



OTM Academic Programme Implementers' Perceived Office Skills Needed By Graduates For Improved Performance In Business Organisations

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ABSTRACT

The study determined Office Technology and Management Academic Programme Implementers' Perceived Office Skills Needed by Graduates for Improved Performance in Business Organisations. Two research questions guided the study with two null hypotheses. The study adopted descriptive survey research design and was carried out in South-South Geo-Political Zone, Nigeria. The population of the study was one hundred and forty-seven OTM academic programme implementers (lecturers, Instructors and Technologists) in the polytechnics in South-South, Nigeria. The entire population was studied; therefore, there was no sampling. The instrument for data collection was a structured thirty (30) item questionnaire titled; Office Technology and Management Academic Programme Implementers' perceived Office Skills Needed for Improved Performance Questionnaire" (OTMAPIPOSNIPQ). The instrument was validated by three experts. Based on their comments, some corrections were made on the questionnaire to enhance the validity of the research instrument. Cronbach Alpha approach was used to determine the reliability of the instrument and overall reliability coefficient of 0.97 was established. Data for the study were collected with the help of five research assistants together with the researcher. Out of 157 copies of questionnaire administered, 147 copies were returned and used for analysis. Data collected were analyzed using mean and standard deviation to answer research questions while t-test statistic was used to test the hypotheses. The study found that communication and records management skills were needed by OTM graduates for improved performance in business organisations. The results of hypotheses tested showed that hypotheses 1 and 2 were not significant on needed skills by OTM graduates for improved performance in business organisations. The educational implication of the findings of the study is that when OTM graduates are adequately trained in office skills such as communication and records management managerial skills, they will be more efficient in performing office tasks. Based on the findings and implications, the study recommended, among other things, that business organisations should mobilize OTM graduates for office skills development programmes from time to time.

Keywords: Office Technology and Management, Academic Programme Implementers', Office Skills Performance, Business Organisations

INTRODUCTION

In every society, individuals acquire certain knowledge, skills, attitudes and abilities which are needed and used for survival and comfort within the environment. Over time, as individuals become more experienced, they are able to attempt certain changes in life and transmit acquired knowledge, skills, attitudes and abilities from one generation to another, which in turn helps the society to grow and stabilize. This process is known as education. Education can be seen as the total experience of an individual throughout an individual's life time and the various ways through which the experience may influence the individual. It can be described as the contributions of a community to equip an individual with skills that will enable the individual cope with future challenges and requirements that will in turn enable one help oneself as well as shape the world around.

A country's economic strength and vitality, productivity and international competitiveness, depends heavily on the country's capacity to build and maintain quality workforce through skill-oriented education. The foundation of quality workforce rests on the ability of a country's school system to provide the basic reading, writing and mathematical skills as well as appreciation for work ethics, which young people must possess to perform effectively in the workplace (Kanu&Odemuyiwa, 2019). This implies that apart from the basic skills of reading, writing and numeracy; a broader range of skills are now essential for students to make effective transition from school to the workplace which is now characterized by technology. Furthermore, as the economy continues to evolve as a result of technological developments and the need to compete in a global scene, the nation needs highly skilled and flexible workforce. These technological developments have affected business organisations both locally and internationally as the effects are globally felt in every facet of livelihood (Anigbogu, 2018). Adekanbi (2017) also noted that the advent of office technological advancement requires new skills, new attitudes and the development of new professional and intellectual concepts among employers and employees.

The development of office skills involves the mastery of skills that are necessary for getting and retaining a job and becoming successful in any employment sector because these skills enable prospective employees to get along with colleagues, make critical decisions, solve problems, develop respect and ultimately become strong representatives of business organisations (Atolagbe, Umoru and Oluwola, 2019). Specifically, the modern-day office requires graduates who are versatile in the use of office technology as well as other basic office skills for the discharge of routine office functions. With this in focus, the efficiency and effectiveness of office workers will be improved upon and this is part of what Office Technology and Management (OTM) programme is designed to achieve.

