertiary production are used as the basis. That is to say, that country is assumed to start as primary producers and then, as the basis necessities of life are met, resources shift into manufacturing. (Adeaga, 2001).

Nation development is unachievable if a nation lacks technological know-how. Ajaja (2006) says technology is crucial to societal development because it is both a resources as well as the creator of new and additional resources. It is the application of the knowledge of science towards the construction of equipment, machines, labour-saving devices and implements as well as installation of systems which in turn can be used to produce viable and essential goods or improve the efficiency of existing services. Finally, her asserts that technology is one of the most important agents of development. Therefore, for any nation to be developed and industrialized, the nation must take cognizance of its technological potentials-the role which our polytechnics play.

**The Polytechnic Education**

Wikipedia Encyclopedia (2007) asserts that the term polytechnic comes from the Greek poly meaning "many" and tecnikos meaning "arts". While the term "institute of technology" is related with the technological character of those institution. Therefore, institute of Technology and Polytechnic are designations employed in a wide range of learning institutions awarding different types of degrees and operating often at variable levels of the

educational system. It may refer to both an institution of higher education specializing in technology. A vocational education specialized in technical education or a mixture of both. Polytechnics around the world change the lives of millions of people because

- o It provides essential vocational skills
- o Polytechnic education is career-focuses
- o It is delivered in environment where students receive hands-on-training that enables them to more readily apply skills learned to the workshop. (Ezeh, 2007).

**Industrialization and National Development: The Way Forward**

The Polytechnic Education which is the pivot on which the wheels of industrialization and national development of any nation rotates is capable of filling the technological gap that has been neglected over the years by the government. On the other hand, if the government takes cognizes of the purpose of establishing this institution from where is copied (i.e. Britain), it can bail Nigeria out of the problem of dearth of technologists and shortage of technical skills which are the bane of industrialization and national development.

Ezeh (2007) decries the poor quality of our craftsmen, technicians and technologists, as Nigeria imports such technical staff to handle important construction projects. The question now is – why can't we encourage our wards to pursue technological education to industrialize and develop our nation?

Adeaga (2001) posits that one important but necessary indicator to national development is Education, He says further not just education in its ordinary sense but the Education which is scientific and technical in nature.

Supporting the above views, the heads of Polytechnics and Colleges of Technology in Nigeria, COHEADS (2006), believes that the nation will now be properly positioned to gain from the expertise and experiences of those in polytechnic sectors thereby bringing growth in all facets of our technological and socio-economy advancement. Furthermore, they say that the skills and competencies developed at this level are necessary and adequate for the manpower needs of the nation.

While buttressing the importance of Polytechnic Education to National Development and Industrialization, Ezeh (2007) asked the following vital question: Has anybody notices the tone of adverts for technical jobs in the newspapers? Always HND or B.Sc or B.Eng. so why choose lesser qualification first. According to Ajaja (2006) the revitalization of the industrial sector will have a salutary effect on technological education and that polytechnic graduates

are, because of the practical slant of their training, be more attractive to the industry than their university counterparts.

This is an indication that polytechnic and technological education has the capability, there are no complaints from the industries and the employers of labour as to the expertise of the polytechnic diplomas and that their services are still much needed. However, it is worthy of note that Polytechnics are not inferior to Universities since both are of parallel lines in functions, rather they approach national development and industrialization differently. In other words, the graduates of polytechnics are not second fiddle to their university counterparts.

The significance of industrialization and national development is attended to by Ajaja (2006), who views the developed nation is one with a high degree of modernization, a place where things work, where there is scientific and technological progress, where scholarship is encouraged. It is one in which there is ample opportunity to realize the following objectives.

- o Acquire functional and qualitative education
- o Get jobs in one's field of qualification
- o Achieve mass literacy
- o Access reliable communication and network systems, adequate health and housing facilities and have a greatly decent standard of living.

**Conclusions and Recommendations**

As one can see, there is no doubt that until polytechnic, education is allowed to thrive in Nigeria. Industrialization and national development will be at zero level. The objectives of Technological Education (Polytechnic) which include the provision of part-time courses of instruction and training in technological, applied science, commerce and management and in such other fields of applied learning relevant to the needs and development of Nigeria in areas of industrial and agricultural production and distribution, undertake research in the development and adaptation of techniques, train manpower in engineering, applied science, science, technology and commercial at all professional grades must be emphasized to boost the nation's industries and national development.

The Government must show true commitment to this goal by adequate funding and policies which will encourage the stakeholders to positively change their attitudes towards Polytechnic Education. This will make the nation to be relevant technologically and rededicate itself to Nigeria's industrialization and nation development.

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# THE NEXT MILLENNIUM AND ITS CHALLENGES TO SECRETARIAL PRACTITIONERS

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## Abstract

This paper attempts an explanation of who the secretarial practitioners are and the challenges they are to face in the next millennium. The paper identifies what secretarial practitioners should be in the next millennium as against the public notion towards it nowadays. The paper analyses who a secretary is and how she will be able to cope with the challenges facing secretarial profession in the next millennium. It finds out the reasons Secretaries today are not given their rightful position in their places of work. The paper also highlights the role of secretaries as managers and as indispensable administrator in any organisation they work.

## Introduction

In any organisation, the Secretary has a vital role to play for its survival. Secretarial practice deals with the day-to-day activity of Secretary in an organisation. It is worthy of note that no organisation can succeed without an office and there should be some personnel employed to run the affairs of the office.

The paper work of any organisation is carried out in an office. This service includes receiving and giving out information, receiving and recording incoming correspondence, recording and dispatching outgoing mails, indexing, numbering files, tracing files and preservation, and retrieval of documents for future reference. All these activities are known as records management. Records, if not managed will prevent the establishment concerned from forging ahead. Edun (1986) stressing the importance of an office says it is any given place where information is received, sorted, recorded, executed, rearranged, retrieved and kept for future reference.

Information is what business concerns need to survive if properly processed and managed. Therefore, it is the sole responsibility of the Secretary to ensure that the office and the information that comes in are secured and managed properly. It is information well managed that makes business concerns breakeven But with the public opinion of the secretarial profession, the secretarial profession is yet to be given her rightful place.

**The Secretary as an Image Maker**

The Secretary comes into contact with many people and she should be able to get along with all these people in order to create a good atmosphere for them. The Secretary's office and environment is vital to the survival of the organisation. It serves as the link between her organisation and the outside world. The Secretary projects the good image of her organisation by ensuring that any correspondence that leaves her table must be mailable.

Supporting the above view, Harrison (1982) posits that the Secretary must ensure that all works that leave her office are accurate so that her employer is relieved of the duty of examining every document and she must show her employer that she is capable of doing work on her own. Also, Durowaiye (1992) asserts that a Secretary comes into contact with many people and she is expected to get along with all these people in order to make her working day worthwhile.

Business relies on communication to thrive. The Secretary processes information; schedule callers and serve as an image maker and as a link between the caller and the organisation. Since no business can afford to lose its image, the role of the Secretary in human relation vis-à-vis the environment she works cannot be over emphasised in her interference with the executive, her colleagues, and the outside world.

Buttressing further, Harrison (1982) opines that only large organisations will normally employ a Public Relations Officer or use the services of a public relations agency, no organisation can ignore the need to establish relationships with the public, as well as those associated with the organisation. Additionally, he says that a Secretary can influence public relations in the following ways:

- Receiving visitors in a friendly and efficient manner.

- Being courteous and helpful with telephone callers.

- Paying attention to neatness, style and tone in the preparation of correspondence and replying promptly to letters received.

- Pride in personal appearance.

- Keeping a tidy and well organised office.

- Maintaining good communication – both within and outside the organisation through house magazines, press reports, broadcasts etc.

- Being punctual for appointments, meetings and efficient in making arrangement for them.

- Establishing good relationships with employees and organizing social events for them.

- Cultivating and maintaining friendly contacts with local organisations involving traders and the community in general.

## Office Automation and the Secretary

Office automation has changed the approach to information processing in the modern office. The environment of business is becoming dynamic and sophisticated. Higher production, labour and administrative costs, increasing competition both at home and abroad, more advanced education and management techniques, innovations in technology, all have direct and telling impact on the executive functions. The secretarial practitioner is challenged even more being directed of her traditional role of shorthand and typewriting and keeping secrets of the employer.

Automation gives the Secretary the opportunity to use her brain, and it will relieve her much of the drudgery of present-day secretarial work. Automation throws a challenge to the Secretary to keep her knowledge ahead of the machine. With the advent of these machines, there is a saying that Secretaries will soon be out of job. In contrast with the above statement, Edun and Ajetumobi (1986) posits that Secretaries should not fear the existence of many ideal and sophisticated office machines because automation is only a challenge to a Secretary who does not keep abreast of modern inventions because a machine does nothing until it receives instructions. As a result, recent studies continue to show that the threat is not real despite the fact that those who propagate the elimination of Secretarial Practitioners by modern office machines and equipment are either uninformed or misinformed about the indispensable role of the Secretary. It must be noted that the entire technology culture is meaningless without the human factor; even the computer needs a programmer and other technical support staff to function. However, nothing in computer or word processing can replace the human aspects of the multiple role of the Secretary.

In other words, office automation assists Secretary to be more efficient in her duties and this will enhance her performance and as well as increase output, improves quality of work, reduces fatigue; and also reduces cost. The advantages of office automation can never be gainsaid because it enhances the organisational status in the perception of the general public, employees and customers. This is as a result of good quality and quantity of documents in offices.

## The Secretary's Position in the Office

In many organisations today, Secretarial Practitioners are not accorded their rightful position as they are relegated to the background. For example, they are not allowed to practice their professional roles at meetings; instead the responsibility is given to other personnel who are not experts in the field.

While ascertaining the position of a Secretary in the office, Lee and Brower (1981) posits that from all indications, it could be seen that the Secretarial position is not a dead-end. The job can lead to higher positions for the people who really want it and work hard for it. Top-level Secretaries have started up the management ladder. They work closely with management and her often indispensable to their employers. They take part in management activities and they become familiar with and committed to the objectives of management. Further, he opines that Secretaries who are moving towards the management level gradually assume

management responsibilities not only do they plan and execute their own work, but they also originate work for others. They delegate work, train employees, supervise work production and evaluate results. So, the Secretary must ensure that all works that leave her office are accurate so that her employer is relieved of the duty of examining every document and she must show her employer that she is capable of doing her work on her own initiative (Harrison, 1982). Also, Shaw (1977) posits the Secretary as one who assists one or more members of senior staff in maintaining fast and accurate communications within the organisation and outside world.

