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INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY APPLICATIONS ON OFFICE TECHNOLOGY PROGRAMME IN FEDERAL COLLEGE OF EDUCATION PANKSHIN

By

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ABSTRACT

This research delved into the Influence of Information and Communication Technology Applications on Office Technology programme in Federal College of Education in Plateau State. Two objectives were raised in the research, two research questions were set to answer the problem of the study while two null hypotheses were formulated and tested at 0.05 level of significance. A descriptive survey research design was used for the study, the Sample of the study consisted of One hundred and twenty-nine students and eleven lecturers from Office Education Programme in Federal College of Education in Plateau State, Nigeria. The students were selected using random sampling technique, while there was no sampling for lecturers because of their limited number. Questionnaire was used in gathering data and the data collected were statistically analysed. The test of the null hypotheses showed no significant difference in the mean scores of both the students and lecturers. The research findings revealed, among others, that modern Information and Communication Technology equipment are not available for effective teaching and learning and that the available ICT facilities were not in their functional state to achieve the desired influence. Based on the findings, it was concluded that the introduction of ICT in office Education Programme has had no influence. The research recommended, among others, that government Federal and State, TETEUND and Stakeholders should provide relevant and modern ICT facilities in Federal College of Education Pankshin, so as to produce the much desired manpower to man the modern day office that is ICT-driven.

Keywords: Influence, ICT applications, Office Management Technology.

Introduction

Information and Communication Technology (ICT) plays a critical role in a society's educational systems. In these societies, the stakeholders in education policy, redesign and reconstruct their education systems based on the new educational paradigms such as constructivist theory, so that both teachers and students develop the necessary knowledge and skills sought in this digital age. Hence, most countries around the world are focusing on approaches to integrate ICT in teaching and learning to improve the quality of education by emphasizing competencies such as critical thinking, decision-making, handling of dynamic situations, working as a member of a team, communicating effectively (Anderson & Weert, 2002). Also governments especially in developing countries have tried to improve their national programs to integrate ICT into education. ICT can be broadly defined as "technologies that facilitate the acquisition, storage, processing, transmission, and disseminating of information in all forms of application areas including voice, text, data, graphics and video" (Bulent, Pinar, Bahar, & Tarik, 2009). The integration of ICT into education has been assumed as the potential of the new technological tools to revolutionize an outmoded educational system (Albrini, 2006) ICT has very strong influence in education as it provides enormous tools for enhancing teaching and learning. There have been many studies that have highlighted the various ways that ICT may support teaching and learning processes in a range of disciplinary fields such as the construction of new opportunities for interaction between students and knowledge; accessing information and so on. ICT can have a useful influence "on teaching and learning if it is used under right conditions including suitable sources, training and support. ICT also offers the potential to meet the learning needs of individual students, to promote equal opportunity, to offer learning material, and also promote interdependence of learning among learners (Bulent, et'al 2009). Aliyu (2002) opines that Business Education programme is an umbrella under which all business courses take cover. Office Technology and Management is an aspect of business education that equips students with all secretarial/office skills, knowledge and attitudes that enable its recipients to enter into and advance in any secretarial domain in order to be efficient and effective. Osuala (2004) considers office technology and management as an integral part of business education, which is a programme of instruction aimed at developing skills, knowledge, and understanding that are necessary to facilitate business information, control and processing. Komolafe (2005) gave some positive impact ICT has on the secretaries this includes: helping to shape business

world in many ways, enhances speed and accuracy, increased job opportunities for secretaries by providing additional career areas, and it leads to better decision making: because it is easier to collect analyze and make information available more effectively and speedily. Aliyu and Adesina (2012) asserts that it is the vogue in Nigeria today, that any employer who puts up an advert to recruit workers, demands that prospective applicants should possess knowledge in computer operation and word processing as an added advantage. The implication of technology to office education is that, the more knowledgeable we are in this new trend, the better it is for the economic, political, social and educational development of Nigeria. Komolafe (2005) gave some positive impact ICT has on the secretaries this includes: helping to shape business world in many ways, enhances speed and accuracy, increased job opportunities for secretaries by providing additional career areas, and it leads to better decision making: because it is easier to collect, analyze and make information available more effectively and speedily. Igbinoba (2008) stated that, "changes in the office environment would increase the demand for secretaries who are adaptable and versatile. Job opportunities will be best for secretaries with extensive knowledge of software applications" For secretarial students, (Olowo, 2000). From the foregoing, it becomes pertinent for OTM students to be equipped with event skills provided by the advent of modern Information ICT applications/skills so as An the aim of providing trained manpower for the modern day world of work on the education sector. The study therefore delved into the Influence of ICT Applications on Office Education Programme in the Federal College of Education, Pankshin.