Office Technology and Management programme (OTM) is an academic programme designed to equip students with office skills needed for employment in various fields of endeavours. Specifically, the programme is expected to train students in special areas as well as general education such that they can fit appropriately into any computerized workplace and perform creditably (NBTE, 2008). Office Technology and Management programme was introduced after a review of the old secretarial studies curriculum in order to produce office workers who can competently fit into any work environment. The review was done with a view to producing graduates who will be efficient in management roles and have the confidence and practical skills necessary to put theory into practice. Office Technology and Management programme has been described as having apparent advantages because of the assistance received from United Nations Education, Scientific and Cultural Organisation (UNESCO) during the review in 2008 (Okoro, 2015). The essence of the review was to ensure that the study pack of OTM programme meets the skill needs of OTM graduates in the labour market. The understanding here is that the combined efforts of UNESCO and National Board for Technical Education (NBTE) curriculum content was targeted at improving the work skills of OTM graduates. Similarly, the partnership between NBTE and UNESCO helped to introduce international perspectives into OTM programme to enable it benefit from some of the best practices around the world.

OTM programme in polytechnics comprises two years National Diploma (ND) of four semesters, one-year compulsory Industrial Attachment programme and a second phase of two years Higher National Diploma (HND) of four semesters. Successful students of OTM programme are awarded Higher National

Diploma in Office Technology and Management (OTM) upon graduation (NBTE, 2008). A thorough look at the current National Board for Technical Education (NBTE) course specification reveals that OTM programme in polytechnics is now Information and Communication Technology (ICT) based as technological skills are taught at all levels of the programme. The expectation is that Office Technology and Management programme as offered in Nigerian Polytechnic system is essentially expected to produce OTM graduates who adequately possess the desired office skills required for effective performance in business offices.

OTM programme covers a broad range of performance skills and knowledge needed for improved performance in modern business organisations. According to NBTE (2008), OTM programme was designed to equip students with office skills needed to fit appropriately into the office of any organisation and perform creditably the office functions which, among others, include relating the functions of the office to the whole organisation, attending meetings and providing information as may be required, making accurate records of proceedings, filing and retrieving of information, taking appropriate actions or decisions independently when faced with chilling secretarial office problems, showing personal qualities and attributes conducive to tolerance and co-existence with the work group.

Skills, according to Schreuder and Coetzee (2018), refer to abilities, knowledge and understanding to carry out a task to a satisfactory level or acceptable standard. It is about being capable of getting, creating and retaining fulfilling jobs and having the knowledge, understanding, ability, experience and personal attributes to perform creditably a given function. Acquisition of office skills is necessary for securing and retaining jobs and becoming efficient in any field of endeavour. Anann (2012) further stated that office skills require a combination of abilities, attributes and behaviours that are directly related to improved performance in office functions. For the purpose of this study, office skills are the knowledge, understanding and abilities, which an OTM graduate should possess in order to function effectively in a modern work environment.

Ume-Amen (2014) noted that the world of employment has changed dramatically because technology is impacting on practices and experiences while societies are becoming more global and multicultural. Hence the acquisition of skills for gainful employment is becoming one of the main goals of education systems. This implies that the role of tertiary institutions where OTM programme is offered is not only to produce graduates with specific areas of specialization, but also, to develop in graduates the skills that match the demands of modern business organisations.

Modern day office workers, according to Ogungboyega (2019), must possess performance skills such as problem-solving and analytic, decision-making, organisation and time management, risk-taking, and communication skills, among others, to be employable in the workforce. Okolocha and Odimmega (2019) listed office performance skills for employment in a modern workplace to include conflict resolution, accepting criticisms, working with teams, workplace etiquette, proper use of work place gadgets, interviewing skills, resume writing and workplace communication. Similarly, the Australian Chamber of Commerce and Industry in Atolagbe, Umoru and Oluwalola (2019) classified global workplace performance skills into communication, planning and organizing, teamwork, problem solving, self-management, initiative and enterprise, technology and learning skills.

Office skills needed by graduates in business organizations are important areas of current concern among OTM programme implementers. This is because employers are no longer interested in paper qualification but are rather interested in the performance ability of job seekers in the organisations. Okafor (2018) opined that OTM academic programme implementers are taken to task to ensure that the education system churns out graduates with office performance skills desired in the work station of business organisations.