The Secretary takes good care of the office both in the presence and absence of her boss. She is seen as the one every office is judged by; and one that keeps business moving smoothly. In other words, the Secretary occupies a key position in any office. This fact, that the Secretary is at the centre of office procedures to whatever level and with whomever, is enough to substantiate her position in the office. Hence, the Secretary's position is progressive and not static.

**Summary**

The paper discussed the importance of the office to the survival of an organisation. It has been able to identify who is really the secretarial practitioner. Also, it states the vital and indispensable role of the Secretarial Practitioner in the office.

**Conclusion**

This paper concluded that the next millennium has posed a lot of challenges to the Secretarial Practitioners. Unlike the Secretary of the past, the Secretary of today performs many duties that are only partly related to the communications, taking dictation and using the typewriter. More and more responsibility is delegated to the Secretary who has the ability to handle the details of office administration efficiently and effectively. It opened up many challenging functions Secretarial Practitioners are capable of handling which revealed that they are managers and indispensable administrators. Also, they are the image-makers of their boss and the organisation they work for.

This study has given challenges to employees to learn, to make decisions, and to be imaginative and selective. The technological innovation has brought changes in the structure and the organisation of the office as well as the traditional role of a Secretary that enables the secretarial work to be attractive and satisfying. A modern Secretary is always new and proactive but the secret of the newness is the search and pursuit of new knowledge since knowledge is like sea water, the more you drink, the thirstier you become; and it is like an horizon, the further you proceed, the more it recedes. The Modern-day Secretary never stops learning but always think of the future since it is imperative to always realize that they are indispensable; making sure they are in the office whenever they are needed and should not form the habit of absenting herself from office time without number with flimsy excuses. Hence, a key to success is the ability to apply what you have learned (Lee and Brower, 1980). So, the Secretarial Practice is growing and advancing into managerial functions. Like other practitioners in the country such as Lawyers, Accountants, Doctors, etc., who are experts in

their field of studies, Secretaries are also experts in Information Management, Office Administration, Human and Public Relations and other office procedure matters. Therefore, Secretarial Practitioners should be allowed to practice their job.

## Recommendations

For Secretarial Practitioners to face the next millennium and its challenges, the followings are recommended based on the findings of this study that:

- Government should approve a professional body for the Secretarial Practitioners like their counterparts in other field of studies.

- Secretarial Practitioners should be given their rightful place in offices since their responsibilities nowadays is of managerial than secretarial traditional functions.

- Secretaries are good office planners, they should be allowed to plan and set-up offices for their organisations.

- The necessary modern office machines should be procured into the offices for better output and efficiency of Secretarial Personnel

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# JOURNALS

**Relevance of Office Technology and Management Skills Acquisition to National and Manpower Development**

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**Abstract**

*The development of any nation depends to a large on her manpower. In actual fact, manpower is the driving force of a nation's social and economic development. This study therefore investigated the impact of skill acquisition in development. This study therefore investigated the impact of skill acquisition in development. The study was carried out in Ogun State of Nigeria. In carrying out the study, three research questions were generated from which the questionnaire used to gather data was developed. Two hundred (200) Office Managers (Secretaries) were selected from five tertiary institutions in Ogun State using simple random sampling technique. Also, two hundred copies of the questionnaire were produced and administered on the selected respondents. However, out of the number administered, one hundred and eighty (180) copies were filled and returned. The data collected was analyzed using mean method. The study concluded that skill acquisition in Office Technology and Management is a cornerstone for national and manpower development. It was recommended that management of every organization should employ qualified Office Managers to man offices so as to achieve set goals and objectives.*

**Introduction**

Office Technology and Management (OTM) formerly known as Secretarial studies is an integral part of vocational and technical education where emphasis is placed on acquisition of skills for national development. The National Policy on Education (2004) defined Office Technology and Management as an aspect of education which prepares students towards the acquisition practice 1 and applied skills as well as basic scientific knowledge needed to perform adequately in the world of work. In other words, the programme is focused on production of manpower that would be self-reliant and contribute to national and manpower development.

Komolafe and Ajayi (2010) described Office Technology and Management (OTM) as work-oriented educational programme which aims at skills acquisition for paid employment, self-reliance or employer of labour. They went further to say that training in Office Technology and Management involves the acquisition and development of skills, competencies, attitudes and attributes to be able to function effectively in the millennium office. Orija (2012) described Office Technology and Management (OTM) as a specialized course of study designed to produce manpower of different cadres (with ND and HND qualifications) that will maintain and sustain offices in both private and public organizations.

Iro-Idoro, Jolaade, Aladenusi and Ajibare (2012) asserted that it is important to equip undergraduates (OTM students) in tertiary with the necessary skills that will enable them to be self-employed and self-reliant after the completion of their programmes. Self-reliance is to rely on one's ability to make a living; that is to utilize acquired tacit knowledge that the metamorphosed into resourcefulness and innovativeness.

Atakpa (2008) opined that the strength of any nation in all ramifications is dependent upon her strength in the use of technology. This assertion made Prachi (2018) to describe manpower (Human Capital) as the collective stock of skills, attributes, knowledge and expertise which further play an integral role in increasing the productivity since employers spend the maximum part of their day in offices and strive hard to achieve the goals and objectives of the organization which in effect contribute positively to the national and manpower development of a Nation.

Atueyi (2010) believed that the rapid advancement in technology and the new innovations are moving from industrial society to information society. Technology has evolved the functions

of office to rely on different society. Technology has evolved the functions of office to rely on different types of improved and standardized equipment. It has also devised varied stages and concepts for effective communication within and outside the organization. These could be seen from the various societal needs and wants created by new technologies. As a result, the jingles have added more alphabets like "I" and "C" to "T". Today, the jingles now ring IT and ICT. According to her, the rapid pace of technological change opens new opportunities like e-company's business. Others are e-commerce, e-purchasing, e-marketing, e-finance and e-service, all use electronic means to do these practices on-line. These new opportunities however, pose challenges not only to OTM graduates but to humanity too.

Kotler (2004) remarked that with faster communication, transportation and financial flows, the world is rapidly shrinking. He further noted that marketers have made a strategic decision to become part of the cyber bazaar. That is, they are using the web to reach new customers to live abroad. Electronic researchers are building support existing customers to live abroad. Electronic researchers are building smarter chips to make our cars, homes and offices more responsive to changing conditions. The blending of personal computers, scanners, fax and copy machines, wireless phones, the internet and e-mail, has made it possible for people to 'telecommute', that is work at home or on the road instead of travelling to the office.

Peter (2010) citied Osagie (1992) revealed that Office Education is a type of education that is concerned with the acquisition of the skills or office occupation, aptitudes, aptitudes and knowledge for carrying out successfully, the functions in the office. Ngenegbo (2002) posited that employees must possess relevant employable skills to fit into labour market. Furthermore, Peter (2010) cited Okwuanaso (1992) said that many changes are taking place in the way tasks re performed in the modern office. These changes show a continued office revolution in future. According to him, the up-to-date office education programme must also prepare students for the modern processes of storing and accelerating production and transmission of letters and other documents. Employers and customers seek graduates who are not afraid to change and who can adapt to changes and will continue to be part of office scene. Change is the order of the day and Office Education graduate is expected to be competent in performing basic skills. Employers and customers have not reduced their demand for graduates who are competent in the use of grammar, punctuation, spelling and proper word choice and who can express themselves well both orally and in writing. Learning skills are also essential. The ability to follow directions and accurately collect fact and information to be stored and later retrieved are important skills.

Today, the greater need is for editing skills that go far beyond the old standard in proofreading. Office Education graduates are no longer expected only to detect errors and to know how to correct them, they should have the ability to edit letter or document as well. Emphasis on those basic skills is a must. There is no acceptable substitute for proficiency in office management since office managers are expected to be experts in utilizing Basic Skills, Administrative Skills, Communication Skills, Interpersonal Skills, Manipulative Skills, Innovative Skills, Creative Skills and Computational Skills for performance. All these would enhance both national and manpower development.

**Statement of the Problem**

The development of any nation depends to a large extent on her human resources. In actual fact, no nation could develop without competent and skilled manpower. Office Technology and Management programme is a course designed to produce highly skilled manpower that could be self-reliant and contribute meaningfully to national development. Unfortunately this area of knowledge has not been given proper attention by government at all levels by the professionals (Office Managers) their due recognition. Also, the perception of society towards Office Technology and Management Programme and the Practitioners (Secretaries) is not encouraging most especially in this era of ICT. There is no doubt that acquisition of OTM Skills creates employment opportunities and reduces crime rates most especially among the youths.

This study therefore investigated the impacts of skill acquisition in Office Technology and Management on National and Manpower Development. This has been affecting the social and economic development of Nigeria.

**Objective of the Study**

The main objective of this study was to examine the impact of skill acquisition in Office Technology and Management on National and Manpower development. The specific objectives were:

1. To identify various skills required by the OTM graduates for effective job performance for National and Manpower Development.
2. To determine how OTM skills could enhance job performance of Office Managers towards National and Manpower Development.

3. To determine the extent which acquisition of skills in OTM could lead to National and Manpower Development.

**Research Questions**

1. What are the skills required by OTM graduates for National and Manpower Development?

2. In what ways could acquisition of OTM skills enhance job performance of Office Managers (Secretaries)?

3. To what extent does acquisition of OTM skills enhance National and Manpower Development?

**Methodology**

The study was a survey and carried out in Ogun State, Nigeria. The population used for the study comprised of OTM graduates (Office Managers) working in five tertiary institutions in Ogun State. The Institutions were, Federal University of Agriculture, Abeokuta; Federal Polytechnic, Ilaro; Federal College of Education, Osiele; Tai Solarin University of Education, Ijebu Ode and Abraham Adesanya Polytechnic, Ijebu-Igbo. A total number of two hundred (200) respondents (forty from each institution) were selected using simple random sampling technique. Questionnaire was the main instrument used to gather data for the study. The instrument consists of sixteen-question items seeking information on the impact of skill acquisition in OTM on National and Manpower Development. The Instrument was validated by experts in Office Technology and Management as well as Human Resources Management. Respondents were asked to choose one out of the four options (Strongly Agree, Agree, Disagree and Strongly Disagree) provided for each item of the questionnaire.