Statement of the Problem

Based on observation and interaction with some Business Educators and Student OTM around the area of study, the researcher has much concern as to whether introduction of ICT applications in teaching and learning of Office Technology and Management has any influence, this is because it appears some of the students and lecture are ill-prepared as they are not aware of some of the emerging technologies in applications not to talk of knowing how to operate the ICT applications. Observation also reveals that the teaching of office practice has not been enhanced to reflect the technological advancement taking place in the present day office since most Office Technology and Management students display some level of ignorance about

modern ICT applications. Some of the lecturers in these Colleges seem naive about the operation of some of the ICT facilities.

-A careful look at the NCCE minimum standard (curriculum) reveals that it was reviewed in 2012, but the content and provision for the award of NCE in business education generally, and Office technology and management is still the same without any notable change.

Based on the above observation, the researcher wonders if the introduction of ICT in teaching and learning of Office Technology and Management has any positive influence on the students levels of computer-based competence which necessitate quest on the topic "Influence of Information and Communication Technology Applications on Office Education Programme in the Federal College of Education Pankshin.

Objectives of the Study

The general objective of the study is to determine the Influence of Information and Communication Technology Applications on Office Education Programme in the Federal College of Education Pankshin State. The specific objectives of this study are to:

1. identify the availability of modern Information and Communication Technology facilities in Office Education Programme in Federal College of Education Pankshin, Plateau State
2. determine the influence of use of ICT facilities on Office Education Programme in Research Questions Federal College of Education, Pankshin State.

Research questions

Based on the specific objectives of the study, the following research questions have been formulated:

1. what types of ICTs are available in Office Education Programme in Federal College of Education Pankshin?
2. what is the influence of the use of ICT facilities on Office Education Programme in Federal College of Education Pankshin?

Research Hypotheses

Based on the specific objectives and the research questions, the following null hypotheses are formulated:

H₀₁

There is no significant difference between the mean ratings of students and lectures regarding the availability of modern ICT facilities on Office Education Programme Federal College of Education Pankshin

H₀₂

There is no significant difference between the mean ratings of students and lecturers regarding the influence of use of ICT facilities on Office Education Programme in Federal College of Education Pankshin.

Significance of the Study

The findings of this research should be of immense benefit to the following: Federal Government, National Commission for Colleges of Education, Management of Federal Colleges of Education under study, students of OTM and future researchers.

Methodology

This research was delimited to Federal College of Pankshin Plateau state with particular reference to OTM in Business Education Department of these Colleges. The study was also delimited to OTM 232 students of Office Technology and Management out of which 129 were randomly selected and eleven lecturers of Business Education Department. Survey research design was used in this study, questionnaire was the instrument used for data. Face validity of the instrument was obtained through the judgment of two experts in Business Education. Split half method of reliability was used for testing the reliability of the instrument. The researcher personally administered the questionnaire to the respondents. Frequencies and percentages were used to analyse the bio-data of respondents, while mean and standard deviation were used to answer the four research questions. The null hypotheses were tested using independent t-test statistics at 0.05 level of significance. Weighted mean scores of 2.50 and above were considered

as Agree while weighted mean scores below 2.50 was considered as Disagree. For the hypotheses, if the observed probability value is less than the fixed probability value, the null hypothesis was rejected, if otherwise the null hypothesis was retained.

Answer to the Research Questions

Respondents' answers to the four research questions of the study were analysed in tables 1 and 2.

Research Question One:

What types of ICTs are available for teaching and learning of Office Technology and Management Programme in Federal Colleges of Pankshin Plateau State? the analysis of data to answer this research question one is presented in Table I as follows:

Table 1 Analysis of mean responses of lecturers and students regarding the types of ICTs that are available for Office Education Programme

Item Statement

There is ICT laboratory in your department and is being utilized by Office Education Students.

The available computers in the ICT laboratory commensurate with the number of students in the department. All Not the available computers in the department are functional. Lecturers

SD

0.79

0.52

0.47

Students

SD

1.02 3.01

0.98

X

1.20

1.82

3.23

Decision

Agree

Disagree

Agree

Table 2 Analysis of mean responses of lecturers and students regarding the Influence of the use of ICT facilities on Office Education Programme

item Statement

Students of office option have access to internet facilities in the department.

Students only utilize the Internet facilities in the aspect of social networking 1.55 such as: twitter, facebook, instagram, two etc. Computer/secretarial ICT facilities. courses are taught using 1.73 Office Education students are well equipped to fit into today's modern office. Office Education students can operate the computer and other ICT facilities proficiently.

XL

1.45

ICT skill is a laudable assets to all Business Educators especially office education option. Students are competent in using computer to create, edit and print text materials.

1.09

The students are able to develop this skill through in the 3.73 constant practice departmental ICT laboratory in a collaborative way.

Students are exposed to introductory courses on internet use and general applications (basic word- processing, spreadsheets, presentations, databases, etc.)