OTM academic programme implementers are challenged today in a two-dimension saga. First, the ever-increasing brands and models of office technology demands that OTM academic programme implementers should be ready at all times to update their performance skills and ability in the use of technology in their jobs (Okafor, 2018). This obvious challenge has caused high magnitude of discomfort in Office Technology and Management programme. Secondly, with the present technological growth and use of digital office equipment, OTM academic programme implementers around the globe are further

challenged with how to re-shape Office Technology and Management programme instructions in order to enable beneficiaries of the programme acquire or develop needed office skills for improved performance in business organisations. This dual challenge seems to be threatening Office Technology and Management discipline in recent times. However, unless this pertinent issue is resolved, the popular fear that technology may soon unseat and jettison OTM graduate employees may gradually manifest (Obafemi, 2020). In order to extinguish the above fear and restore prospects in employment and career development among OTM graduates, Obafemi (2020) suggested that the essential components in the pivot and hallmark of Office Technology and Management discipline need to be re-addressed.

Furthermore, the evolving technological trends in the labour market profiles has increased the complexity of office skills needed by today's workforce and threatens the position of OTM graduates who are ill-equipped with knowledge of broader skills. As a result of the new demands of the labour market, there is need for OTM graduates to be well equipped with relevant and broader skills. This will enable them to function effectively in the workplace.

Similarly, it is imperative to note that OTM programme has high society expectations in the production of graduates who will be capable of functioning effectively in the discharge of office functions in an ever-changing technological world. In order to partake in the competition, institutions of higher learning where OTM programme is offered need to cope with the trend to enable them remain relevant in the system. For the purpose of this study, OTM academic programme implementers are graduate OTM lecturers, instructors and technologists who teach OTM students both theory and practical courses in federal and states polytechnics located in urban and rural areas. They are males and females with different length of work experience. OTM academic programme implementers' perceived office skills needed by graduates for improved performance in business organisations are classified in clusters of communication skills, records management skills, managerial skills and human relation skills.

Communication skills are another Office Technology and Management skill needed by OTM graduate for improved performance in business organisations. Communication skills in this technology era include written communication, verbal and nonverbal communication used throughout an organisation. Communication is the exchange of ideas, information and knowledge between one person and another or between one person and a group. Communication skills incorporate oral and written communication as well as every type of communication needed for maintaining productive work relationships. Communication is a vital function of management that cannot be downplayed. The efficiency and effectiveness of every organisation depends to a great extent on the communication efficiency of its workers. All office operations and field activities are coordinated with and through communication. The synergy in office operations is a product of effective communication skills. The relationship between a manager and operatives in a business organization is equally as a result of smooth and regular communication. Iksan, Zakaria, Meerah, Osman, Lian, Mahmud and Krish (2012) studied communication skills among university students. The results of the study found that university students possess good communication skills, implying that communication skills help to equip students before venturing into the working world. This means that when people communicate effectively, there will be mutual understanding between them.

Records management skill is a vital office skill. Records management skill enables one to handle all aspects of office records. In every business organisation, records management activities and functions are among the most vital. The failure or success of every business organisation is based on the extent to which records are managed in the organisation. Precisely, records management functions begin with the task of records creation, records processing, records dissemination, records use, records storage, records security and records disuse or records archive. Records management skills are essential for business organisations to protect and preserve records as evidence of activities and transactions. The National Archives and Records Service of South Africa in Ajike (2015) defined records management as the management of information resources in a manner that makes information easily accessible, securely protected, stored and properly disposed of when necessary. Thus, records management controls and oversees the creation, maintenance, use and disposal of records. Records management is the process by which internally or externally generated physical or electronic records are managed from their creation,

receipt and storage, all the way through to their disposal (Ngulube in Seniwoliba, Mahama & Abilla, 2017). Records management therefore seeks to efficiently and systematically control the life cycle of records that are routinely generated because of its activities and transactions by a competent office worker. Modebelu and Onyeali (2014) examined records management skills for effective service delivery in Nigerian education system. Findings of the study revealed high extent of application and utilization of e-recording and high possession of records management skills by administrative officer