Two hundred (200) questionnaires were administered on the respondents out of which one hundred and eighty (180) copies were duly filled and returned. Forty (40) questionnaires were collected form the Federal Polytechnic, Ilaro; thirty seven (37) from the Federal College of Education, Osiele, thirty six (36) from the Federal University of Agriculture, Abeokuta, thirty four (34) from Tai Solarin University of Education, Ijebu Ode and thirty three (33) from Abraham Adesanya Polytechnic, Ijebu-Igbo.

For the purpose of analysis, values were assigned to the four options provided in the instrument as follows: Strongly Agree= 4 marks, Agree = 3 marks; Disagree = 2 marks and Strongly Disagree = 1 mark. Mean method was used to analyze the data collected. A minimum of 2.5 mean score was set at standard for acceptability or otherwise of the research

question raised on the study. Any research question scored below the set standard was rejected.

Results

Table 1: Mean rating of the respondents, responses on the skills required by OTM graduates for national and manpower development.

| Item Statement | SA | A | D | SD | Total | Mean | Remarks |
|---|---|---|---|---|---|---|---|
| 8. Communication skills | 140 | 23 | 10 | 7 | 180 | 3.64 | Accepted |
| 9. Human Relations skills | 150 | 11 | 9 | 10 | 180 | 3.67 | Accepted |
| 10. Computational skills | 140 | 40 | - | - | 180 | 3.77 | Accepted |
| 11. Leadership skills | 100 | 50 | 10 | - | 180 | 3.16 | Accepted |
| 12. Problem solving skills | 140 | 20 | 20 | 10 | 180 | 3.16 | Accepted |
| 13. Emotional skills | 170 | 10 | - | - | 180 | 3.94 | Accepted |
| 14. Team work skills | 155 | 25 | - | - | 180 | 3.86 | Accepted |

Data collected and analyzed in table one showed that all the items raised on the skills required by OTM graduates were relevant to national and manpower development. This was attested to from the responses of the respondents with the mean score of not less than 2.5 in all the items raised on the research question one.

**Table 2:** Mean rating of the respondents' responses on ways through which acquisition of OTM skills could enhance job performance of Office Managers (secretaries) for national and manpower development.

| Item Statement | SA | A | D | SD | Total | Mean | Remarks |
|---|---|---|---|---|---|---|---|
| 5. Emotional skills help to control one's temperament when relating with others | 144 | 36 | - | - | 180 | 3.8 | Accepted |
| 6. Application of leadership skills leads to team work and achievement of set goals | 86 | 94 | - | - | 180 | 3.5 | Accepted |
| 7. Better understanding is achieved through effective communication skills | 90 | 90 | - | - | 180 | 3.5 | Accepted |
| 8. Team work is enhanced through human relations skills | 176 | 4 | - | - | 180 | 3.9 | Accepted |

The data presented and analyzed in table two showed that all the items raised on the ways through which acquisition of OTM skills could enhance job performance of Office Managers for national and manpower development upheld. This was attested to from the responses of the respondents with the mean score of not less than 2.5 in all the items raised on the research question two.

**Table 3:** Mean rating of the respondents' responses on the extent to which acquisition of OTM skills could lead to National and Manpower Development.

| Item Statement | SA | A | D | SD | Total | Mean | Remarks |
|---|---|---|---|---|---|---|---|
| 6. It enables graduates to be self-reliant | 117 | 63 | - | - | 180 | 3.65 | Accepted |
| 7. It contributes to the Gross Domestic Product (GDP) of a nation | 156 | 24 | - | - | 180 | 3.87 | Accepted |
| 8. It leads to global competitiveness | 118 | 62 | - | - | 180 | 3.66 | Accepted |
| 9. It reduces social vices | 119 | 61 | - | - | 180 | 3.66 | Accepted |
| 10. It increase government revenue through tax payment | 90 | 90 | - | - | 180 | 3.5 | Accepted |

The data collected and analyzed in table three also showed that all the items raised on the extent to which acquisition of OTM skills could lead to national and manpower development were upheld. This was attested to from the responses of the respondents with the mean score of not less than 2.5 in all the items raised on the research question three.

**Discussion**

The first research question sought to determine the skills required by OTM graduates for national and manpower development. From the data collected and analyzed, all the respondents agreed that acquisition of OTM skills is a veritable tool for national and manpower development. The outcome of this study was in line with Peter (2010) that office education graduate is expected to be competent in performing basic skills. He remarked further that employers and customers have not reduced their demand for graduates who are competent in the use of grammar, punctuation, spelling and proper word choice and who can express themselves well both orally and in writing. He highlighted that listening skills are also essential; the ability to follow directions and accurately, collect fact and information to be stored and later retrieved are important skills. Emphasis were also placed that greater is the

need for editing skills that go far beyond what we normally thought of as proofreading. Office education graduates are no longer expected only to detect errors and to know how to correct them; they should have the ability to edit documents as well.

The second research question sought to know the ways acquisition of OTM skills could enhance the job performance of Office Managers (Secretaries). Based on the data collected and analyzed, it was discovered all the respondents agreed with the items raised on the research questions. The outcome of this study was in line with Ngenegbo (2002) assertion that employees must possess relevant employable skills to fit into labour market. The result also corroborates the opinion of Peter (2010) that Office Education (OTM) graduate is expected to be competent in performing basic skills. The findings supported the assertion of Komolafe and Ajayi (2010) that Office Technology and Management (OTM) is work-oriented educational programme which is aimed at skills acquisition for paid employment, self-reliance or employer of labour. And that it involves the acquisition and development of skills, competencies, attitudes and attributes to be able to function effectively in the millennium office.

The third research question sought to investigate the extent acquisition of OTM skills had enhanced National and Manpower Development. The data collected and analyzed for the study, revealed that all the items raised on the research question were upheld. The outcome of this study was in line with Atakpa's (2008) view that the strength of any nation in all ramifications is dependent upon her strength in the use of technology. Also, the result of this study lend credence to the findings of O'Keefe (2008) in his study on the need to ensure that those coming through education and those currently in the workforce have the right skills for this evolving sector so as to contribute to the national and manpower development of a nation positively. The outcome of this study supported the opinion of Prachi (2018) that skill acquisition and expertise play significant role in manpower development. Office Technology and Management skills like communication, human relations, computation, team work etc. if well utilized enhance productivity of every organization. This would eventually lead to national manpower development of a nation.

**Conclusion**

Office Technology and Management is a specialized course of study that was designed to produce manpower to maintain and sustain offices in both private and public organizations. It can be described as a work-oriented educational programme which aims at skill acquisition for paid employment, self-reliance and employer of labour. It also involves acquisition and

development of skills, competencies, attitudes and attributes of function effectively towards national and manpower development.

Consequently, acquisition of Office Technology and Management skills such as communication, human relations, assertiveness, emotional to mention but just a few is the right step in the right direction towards national and manpower development.

There is no doubt that the quality of manpower in a country determines to a large extent on her social, economic and political development.

**Recommendations**

The following recommendations were made on this study.

o The Federal and State governments should focus more attention on Office Technology and Management Programme through provision of funds for procurement of facilities for institutions running the course.

o Office Managers (Secretaries) should try as much as possible to update their knowledge through training and other developmental programmes.

o Government at all levels should provide enabling environment for OTM graduates who are desirous of being job creators rather than job seekers.

o The management of organizations (employers of labour) should employ highly qualified Office Managers who are experts and skilled in office management to man offices so as to achieve set goals and objectives.

o Government should provide financial assistance to all OTM graduates who are interested in putting the acquired skills into practice i.e. those who want to be self-reliant rather than job seekers.

o The National Board for Technical Education should review the curriculum of OTM programme from time to time so as to meet the needs of the graduates and society at large.

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# ENHANCING SKILL ACQUISITION OF POLYTECHNIC OTM STUDENTS FOR JOB EFFECIENCY TOWARDS THE REALIZATION OF SUSTAINABLE NATIONAL DEVELOPMENT AND TRANSFORMATION.

## Abstract

*The researchers were of the belief that the level of skill acquisition among Office Technology and Management students has been on the decrease over the years. This paper therefore looked into how to enhance the level of skills acquired by Office Technology and Management Students in Nigeria Polytechnics to enable them to contribute to their expected quota to the realization of national development and transformation through job efficiency. The survey design was used for the research and the main instrument used for data collection was questionnaire with the support of interviews and personal observations. Relevant literature was also reviewed. It was discovered that except for shorthand which has been de-emphasized because of the trend in ICT, the present curriculum should normally enable the OTM students to acquire higher level of skills and so contribute significantly to national development. This paper therefore concluded that the decline in skills acquired by the students is not curriculum-based but learners-based. The researchers finally recommended among others, that government should allow Polytechnics in the country to conduct admission interview in addition to JAMB conducted UTME to determine applicants' ability to cope with the mastery of the skills involved in Office Technology and Management Training.*

## INTRODUCTION:

For a nation to be developed and transformed, all the government programmes must be channeled accordingly while all the available resources in the country (human, physical and financial) must be maximally utilized towards this end: Out of these three categories of resources, the human resource plays the coordinating role in their effective interplay and so determines the extent to which the totality of the resources can help engender national

development and transformation. It was in realization of this importance of the human resource that the Federal Government of Nigeria tagged education as the instrument par excellence for national development in the 1998 National Policy on Education.

Graduate-secretaries are one of the categories of human resource expected to contribute their quota to the development of Nigeria through effective performance of their jobs wherever they work. Although a few universities now run Office Technology and Management programme, polytechnics have been the major producers of graduate-secretaries over the years. According to NBTE (2004), National and Higher National Diploma programmes in Office Technology and Management are designed to:

v.     Equip students with secretarial/office skills for employment in various fields of endeavor;

vi.    Expose them to courses in their special areas as well as in general education;

vii.   Equip them with effective work competencies and socio-psychological work skills which will help them in their daily interaction with others; and

viii.  Prepare students for further studies.

In line with the above objectives, the training curriculum for both ND and HND programmes in Office Technology and Management is made up of four components viz;

v.     General Studies

vi.    Foundation Courses

vii.   Professional Courses; and

viii.  Supervised Industrial Work Experience (SIWES)

In order to ensure capability, an applicant for admission for OTM training at the ND level is required to possess at least 4 credits at one sitting in certain relevant subjects in WASSCE, GCE, NECO or NBC.