2.00

2.27

3.91

1.55

Lecturers

Students

Xs SD

1.07 0.26

X

3.07

2.14 0.92 1.85 Disagree

2.25 0.79 1.99

1.26 Disagree

1.28 0.59 1.19

Decision

1.95 0.97 1.98 Disagree

2.17 0.87

Disagree

Disagree

1.06 3.40 Agree

2.17 0.88 2.22 Disagree

1.86

3.78 0.42 3.85 Agree

Disagree

Students can operate the multi-media projector and make presentations on power points through the use of multi-media projectors, smartboard etc.

Aggregate mean score

Hypotheses Testing

Hypothesis One (Ho)

On the Overall, lecturers had aggregate mean and standard deviation of 2.10 and 0.64 respectively, and students had an aggregate mean of 2.18 and standard deviation of 0.77 The total aggregate mean was 2.14 which signified that both lecturers and students disagreed. This indicated that the Influence of ICT Application on Office Education Programme in the Federal Colleges of Education in North-Central Zone of Nigeria is very low in other words, it is of no influence.

Group

The two null hypotheses of the study were tested using independent t-test to find the Significance difference between the mean responses of lecturers and students. The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses are presented in tables 3 and 4 as follows:

Lecture

Student

There is no significant difference between the mean ratings of students and lecturers regarding the availability of modern ICT facilities on Office Education Programme in Federal Colleges of Education Pankshin.

The summary of the result of independent t-test on null hypothesis one (1) is as give in Table 3 as follows:

1.73

Table 3 Independent t-test result of lecturers and students mean ratings regarding the availability of ICT facilities on Office Education Programme

12

2.10

Mea

23.8

1

22.0

9

1.95 0.92

SD

2.18 0.77 2.14

3.1

1

1.6

4

t-

cal

1.8

1.84 Disagree

0

*Not significant at 0.05 Source: field survey (2013)

Disagree

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Df

13

8

P-

val

ue

0.07

3

Decisi

On

NS*

The above table revealed that the calculated value of t was 1.80 and observed P" Value of 0.073 was greater than the fixed p-value of 0.05. This therefore indicated that the null hypothesis that states that there is no Significant difference between the mean rating of students and lecturers

regarding the availability of modern ICT facilities in Office education programme in the various Colleges of Education was retained.

This implied that lecturers and students do not differ in their opinions on the availability of modern ICT facilities in teaching and learning of Office education programme. This means that most of the modern ICT facilities are not available and the few that are available are not functional.

Hypothesis Two (Ho)

There is no significant difference between the mean ratings of students and lecturers regarding the influence of use of ICT facilities on Office Education Programme in Federal College of Education Pankshin.

The summary of the result of independent t-test on null hypothesis two (2) is as given in Table 4 as follows:

Table 4 Independent t-test result of lecturers and students mean ratings regarding the influence of the use of ICT facilities on Office Education Programme

Group

Lecture

TS

Student

N

11

12

*Not Significant at 0.05

Mea

21.0

21.8

2

Summary of Major Findings

SD

The study established that:

2.3

2

2.2

3

t-

cal

1.1

Source: field survey (2013)

Df

13

8

P-

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value

0.24

The above table revealed that the calculated value of t was 1.17 and observed p -value of 0.244 was greater than the fixed p -value of 0.05. This therefore indicated that the null hypothesis that states that there is no significant difference between the mean ratings of students and lecturers regarding the effective use of ICT facilities in teaching and learning of Office Education programme in the various Colleges of Education was retained.

This implied that lecturers and students do not differ in their opinions regarding the level of effects of use of ICT facilities in teaching and learning of Office technology and management. In other words, this means that ICT facilities are not effectively (properly) used in teaching and learning of Office Education programme in the various Colleges of Education.

Decision

NS*

Lecturers and students do not differ in their opinions on the none availability of modern ICT facilities in Office education programme in Federal colleges of Education in North- central zone of Nigeria ($p=0.073$). Lecturers and students do not differ in their opinions regarding the less influence of use of ICT facilities in Office education programme in Federal colleges of Education in North- central zone of Nigeria ($p=0.24$).

Conclusion

Based on the findings of this research, it is concluded that students of Office Technology and Management in the Federal Colleges of Education do not have adequate knowledge, skill, attitude and competencies in ICT needed for survival in a globalized economy. This further implied that Federal Colleges of Education in North Central Zone that do not embrace the use of new technologies as reflected in the minimum standard (curriculum) would certainly not be preparing their students for life in the twenty-first century office.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. government both Federal and State, TETFUND and Stakeholders should provide relevant and modern ICT facilities for effective teaching and learning of Office Education so as to get the much desired manpower to man the modern day office that is driven by ICT. This can be done through supply of new modern ICT facilities in Office education programme. also management, lecturers and students should maintain the available ICT facilities in the departments servicing and repairs of faulty facilities as at when due, covering them after use, for effective teaching and learning of office education in Business Education department.

2 lecturers and students should be encouraged to use the available ICT facilities in a positive way so as to acquire the desired skills that will make them gainfully employed or self-reliant

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