Olaitan (1998), suggests that a work-oriented utilitarian education should be designed to enable every individual to function productively in his occupation and be useful to him and the society. Hence, Mmereole (1990), refers to higher education as the engine room of national growth and therefore advises that graduates should be well-groomed. In line with Olaitan and Mmereole's suggestions and submissions, OTM students are exposed to the above-mentioned learning components to enable them to acquire the following three broad categories of skills:

**iv.    Cognitive Skill:** This is to enable the students to understand, apply, analyze, synthesize and evaluate;

**v.  Affective Skill:** This is to enable them to relate with others, know how to appreciate and be appreciated by others, how to organize, etc. and

**vi.  Psychomotor Skill:** This is to enable them to know how to operate different types of equipment.

## STATEMENT OF THE PROBLEM

Except in shorthand, most secretarial (now OTM) students were always assessed to be very skillful or at least above average in skill possession up till the past ten years or thereabout. They were particularly considered to be better than their counterparts in other departments in communication skills. Even though many of the past students did not find shorthand easy, they still put in relatively much effort to acquire a reasonable level of mastery that enabled them to pass and make use of the skill where required in their places of work after graduating. As regards keyboarding, although ICT had not gained its present level of emphasis in the curriculum, students still produced more maiLable jobs than what students of nowadays produce. Apart from shorthand and typewriting, there is a noticeable decline in students' level of dexterity in virtually all other courses despite the fact that the Department of OTM in some polytechnics have more equipment and higher level teachers than what the situation was in the distant past. This steady and drastic decline in skill acquisition among Polytechnics OTM students hassled to a corresponding decline in the level of job performance of graduate-secretaries in different organizations, thus posing a serious limitation to their contribution to national development and transformation.

## RESEARCH QUESTIONS

In an effort to proffer solution to the research problem, this study sought to provide answers to the following questions:

1. What are the curriculum offerings put in place to enable Polytechnics OTM students to acquire the necessary skills?
2. How do the OTM students reflect inadequate skill acquisition?
3. What are the causes of inadequate skill acquisition among the OTM students?
4. What are the effects of inadequate skill acquisition among Polytechnic OTM students on national development and transformation?
5. How can the present level of skill acquisition among Polytechnic OTM students be enhanced for national development and transformation?

## PURPOSE OF THE STUDY

The purpose of this research was to help solve the problem of declining level of skill acquisition among Polytechnic Office Technology and Management students so that they will be able to contribute more meaningfully to national development and transformation through effective job performance after graduating.

## SIGNIFICANCE OF THE STUDY

If the recommendations of this paper are observed by all concerned, Polytechnic OTM students will be able to acquire higher level of skills that will prepare them to contribute more to national development and transformation with less effort on the part of their teachers.

## METHODOLOGY

The survey design was used for this study. The data for the study were collected with questionnaire as well as through interview and personal observation. The interview and personal observation were carried out in some states owned and federal polytechnics situated in Lagos, Ogun, Oyo, Osun, Ekiti and Kwara States which the researchers use to have contact with them from time to time. The simple percentage method was used in explaining the summary of samples responses to the questionnaire items used in answering the research questions.

## POPULATION AND SAMPLE

The population used for this study consisted of the lecturers from higher institutions concerned with technical education all over the country who attended a recent Annual National Conference on the campus of the researchers' polytechnic. Incidentally, it was a well-attended conference with participants from various geographical parts of the country. One hundred copies of the structured questionnaire prepared for the were administered to the target population while fifty of them were selected as sample. The purposive sampling technique was adopted in order to ensure that only lecturers involved in teaching OTM students and those having Polytechnic graduate-secretaries attached to them in their offices were selected for the study.

## RESULTS AND DISCUSSION

**Research Question 1:** What are the curriculum offerings put in place to enable Polytechnic OTM students to acquire the necessary skills?

In answering this question, the National Board for Technical Education (2004) Curriculum and Course Specification was reviewed. The NBTE divides the curriculum offerings for ND and HND programmes into four components as follows:

5. **General Education Courses:** These include courses like Citizenship Education I and II, Communication, Social Psychology, Literary and Oral Composition with General Science. The NBTE (2004) Curriculum specifies that the General Education courses should be allocated 15% of the total contact hours for each programme.

6. **Foundation Courses:** These include courses in Economics, Business Mathematics, Business Administration, Accounting, Nigeria Legal System, Human Capital Management, Business Law and Entrepreneurship. These foundation courses are expected to account for 10 to 15% of the contact hours.

7. **Professional Courses:** These are courses which give the student the theoretical knowledge and practical skills he needs to practice as a secretary. These are to be allocated between 60 and 70% of the contact hours.

8. **Supervised Individual Work Experience Scheme (SIWES):** This shall be taken during the long vacation at the end of the second semester of the 100 level.

Further review of the NBTE Curriculum for the OTM programme of study revealed a breakdown of the component courses on semester basis as follows:

**ND 1, 1st Semester:** Use of English 1, Citizenship Education, Introduction to Business 1, Shorthand 1, ICT 1, Office Practice 1 and Keyboarding 1.

**ND 1, 2nd Semester:** Communication in English 1, ICT II, Citizenship Education II, Introduction to Entrepreneurship, Principles of Law, Career Development, Shorthand II, Modern Office Technology and Keyboarding II.

**ND 2, 1st Semester:** Use of English, Research Technique, Shorthand III, Office Practice II, Desktop Publishing, Principles of Accounting, Keyboarding III.

**ND 2, 2nd Semester:** Communication in English II, Records Managements, Principles of Economics, Webpage Design, People Communication Skills, SIWES and Project.

**HND 1, 1st Semester:** Shorthand IV, ICT Office Application 1, Office Administration and Management 1, Business Communication 1, Social Psychology and Business Law.

**HND 1, 2nd Semester:** Business Communication II, ICT Office Applications II, Office Administration and Management II, Research Methods, Professional Career Development, Human Capital Management and Nigeria Labour Law.

**HND 2, 1st Semester:** Advanced Transcription, Literary Appreciation and Oral Composition Skills, Advanced Desktop Publishing and Elements of Human Capital Management.

**HND 2, 2<sup>nd</sup> Semester:** Management Information Systems, Professional Ethics and Social Responsibility, Introduction to Entrepreneurship, Advanced Webpage Design and Project.

All the interviewed respondents agreed that these curriculum offerings were adequate in content and contact hours to enable Polytechnic OTM students to acquire adequate level of skills to enable them to contribute significantly to national development. Meanwhile, Oluwasina and Afuwape (2009), had asserted that if the training of Business Education students (OTM students inclusive) was systematically carried out in line with the specifications in the curriculum, a new generation of competent and skilled graduates would be produced. The researchers are therefore in agreement with the views of the respondents that the curriculum offerings are adequate for the preparation of the OTM students to contribute remarkably to national development. However, the researchers opine that in addition to Oluwasina and Afuwape's assertion above, learners who are the major beneficiary of the curriculum must play certain roles before the curriculum objectives can be achieved.

**Research Question 2:** How do the OTM students reflect inadequate skills acquisition?

**Table 1: Showing samples responses on how home OTM students reflect inadequate skill acquisition.**

| S/N | QUESTIONAIRE ITEMS | AGREED RESPONSES | % | DISAGREED RESPONSES | % |
|-----|--------------------|------------------|---|---------------------|---|
| 8. | Poor quality keyboarding | 50 | 100 | - | - |
| 9. | Inaccurate shorthand outlines and transcription | 50 | 100 | - | - |
| 10. | Poor English | 50 | 100 | - | - |
| 11. | Lack of punctuality to lecture rooms | 48 | 96 | 2 | 4 |
| 12. | Lateness in submitting assignments | 48 | 96 | 2 | 4 |
| 13. | Rudeness to constituted authorities | 44 | 88 | 6 | 12 |
| 14. | Unethical dressing | 46 | 92 | 4 | 8 |

**Source: Survey, 2013**

An average of 48 of the 50 samples, representing 96% agreed that poor keyboarding, inaccurate shorthand writing and transcription, bad written and spoken English, lateness to lecture rooms and in submitting assignments, rudeness to lecturers and other constituted authorities, and unethical dressing are some of the behaviours (learning and social) through which the OTM students manifest their inadequate acquisition of imparted skills. With these

plethora of problems, graduates of OTM from polytechnics can hardly contribute much to national development. This is not in consonance with the objectives of Secretarial Administration (now OTM) training which are highlighted by Akpomi (2001), as the production of well-qualified and competent graduate secretaries who will be able to contribute to national development through efficient job performance in offices or wherever they may work. Hence, Aromolaran (2003), affirms that education could be both an enabling and a disenabling factor to development of a nation.

**Research Question 3:** What are the causes of the inadequate skill acquisition among Polytechnic OTM students?

**Table 2: Showing samples responses on some of the causes of inadequate skill acquisition among some polytechnic OTM students.**

| S/N | QUESTIONAIRE ITEMS | AGREED RESPONSES | % | DISAGREED RESPONSES | % |
|-----|--------------------|------------------|---|---------------------|---|
| 6. | Lack of seriousness on the part of the students | 40 | 80 | 10 | 20 |
| 7. | Inability to master the relevant rules/principles | 30 | 60 | 20 | 40 |
| 8. | Defiance of rules/code of conduct | 25 | 50 | 25 | 50 |
| 9. | Poor level of skill impartation | 6 | 12 | 44 | 88 |
| 10. | Inadequacy of instructional materials | 16 | 32 | 34 | 68 |

The responses of an average of 39 out of the 50 samples (representing 78%) to the question items used to collect data for answering this research question showed that lack of seriousness, inability to master the relevant rules/principles on skill acquisition, unwillingness to abide by the laid down code of ethics etc. were some of the causes of inadequate skill acquisition among Polytechnic OTM students. Also, some of the samples (3 and 8 representing 6% and 16% of the samples respectively), gave poor level of skill impartation and inadequate acquisition of skills among Polytechnic OTM students. In effect, what the respondents concerned were trying to say was that some OTM teachers have failed to perform their jobs effectively. This is because, according to Ogungboyega and Lasisi (2003), the purpose of vocational education (OTM inclusive) is to increase the individuals potentials

to enable them to fulfill their personal, social and career goals through the development of skills and abilities they require for productive employment.

**Research Question 4:** What are the effects of inadequate skill acquisition among Polytechnic OTM students on national development and transformation?

**Table 3: showing same responses on some of the effects the inadequate level of skill acquisition among some polytechnic OTM students.**

| S/N | QUESTIONAIRE ITEMS | AGREED RESPONSES | % | DISAGREED RESPONSES | % |
|-----|--------------------|------------------|-----|---------------------|---|
| 5. | Poor quality of job performance | 50 | 100 | - | - |
| 6. | Lower standard of education | 50 | 100 | - | - |
| 7. | Turning out of low quality graduate secretaries | 50 | 100 | - | - |
| 8. | Inability of government to get value for huge money budgeted for education annually | 50 | 100 | - | - |
| | | 200 | - | | |

**Source: Survey, 2013**

The entire 50 samples, representing 100% gave some of the effects of inadequate skill acquisition among Polytechnic OTM students on national development and transformation as poor quality of job performance after graduation thus limiting their level of contribution to the efforts of government to develop the country. This translates to inability of the trainees to give government value for the huge sum of money spent on education on yearly basis and a frustration of the government's policy using education as the instrument par excellence for national development and transformation. The government's aims and objectives of education as contained in the National Policy on Education (1981) are:

iii.     The inculcation of the right type of values and attitudes for the survival of the individual and the Nigeria society; and

iv.      The acquisition of appropriate skills, abilities and competencies, both mental and physical, as equipment for the individual to live and contribute to the development of his society.

**Research Question 5:** How can the present level of skill acquisition among Polytechnic OTM students be enhanced for national development and transformation?

**Table 4 showing samples responses on how the present level of skill acquisition among polytechnic OTM students can be enhanced.**

| S/N | QUESTIONAIRE ITEMS | AGREED RESPONSES | % | DISAGREED RESPONSES | % |
|-----|--------------------|------------------|---|---------------------|---|
| 5. | The present level of skill acquisition among polytechnic OTM students can be enhanced for national development and transformation | 50 | 100 | - | - |
| 6. | Only applicants who have aptitude for the course are admitted into the national diploma programme | 50 | 100 | - | - |
| 7. | The department of office technology and management should be equipped with adequate resources to enable it to impact the skill effectively to the students | 50 | 100 | - | - |
| 8. | The students concerned should cooperate with their lecturers by taking to their instructions and corrections | 50 | 100 | - | - |
| | | 40 | | | |

**Source: Survey, 2013**

In their responses to the question items used to gather data on research question 5 above, all the sample elements representing 100% gave similar suggestions on how the present level of skill acquisition among Polytechnic OTM students can be enhanced. They opined that there is the need to test the aptitude or capability of applicants unto OTM National Diploma programme before they are offered admission. They also opined that adequate provision of human, material and financial resources (in quantum and quality) is very germane to the enhancement of skill acquisition among OTM students. They also advised that the students concerned should cooperate with their lecturers by carrying out their instructions and take to corrections, when given.

**CONCLUSION**

From the responses of the majority of the samples to questions posed to them on the five research questions for this study which were in line with earlier researchers submissions and also supported by the authors of this paper, it is hereby concluded that the level of skill acquisition among Polytechnic OTM students has reduced drastically.

Consequent upon this, the quality of job performance of graduate-secretary is now ridiculously low and this negatively affected the level of contribution of this cadre of the country's human resource to national development and transformation. There is therefore the need for this problem to be urgently and pragmatically addressed.

**RECOMMENDATIONS**

To enhance the present level of skill acquisition among Polytechnic OTM students so that graduate-secretaries from this sector of tertiary institutions in Nigeria will be better prepared to contribute more significantly to national development and transformation, this paper recommends as follows:

v.     Polytechnics especially the Department of OTM should be allowed by the government agencies concerned to conduct aptitude test in addition to JAMB UTME for candidates who apply for admission into the National Diploma programme.

vi.    The management of each Polytechnic should adequately provide its Department of OTM with adequate human, material and financial resources to effectively impart the necessary skills on the students so that they will be properly prepared to perform optimally wherever the work after graduation.

vii.   Teachers of OTM students in the Polytechnics should do all they can to ensure that they effectively impart to their students all the skills stipulated in the NBTE Curriculum according to the specifications.

viii.  Polytechnic OTM students should cooperate with their teachers by ensuring that they comply with all the instructions and code of ethics given to them as part of the training they need to undergo in order to be well-groomed for efficient job performance after their graduation.

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# PROSPECTS AND CHALLENGES OF ENTREPRENEURIAL SKILL ACQUISITION IN THE TERTIARY INSTITUTIONS

*Abstract*

It is no longer news that the rate of unemployment is alarming and graduates roam about the streets looking for white-collar jobs in Nigeria. This paper focuses on the opportunity and the challenges of acquiring entrepreneurial skills in tertiary institutions in this country. Three Research Questions were formulated and the researchers designed a questionnaire tagged Entrepreneurial Opportunities and Challenges in Tertiary Institutions (EOCT) which was used to obtain data. The sample consists of 100 students drawn from five (5) institutions in Ogun State of Nigeria. The random sampling technique was used to select 20 students from each of the five institutions in the State. Data collected were analysed using simple percentage frequency. The result revealed that entrepreneurial skill acquisition will improve self-reliance. It will develop leaders that will be shaped and re-shaped to meet up with the changes in the global economy and it will also improve upon the nation's industries to have buoyant national Gross Domestic Products (GDP). It was also revealed that there was inadequate knowledge of entrepreneurship education in some of the tertiary institutions and also poor funding for new and young entrepreneurs. The paper therefore recommends that entrepreneurship education should be included in the curriculum of tertiary institutions and should be made open to all disciplines.

**Key Words:** Opportunities, Challenges, Entrepreneurial Skills and Tertiary Institutions.

## Introduction

In a global world characterized by dynamic change, complexity and uncertainty our tertiary institutions face numerous challenges. Entrepreneurial Skill is important for economic growth and development in the area of poverty, alleviation, employment generation and economic vitality has made entrepreneurship education more relevant in developing economies in this century. The increasing national and international competition to win students scientists' research funds and other source of income as well as rankings and reputation is of particular interest. Academics place much emphasis on teaching, researching and publishing and probably community development (George, Jain and Maltarich, 2005). They have come to regard their roles as traditional duties. Entrepreneurship has much to do with opportunity

identification, combining of resources, establishing and running an enterprise for profit making or social services. Entrepreneurship involves issues that deal with creativity, commercialization and profitability.

It is important to equip undergraduates in tertiary with the necessary entrepreneurial skills that will enable them to be self-employed and self-reliant after the completion of their programmes. These changes demand from tertiary institutions an entrepreneurial orientation with increasing market orientation and a stronger self-reliance which will be associated with considerable opportunities and also risk. Nigeria is one of the poor countries of the world because sizeable proportions (about 54%) of the populace live in extreme poverty, on less than one dollar per day (CBN, 2005-2007 (draft) report in Oriola, 2009). The development of entrepreneurial skills in Nigeria is not, without some reservations. Although Nigeria is seen as a nation which has developed in the area of private enterprises compared to other Sub-Sahara African countries. Nigeria tertiary institutions should make entrepreneurial development studies a compulsory course for all Nigeria students. Lecturers and Instructors also need to be well equipped with the theoretical and practical aspect of the course, because one cannot give what he or she does not have. For the students to be well equipped with entrepreneurial skills, the theoretical and practical aspect of entrepreneurship must be effectively communicated to them.

**Definition of Entrepreneurship Education**

Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society; makes employees more aware of the context of their work and better able to seize opportunities, and provide a foundation for entrepreneurs establishing a social or commercial activity (European Commission, 2008).

Entrepreneurship education attempts to provide the knowledge and learning experiences to help students develop the skills associated with starting a business venture. These include visioning, leading, communicating, listening, problem solving, managing change, networking, negotiating, and team building (Sahlman and Stevendson, 1992).

The World Economic Forum (2009) posited that entrepreneurship education is critical for developing entrepreneurial skills, attitudes and behaviours that are the basis for economic growth. They went further to say that access and exposure to entrepreneurship within educational systems at all levels are important as they are the outreach to target audiences

outside traditional educational systems. Furthermore, they opined that entrepreneurship education provides a mix of experiential learning, skill building and, most importantly, mindset shift. Certainly, they say that the earlier more widespread the exposure to entrepreneurial, in one form or another, at some stage in their lives.

While buttressing the above, they quoted Drucker (1985) who says that most of what you hear about entrepreneurship is all wrong. It is not magic; it is not mysterious; and it has nothing to do with genes. It is a discipline that can be learned. Therefore, entrepreneurship education can help promote an entrepreneurial and innovative culture by changing mindsets and providing the necessary skills. Schools systems have traditionally focused on providing basic skills and ensuring students to secure future jobs – not on teaching students to become entrepreneurs. Meanwhile globalization, the rapid development of technology and the lower cost of travel have changed the nature of work. It is no longer enough to train students for a career. School and Universities must prepare student to work in a dynamic, rapid changing entrepreneurial and global environment.

**The Objectives of the Paper**

This paper therefore aimed at achieving the following objectives:

iii.   To identify, if there is any opportunity of acquiring entrepreneurial skills in tertiary institutions.

iv.   To identify the challenges of acquiring entrepreneurial skills in tertiary institutions.

**Statement of the Problem**

To be fully prepared for entrepreneurship, individuals must look outward in order to interact with and learn about the wider environment and recognize fully the opportunities and challenges that comfort them. It is also important for them to know how to make their business grow and successful. A critical look around will show that many of our young graduates are roaming about the streets without jobs. International Labour Ogranisation report (1999) revealed that only a minority of countries, Nigeria inclusive, is providing jobs to absorb new entrants into the labour markets. The scenario is complicated with the fact that a large number of Nigerian graduates look for paid employment in the public sector and large scale enterprises that are presently downsizing, right-sizing or folding-up completely. The unemployment situation and fact that graduates are not equipped with necessary skills, knowledge and attitude to be self-reliant make it alarming and highly frustrating to the

graduates. Therefore, this paper was directed towards acquiring entrepreneurial skills opportunities and challenges in our tertiary institutions.

## Research Questions

To achieve the objects of this study, the following research questions were formulated.

iv. Does entrepreneurial skill pose opportunities for the graduates?

v. Are there challenges being faced in acquiring entrepreneurial skill by tertiary institutions?

vi. Is there any relationship between entrepreneurial education and entrepreneurial skills?

## Methodology

Descriptive survey design was adopted for the study. The sample consisted of 100 students drawn from five tertiary institutions from Ogun State, namely; Olabisi Onabanjo University, Ago-Iwoye; Tai-Solarin University of Education, Ijebu Ode; The Federal Polytechnic, Ilaro; Moshood Abiola Polytechnic, Abeokuta and Federal College of Education, Osiele, Abeokuta. The random sampling technique was used to select a total of 20 students consisting of all disciplines from each of the institutions. A self-designed questionnaire titled Entrepreneurial Opportunities and Challenges in Tertiary Institutions (EOCTI) was used to obtain data. The instrument was administered to the respondents personally by the researchers through the assistance of some students in each of the institutions. The research questions were answered after analysis using simple percentages.

## Analysis of Data

Research Question One: Does entrepreneurial skills pose opportunities for graduates?

**Table 1**

| Response | No. of Respondents | Percentage |
|----------|--------------------|------------|
| Agree | 95 | 95 |
| Disagree | - | - |
| Undecided | 5 | 5 |
| **Total** | 100 | 100 |

Table 1 revealed that 95% of the respondents were in favour of the research questions, 5% were neutral and none were against. This means that acquisition of entrepreneurial skills pose great opportunities for the graduates.

Research Question Two: Are there challenges being faced in acquiring entrepreneurial skill by tertiary institution?

**Table 2**

| Response | No. of Respondents | Percentage |
|----------|--------------------|------------|
| Agree | 100 | 100 |
| Disagree | - | - |
| Undecided | - | - |
| **Total** | 100 | 100 |

The above table revealed that all the respondents were in support of the research question. This implied that the respondents strongly believed that tertiary institutions faced a lot of challenges on the implementation.

Research Question Three: Is there any relationship between entrepreneurial education and entrepreneurial skills?

**Table 3**

| Response | No. of Respondents | Percentage |
|----------|--------------------|------------|
| Agree | 75 | 75 |
| Disagree | 20 | 20 |
| Undecided | 5 | 5 |
| **Total** | 100 | 100 |

Table 3 above showed that 75% of the respondents agreed with the research question, 20% disagree and 5% were neutral. This implies that the majority of the respondents believed that there is a great relationship between entrepreneurial education and entrepreneurial skills.

**Discussion of Findings**

**Research Questions:**

**4.      Does entrepreneurial skill pose opportunities to the graduates?**

Based on the responses from the respondents, the highest 95% of the respondents favoured the research question. This is so because they believed that the acquisition of entrepreneurial skills give graduates the opportunity of running their own business enterprise instead of looking for white-collar jobs that are scarce to come by. Also, it allows graduates with opportunities to explore and fulfill their potentials. That is, preparing today's students for success and eventual leadership in the new global market place is the most important

responsibility in education today. Entrepreneurship education is an important tool to achieving these objectives (and) …. Should be universally available to provide all students with opportunities to explore and fulfill their potential (World Economic Forum, 2009).

**5.    Are there challenges being faced in acquiring entrepreneurial skill by tertiary institutions?**

The data collected showed that 100% of the respondents agreed that there are challenges being faced in acquiring entrepreneurial skill by tertiary institutions. They were of the opinion that lack of sustained funding pose a great challenge on the acquisition of entrepreneurial skills. This is in line with Gibb and Hannon (2006) view that in the future many institution of higher education will be increasingly confronted with new challenges, such as recognizing and exploiting opportunities for cultivating competitive profile, utilizing resources more effectively and efficiently, and improving learning processes for themselves and their stakeholders. In light of these dynamic developments and challenges there exists a broad consensus that universities have to become more entrepreneurial.

**6.    Are there any relationship between entrepreneurial education and entrepreneurial skills?**

The result indicated that majority of the respondents agreed with the research question as 75% of them were in support, 20% were against and 5% were neutral. The respondents believed that there is relationship between entrepreneurial education and entrepreneurial skills because business enterprises are better managed by skilled entrepreneurs than unskilled ones. The skilled entrepreneurs exhibit good leadership abilities to convert ideas, opportunities into competitive profiles and utilizing resources to maximize profits.

**Conclusion**

Entrepreneurial education and entrepreneurial skill acquisition opportunities have added a new dimension to knowledge for job creation. The result of this study showed that acquisition of entrepreneurial skills can be used to reduce the number of job seekers that have been flooding the labour market as a result of increase in number of students graduating from higher institutions year by year without corresponding job opportunities to accommodate them. It also revealed that entrepreneurial skills acquisition will improve self-reliance and develop leaders that will shaped and reshaped to meet up with changes in the global economy

and as well improve upon the nation's industries to have a buoyant national Gross Domestic Product (GDP).

Besides the opportunities, the study also revealed that the challenges of inadequate funding and lack of enabling environment for entrepreneurial skill development such as social-political influence on ventures like government policies i.e. legislation, taxation and people's general norms.

**Recommendations**

Based on the findings and the conclusions drawn from the study, the following recommendations are proffered:

5.  Students should avail themselves of the opportunities embedded in entrepreneurial skill acquisition to make them to be self-reliant.
6.  Government should address the issue of inadequate funding of tertiary institutions by funding these institutions adequately to enable them meet with their obligations to students.
7.  The institution authorities should attend to the challenge of enabling environment by providing the infrastructures, equipment and adequate manpower needed to train students on entrepreneurial skill development.
8.  Entrepreneurship education should be included in the curriculum of tertiary institutions and should be made open to all disciplines.

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# Self-Concept Traits and Entrepreneurial Orientation as Predictors of Students' Academic Performance

## ABSTRACT

A descriptive research approach was used to determine the prediction of self-concept trait and entrepreneurial orientation on students' academic performance. The sample consisted of two hundred private secondary school students in Sagamu LGA. Data was collected through a combination of self-developed questionnaire tagged "self-concept traits questionnaire" and "Students' Entrepreneurial Orientation Index" respectively. The data obtained was analyzed using multiple regression analysis, correlation co-efficient and z-test statistical tools at 5% error margin. Results indicated significant prediction of the independent variables on the criterion variable; self-concept was a potent predictor of academic performance; gender difference was observed in the self-concept trait of the students; and no gender difference was recorded in the entrepreneurial behavior and academic performance of the students. It was recommended that effective school-based guidance programme should be used in enhancing the self-concept, self-efficacy and self-esteem of the students.

## Introduction

The world today is drastically changing from the quest for education that goes beyond just paper qualification. Rather the world need people who are confident of themselves and able to maximize the economic potential of an area. Studies have shown that the undue importance that is attached to certification or paper qualification has brought about various academic malpractices that our nation is experiencing today. In the words of Olatoye (2006). "In Nigeria, you can only secure appointment into most of the vacant positions only if you possess certain certificates to show that you have passed certain examinations. Also, Balogun

(1995) observed that promotion of teachers and principals in certain places depends on the success of their students in their final examination.

However, mental ability of students cannot stand on its own to ensure success but to some extent on varying affective factos (Osamuyi, 2000). He suggest taking students' totality including self-factors in order to minimize poor academic performance. Interests, motivation, age of the child, as well as student behavior were identified by Agbi (2006) to be some learners' characteristics that impede academic performance. Ukueze (2007) reported that gender is a significant factor in the determination of academic performance, as the female subjects of his study cognitively outperformed their male counterparts. Maisamari (2006) also reported that girls who succeed in remaining in schools usually excel.

**What is Self-Concept?**

In all sphere of life, the word self-concept is not new. It means different things to different people. In the context of this study, self-concept is way an individual perceive himself or herself. It is one's own opinions about oneself (personal self-concept), one's perceptions about how one is regarded by others (social self-concept); and what or how one would like to be (self-ideas) (Gale Encyclopedia of Psychology, 2001; Warfield, 2002).

Helmke (1994) in Olatoye (2006) affirmed that the self-concept of academic ability, that is, school related competencies and activities, is of particular interest for educational practice and has been of very active research. One of the difficulties which people experience in most areas is closely related to the ways they see themselves (Okwubunka, 1997; Umoinyanh, 1999; Olatoye, 2006).

Empirical findings have revealed that self-concept is a valuable educational objective that helped in improving other learning outcomes and positively related to academic achievement (Helmke, 1974; Sanders, Field & Diego, 2001). Efforts have been made by many researchers to improve and ensure successful or positive academic performance and achievement. One of such efforts is the boosting of the self-concept of the learner. As rightly noted by Combs (1962) in Ayodele (2003) "the most important single cause of a person's success or failure educationally has to do with questions of what he believes about himself".

## Concept of Entrepreneurial Orientation

Entrepreneurial orientation is perceived as and economic stimulator which tends to foster small scale business. As rightly noted by Holland (2002) "an entrepreneurial person is the one who organizes, operates, and assumes the risk of business ventures especially impresario (manager)'. An entrepreneurial character is usually obsessive, focused, articulate, and resourceful. They are also typically charismatic leaders and tend to be introspective with excellent listening skills (Alebiosu&Akintayo, 2006).

However, creating a change in the mental orientation of our students from the take-a-job mentality to the make-a-job mentality can be perfectly enhanced through entrepreneurial orientation and integration into our educational system. Alebiosu and Akintayo (2006) emphatically proclaimed that "today's educational system prepares its students to take-a-job upon completion of the training.

Researches have shown that entrepreneurial orientations play a key role in the economic development of a nation, even the educational sector. For instance, Levie (1999) reported that entrepreneurial orientation in our educational system right from middle school will help the students in improving their academic skills, develop workplace literacy; become educated and empowered consumer, become good risk taker and learn from failure, to mention a few. Jude (2003), Sapiro (2002), and Sarumi (2004), sees entrepreneurial education as development process that provides the context for learning other basic skill and motivating students to want to learn.

Alebiosu & Akintayo (2006) reported a recent among American High School students (both male and female) which was conducted by Chan (2005). It was revealed that why both genders are aware of their entrepreneurial knowledge deficiencies. The female students are most aware of the deficit, which could be discouraging them from pursuing entrepreneurial careers. There was a strong interest among the female students but not as strong as the entrepreneurial interest of the male students. One perceived reason for this difference is that the female students lose self-confidence because they are so perceptive of their lack of entrepreneurial knowledge. White and Sharks (199), Williams & Turnbull (1997) in their different studies revealed that due to male over confidence, females still have a higher success rate than males' entrepreneurial ventures.

**Statement of Problem**

To be able to cope with the present day challenges within our educational industry for national development, our adolescents, which are the hopes of tomorrow must be empowered with necessary skills that will make them relevant, and be able to subdue hindrances that may prevent them from translating their dreams to realities. In this knowledge era, which the world is, the most valuable resource of any country is its' inherent intellectual assets. Thus, the youngsters in our schools must be enhanced to be sound academically, able to prepare for life with enough knowledge of creating wealth through self-employment and for them to explore opportunity more creatively.

Be that as it may, there is an urgent need to determine the exact contribution of self-concept and entrepreneurial orientation which have been confirmed to have a significant relationship with academic success (Helmke, 1994; Sanders et al., 2001;Alebiosu&Akintayo, 2006; Levie, 1999; Olatoye, 2006). There is obvious need to establish also whether these variables when taken together are good predictors of academic success for the purpose of independency and national development. And if they are, which of the variables would best predict academic success. The focus of this study therefore, is to empirically determine whether self-concept and entrepreneurial orientation are collectively or individually predictors of academic success.

**Research Hypotheses**

The following research hypotheses were postulated to guide the conduct of the study and tested at 0.5 alpha level of significance:

1. There is no significant combined effect of self-concept trait and entrepreneurial orientation on students' academic performance.
2. There is no significant relative contribution of each of the independent variables on the criterion variable.
3. There is no significant difference between male and female students' self-concept trait, entrepreneurial orientation and academic performance.

**Methodology**

*Design:*      The study adopted the descriptive survey of an expost-facto design. Expost facto design was considered appropriate for this study because the variables of interest had

already occurred and no attempt was made by the researchers to manipulate any of the variables.

*Sample and Sampling Techniques:* The population of the study comprises of Senior Secondary School Students in Sagamu Local Government Area of Ogun State. Five Secondary Schools were randomly selected from the existing twenty-two private secondary schools. Forty Secondary school students from SS I and SS II (twenty students from each of the level were selected with simple random technique from each of the schools; making a total of two hundred students in all. Their age range was between 13 and 18years with mean and standard deviation of 15.75 and 1.56 respectively.

*Instrumentation:* The two major instruments used their collection of data from the respondents was self-developed.

i.     Self-concept Traits Questionnaires (SCTQ) was a 10-item scale on a response scale ranging from least like me (1) to most like me (4). The instrument has an alpha coefficient of 77 using Rulon's split-half reliability.

ii.    Students' Entrepreneurial Orientation Index (SEOI) was also a 10-item scale measuring the extent at which students have created a mind-change and mental orientation from the "take-a-job" mentality to "make-a-job" mentality. The instrument was four likert types ranging from strongly agree to strongly disagree. It has an alpha co-efficient at 8.9 using Rulon's split half reliability.

The 2008/2009 promotional examination results of the respondents were used to determine their cognitive competences. The mean score of four core subjects (English Langauge, Mathematics, Biology and Yoruba) for each student was computed and used.

*Method of Data Analysis:*   The data obtained were subjected to multiple regression analysis, correlation coefficients and z-test statistical tools using the SPSS computer packages.

*Results*

**Research Hypothesis 1**

There is no significant composite effect of self-concept trait and entrepreneurial orientation on students' academic achievement.

*Table 1:*      *Summary of multiple Regression Analysis between the Predictor and Criterion variables.*

| Multiple Regression Analysis | Analysis of Variance | | | | | |
|---|---|---|---|---|---|---|
| | **Model** | **SS** | **Df** | **MS** | **f** | **Sig.** |
| R = .478 | Regression | 1863.134 | 2 | 931.567 | | |
| $R^2$ = .171 | Residual | 13659.842 | 197 | 69.339 | 13.39 | S* |
| Adj $R^2$ = .169 | Total | 15522.976 | 199 | | | |
| SE = 5.321 | | | | | | |

    (c)      Predictors (co-efficient) SCT and EO.

    (d)      Criterion = Academic Performance

            S* = Significant

The results presented in Table 1 indicated that the self-concept trait (SCT) and entrepreneurial orientation (EO) are related to the academic achievement of the students. The observed R of .478 was significant at the 0.5 level. It shows that there is a predictive relationship between the predictor variables and the criterion variables. The analysis of variance for the multiple regression yielded $f^2$ = 13.434, which is significant at P <.05 level. Therefore, the null hypothesis that there is no significant composite effect of self-concept trait and entrepreneurial orientation on students' academic performance cannot be sustained by these findings, hence, the hypothesis was rejected.

**Research Hypothesis 2**

There is no significant relative contribution of each of the independent variables on the criterion variable.

*Table 2:*      *Relative Contributions of Self-concept Trait and Entrepreneurial to the observed variance in Students Academic Performance.*

| **Model** | Un-standardized Coefficients | | Standardize Coefficient | t | Sig. |
|---|---|---|---|---|---|
| | B | SE | Beta | | |
| Self-concept Trait | .271 | .038 | .299 | 4.333 | .000 |
| Entrepreneurial Orientation | .069 | .043 | .086 | 1.411 | .163 |
| (Constant) | 10.161 | .590 | | 3.706 | .000 |

Dependent Variable: Student Academic Performance (SAP)

The result in Table 2, showed the standardized coefficient values for self-concept trait and entrepreneurial orientation as .299 and .086 respectively. The implication of this is that since self-concept trait has higher beta value than entrepreneurial orientation, this makes it a better

predictor of academic performance among secondary school students. Thus, while self-concepts trait is a significant predictor, entrepreneurial orientation is not.

**Research Hypothesis 3**

There is no significant difference between male and female students' self-concept trait, entrepreneurial orientation and academic performance.

*Table 3:       Comparison of Male and Female Students' Self-Concept Trait, Entrepreneurial Orientation and Academic Achievement.*

| Variable | Gender | N | X | SD | Mean Diff | Df | Z-cal | P |
|---|---|---|---|---|---|---|---|---|
| Self-Concept Trait | Male | 100 | 35.30 | 7.34 | 3.69 | 198 | 2.316 | C* |
| | Female | 100 | 31.61 | 8.13 | | | | |
| Entrepreneurial Orientation | Male | 100 | 25.82 | 7.05 | 2.10 | 198 | 1.478 | NS |
| | Female | 100 | 27.92 | 8.15 | | | | |
| Academic Achievement | Male | 100 | 26.94 | 4.82 | 1.31 | 198 | 1.398 | NS |
| | Female | 100 | 25.63 | 4.99 | | | | |

S*       = Significant
NS       = Not Significant

The outcome of the findings of research hypothesis 3 as shown in Table 3 above revealed no significant difference between male and female students both in entrepreneurial orientation and academic performance. There is however a significant gender difference in the self-concept traits of male students are higher with a mean score of 35.36, compared to their female counterparts with a mean score of 31.61.

**Discussion**

The findings of this study as shown in Table 1 indicated that a combination of self-concept and entrepreneurial orientation when taken together could be a good predictor of students' academic performance. The result showed that 17.1% of the variance in the students' academic performance was accounted for by the predicting variables when taken together. The relationship between the predictor and criterion variable yielded a coefficient of multiple regression of .478, while the observed F-ratio was 13.434, significant at .05 level. The outcome of this finding is evidence that students' performance could not have occurred by chance. Thus, the results agree with the research findings of Sanders, Field & Diego (2001), Olatoye (2006), Levie (1999), Sapiro (2002), Jude (2003) and Sarumi (2004), that academic success is a manifestation of good self-concept and entrepreneurial education; that provides

students with the context for learning other basic skills and motivating them to want to learn more.

The result obtained from Table 2 revealed that self-concept was found to be a good and better predictor of students' academic performance. The implication for these findings may be due to the fact one's success in life or otherwise depend to a large extent on what one believes about self. This study therefore corroborate the findings of Helmke (1994), Sanderaet al., (2001) and Olatoye (2006) that self-concept is a valuable educational objective that helped in improving other learning outcomes related to academic success.

The results of hypothesis 3 as shown in Table 3 revealed a significant gender difference in the self-concept trait. There is however no significant difference between male and female students' entrepreneurial orientation and academic performance. The outcome of this study did not spark much surprise, as the findings of this hypothesis is a confirmation of Chan (2005) that both genders are aware of their entrepreneurial knowledge deficiencies, in spite of the fact that male students are more confident. This study also negates the findings of White & Sharks (1999), Williams & Turnbull (1999) that due to male over confidence female still have a higher success rate than male.

**Conclusion**

The most important finding in this study is the significant relationship between self-concept and entrepreneurial education in predicting academic success and not just academic performance. It is crystal clear that the academic success of every child transcends just more than passing or certification but being able to be 'self' all the time and able to create wealth from education for national and self-development. Creating a change in the mental orientation of our students from take-a-job mentality to the make-a-job mentality will definitely culminate academic success (Alebiosu & Akintayo, 2006).

Therefore, self-concept and entrepreneurial behavior are fundamental traits or behavior that enhances not just academic success but economic success. The implication of this is that Nigerian government should make education a pivot to national development while school counselors, teachers and administrators should find means of boosting students' self-concept and entrepreneurial behavior.

## Recommendations

Given the significance of the finding of this study at this crucial transition period of the country from simple farming system into a complex industrialized one, there is need to practically introduce entrepreneurial education into our educational system. This will bring about academic success that is not just certificate oriented but educations that bring about "Child's Total Development (CTD)". If this is objectively done it would also remove the menace of examination malpractices in Nigeria schools.

Also, the schools counselors and para-counselors should plan and support effective school-based guidance programme that will enhance students' self-concept, self-efficacy and self-esteem.

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# CRITICAL APPRAISAL OF E-LEARNING IN RURAL ENVIRONMENT (A CASE STUDY OF ILARO ENVIRONS)

## INTRODUCTION

The world is moving at an unimaginable speed in the area of information use and dissemination. The most vibrant sector of the national economy is the information technology industry as well as educational sector.

Education is a sure weapon against ignorance. Any youth who wants excel above his peers must be ready to embrace the values of education and hard work.

For many decades, formal education had remained restricted to the classroom environment, where teachers seeks to impact knowledge on their students, such students, such students are given the opportunity to ask questions and clarify their doubts. At the end of the day, tests or examinations are administered and the students graded.

Presently, we live in a world that is constantly changing at an unprecedented rate education is not left out as its scope is continuously expanding, and this has brought great change to the teaching-learning process. Without the proper machinery in place for recent educational delivery, we stand the risk of being left behind. The tool that allows learners to catch up with the new trend in education is information and communication (ICT) in the name of e-learning.

Institution of learning are changing their strategies and are exploring the opportunity of reaching their student outside the confine of the classroom through a vehicle knows as e-learning.

E-learning is defined by various authors according to their personal knowledge and perspectives, but they all seem to agree that e-learning at all levels with the use of an information network for course delivery. This definition is supported by Ravichandra (2005), who said "E-learning in the broadest sense concerns itself with learning that occurs online through the internet, offline using CD-ROM or other facilities such as radio, television and telephony. Also, Salawudeen (2006) define e-learning as "the use of network technologies to create, foster, deliver and facilities learning anytime and anywhere.

E-learning is most commonly associated with higher education and corporation training. It encompasses learning at all levels both formal and non-formal, that uses an information network the internet, an intranet (LAN) or extranet (WAN) whether wholly or in part, for course delivery, interaction, evaluation and/or facilitation. Web pages are being designed to suit this purpose.

The announcement of a course as well as the syllabus is made to interested student online. Forms are sold in the same way and those who register for it are offered passwords through which they can access the content. After the necessary registration and other formalities, all that student need to do is to sit back learn. All he need is a set of computer with online facilities and internet access.

In e-learning the course content is made available online or through the CD ROM, students are expected to read and digest it and they are equally able to ask question to which answers provided without delay. The course proceeds from module to module and once the student completes a stage, he moves to the next stage. Duration of the course depends on the content of the course while some course could for days, others could last for weeks, months and even years at the end of which the student graduates. In some part of the world, degrees are awarded while graduation is done to the internet, in other parts, the graduation is fixed and the students can attend it with loved ones. During the graduation ceremony, the students would have the opportunity of meeting with the organizer of the programme and other student also went through the same process of learning. Certificates are either downloaded from the internet or sent regular mail. In some students can also physically collect his certificate by visiting the school conducting the programme (Ayodele, 2007), Ayodele (2007) identified the following as the benefits of e-learning.

(a) In an area where many students are finding it difficult to gain admission into institution of higher learning due to the hurdles placed by examination bodies of the local institution themselves, online education is available to many certificate seekers.

(b) Online learners saves student the rigour of running up and down and jumping from the vehicle to vehicle on bad roads all in an attempt to get education. Even for those who cannot easily obtain visa to travel abroad, certificate from prestigious institution in other countries can be acquired through online learning.

(c) Vices and racial discrimination, partially on the part of teacher, extortion and sexual harassment can be avoided through online learning.

(d) Some specialized short or long-term courses that are not readily available in our local environment can be done online.

Salawudeen (2006) also identified the following as some of the benefit of e-learning

(a) It has created and facilitated learning, any time and anywhere thereby aiding the development of communities of knowledge, linking learners and practitioners with experts.

(b) It has led to significant reduction or elimination of costs associated with instructor's fees and materials.

(c) Advance learning may choose to speed through course and bye-pass instruction that is redundant.

(d) Beginners or slower learners may determine their own pace progress, eliminating frustration with themselves, their fellow learners and the subject matter.

(e) Knowledge is cumulative; lessons build upon one another and may be taken in any order.

(f) Testing is self-paced.

## STATEMENT OF PROBLEM

The e-learning techniques mostly adopted by most of the Nigerian institution are in form of prepared lecture on a CD ROM that can be played as at when the need arise. This has limited advantage because of the number of students per computer system and it should be noted that most of these facilities are not interactive enough as compared with when the lecture is being received in real time over the internet. Most students take the challenge upon them to go to the public internet café which are very slow hence; a multimedia interactive lecture will not be obtainable because of low bandwidth. The statistics of institutions that have facilities for e-learning (ICT) is very low as a result of the remoteness of their location.

The intranet facilities adopted in most schools are not well maintained because of the high cost of running especially in rural environments where there is absence of adequate power supply.

Technology like the very small Aperture Terminal (VSAT), Wide Area Network (WAN) and internet communication channels, which provides facility and framework for Tele-Education and enables the live classroom sessions to be broadcasted are not available in rural environment.

The lack of affordable dedicated specialized e-learning centers in rural environments is one problem faced by rural dwellers who wants to learn online. Even the very few places where these centers are available there is always the problem of shortage of manpower to manage and operate these facilities effectively.

It is therefore the intention of the researcher to critically evaluate e-learning in the rural environment using Ilaro environs as a case study.

**METHODOLOGY**

A critical review of e-learning in rural environment was undertaken. Because of limited time, the scope of the paper was limited to Ilaro environs in Ogun State.

For this purpose therefore, the nature and the various ICT facilities and operation of e-learning generally was examined through questionnaires were drawn for selected persons undergoing e-learning programme.

The questionnaires were administered directly.

**DATA ANALYSIS**

This section is designed to give and analyze responses to the hypotheses formulated for the response through the questionnaires administered, this is important because the recommendation and the conclusion would be drawn from it. It is also important because the assumption made in the study cannot be regarded as an authoritative submission without putting it to test to confirm its reliability or otherwise. It will also give meaning to the data collected. Forty Questionnaires were completed and returned. The population of this study is therefore the 40 respondent that returned their questionnaires. The data collected through questionnaire were calculated by simply frequencies and percentage and the hypotheses were equally tested.

**QUESTION 7**

**Question 7 states: what is the media used for lecture delivery?**

**TABLE 1**

**RESULTS OF QUESTION 7**

| QUESTION NO | MEDIA USED TO RECEIVE LECTURES NO | % | |
|---|---|---|---|
| 7 | Radio | - | - |
| | Television | - | - |
| | CD-Rom | - | - |
| | Internet | - | - |
| | Study Center | 40 | 100 |

Table 1 show that all the students received their lectures at the study centre.

**HYPOTHESIS 1**

HO: The modes of delivery for e-learning are adequate

HI: The modes of delivery for e-learning are not adequate

The data obtained are as follows:

**TABLE 2**

| QUESTION NO | FAVOURABLE | UNFAVOURABLE | |
|---|---|---|---|
| 8 | 0 $a_{11\ 11}$ 21.43 | 100$a_{12}$ =78.57 | 100 |
| 9 | 0 $a_{21\ 11}$ 21.43 | 100$a_{22}$ =78.57 | 100 |
| 10 | 0 $a_{31\ 11}$ 21.43 | 100$a_{32}$ =78.57 | 100 |
| 11 | 0 $a_{41\ 11}$ 21.43 | 100$a_{42}$ =78.57 | 100 |
| 12 | 0 $a_{51\ 11}$ 21.43 | 0$a_{52}$ =78.57 | 100 |
| 13 | 0 $a_{61\ 11}$ 21.43 | 100$a_{62}$ =78.57 | 100 |
| 14 | 0 $a_{71\ 11}$ 21.43 | 0$a_{72}$ =78.57 | 100 |
| | 150 | 550 | 700 |

The expected frequencies were obtained as follows:

$a_{11}$ = $\underline{100 \times 150}$ = 21.43, this is true for all the other in that column i.e.
      700

$a_{11}$ = $_{a21\ =\ a31\ =\ a41\ =\ a51\ =\ a61\ =\ a71}$ = $_{21.43}$

For the second column we have:

$a_{12}$ = $\underline{100 \times 550}$ = 78.57, this is true for all the other in that column i.e.
      700

$a_{11}$ = $_{a22\ =\ a32\ =\ a42\ =\ a52\ =\ a62=\ a72}$ = $_{78.57}$

The test statistic is $x^2$ =$\underline{S\ (0 - S)}^{\ 2}$
                         S

The calculated $X^2$ statistic is

=$\underline{(0\text{-}21.43)}^2$ + $\underline{(0\text{-}21.43)}^2$ + $\underline{(0\text{-}21.43)}^2$ + $\underline{(0\text{-}21.43)}^2$ + $\underline{(100\text{-}21.43)}^2$
  21.43        21.43        21.43        21.43        21.43

$+\dfrac{(0\text{-}21.43)^2}{21.43} + \dfrac{(50\text{-}21.43)^2}{21.43} + \dfrac{(100\text{-}78.57)^2}{78.57} + \dfrac{(100\text{-}78.57)^2}{78.57} + \dfrac{(100\text{-}78.57)^2}{78.57}$

$+\dfrac{(100\text{-}78.57)^2}{78.57} + \dfrac{(0\text{-}78.57)^2}{78.57} + \dfrac{(100\text{-}78.57)^2}{78.57} + \dfrac{(50\text{-}78.57)^2}{78.57} +$

$= \quad 21.43 + 21.43 + 21.43 + 21.43 + 288.07 + 21.43 + 38.09 + 5.85 + 5.85 + 5.85 + 5.85$
$+ 78.57 + 5.85 + 10.39 = 551.52$

$X^2\text{cal} = 551.52$

$X^2_{(r\text{-}1)\,(1\text{-}1)}\,5_{\%} =$

$$= X^2_{6\,(5\%)}$$

$$= 12.59$$

$X^2\text{cal} = 551.52 \qquad X^2\,\text{tab} = 12.59$

**Decision**

Since $X^2$cal> $X^2$ tab we reject the null hypothesis at 5% level of significance. This implies from our studies that: the modes of delivery of e-learning are not adequate.

**CONCLUSION**

There is no doubt that e-learning has come to stay world wide because the world is a global village. The need to apply it in all our daily lives is imperative to our sustainable development worldwide. The education sector which is the basics for upbringing of the future professionals, leaders, researchers, scientists, etc. has witnessed a great turn around which call for cross fertilization of idea as well as knowledge about recent development in the world in real time. Through e-learning seems not to have taken off very well in Nigeria as the programme is not well funded, however, the future is sure for Nigeria in terms of information sharing through e-learning.

Based on the findings, it can be concluded that the harsh nature of Nigeria economy, the unavailability of funds to effectively manage e-learning centres, inadequate infrastructure, facilities for e-learning are some of the factors that constitute barriers to e-learning in rural environment.

**RECOMMENDATIONS**

Based on the findings of this study, the following recommendations are made by the researchers.

(1) The Federal Government should allocate more funds to the programme so as to able to compete with other countries in the world.

(2) All our higher institutions of learning should be upgraded and equipped to be able to mount e-learning programmes.

(3) All the present study centres in the country should be well equipped and all the course modules and course materials should be put in place to make the programme effective.

(4) There should be provision of adequate power supply in the country.

(5) The Federal Government should establish at least one study centre in each Local government in Nigeria.

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