The acquisition of office skills needed by OTM graduates will, no doubt, lead to improved performance in business organisations. Acquisition of office skills is important because when efficient and skillful hands are employed in any field of human endeavour, high productivity is usually achieved. Unfortunately, there appears to be a gap between OTM academic programme implementers' perceived office skills needed by graduates for improved performance in business organizations and the skills acquired in the course of their training. Office Technology and Information System (OTIS) (2020) sadly noted that among the most common challenges in the office today is the inability of OTM graduates to efficiently utilize some office technology skills to carry out office functions effectively. This gap has remained a major concern which the present study was designed to determine.

Similarly, location of institution may account for differences in responses on the perceived office skills needed by OTM graduates for improved performance in business organisations. Flora and Flora in Thompson (2014), described the rural area as an area more likely to have declining population, depressed economies, higher poverty level, lower rate of college degree completion and less access to emerging technologies. The reason is that institutions of higher learning are either located in urban or rural areas. Institutions located in urban areas are more developed, have easier access to technological facilities and receive more government attention than those in rural areas.

Finally, the length of work experience may also account for differences in programme implementers' responses. This is because those who have spent more years on the job are often saddled with more teaching responsibilities than those who have spent lesser number of years on the job. Studies conducted by Kpolovie and Awusaku (2016) revealed that workers with more years of work experience are more proficient than those workers that have spent lesser number of years in their jobs. The opinions of OTM academic programme implementers on office skills needed by OTM graduates for improved performance in business organisations based on gender, location of institution and length of work experience are vital in order for the study, its results and discussions not to be lop-sided in nature.

Statement of the Problem

OTM is a programme designed to equip students with office skills needed for employment as well as effective work competencies. It was also designed to impart socio-psychological skills which are essential in everyday interactions with others in modern workplaces. This is in line with the provisions of the National Policy on Education which emphasizes that education needs to be functional, relevant and practical. Acquisition of appropriate skills and development of competencies are equally important for individuals to live in and contribute meaningfully to the development of their society.

In recent times, many industries and well-established business organisations are demanding skilled labour force in view of the increasing and emerging technological practices. This has created a wide gap between what is taught in schools and the expectations of employers of labour. Okoro, Ejeka and Ebenezer-Nwokeji (2020) observed that the inability of educational institutions to cope with current technological changes taking place in the world of office technology does not make for meaningful training of OTM graduates for national and international jobs. Okolocha and Odimmega (2019) also acknowledged that employers are expressing dissatisfaction with graduates' overall work-related skills and preparedness for jobs. Similarly, education columnists Parker (2018), while lamenting on graduates' unpreparedness to compete for existing jobs, indicted schools for not teaching students the basic skills that lead to critical thinking and life skills that will help them cope with the real world of work. This, again, implies that students, perhaps may not be receiving the type of training and education that will prepare them for life in a globalized world that demands innovation, creativity and critical thinking. Specifically, this development has equally reduced the chances of OTM students being employed in emerging industries as well as hindering the acquisition of skills for future needs. In the light of this gap,

it therefore becomes imperative to determine OTM academic programme implementers' perceived office skills needed by graduates for improved performance in business organisations.

Purpose of the Study

The main purpose of this study was to determine OTM academic programme implementers' perceived office skills needed by graduates for improved performance in business organisations. Specifically, the study determined OTM academic programme implementers' perceived:

2. communication skills needed by graduates for improved performance in business organisations
3. records management skills needed by graduates for improved performance in business organisations

Research Questions

The study was guided by the following research questions:

4. What are OTM academic programme implementers' perceived communication skills needed by graduates for improved performance in business organisations?
5. What are OTM academic programme implementers' perceived records management skills needed by graduates for improved performance in business organisations?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

HO₁: There is no significant difference in the mean responses of OTM academic programme implementers perceived communication skills needed by graduates for improved performance in business organisations based on location of school.

HO₂: There is no significant difference in the mean responses of OTM academic programme implementers perceived records management skills needed by graduates for improved performance in business organisations based on length of work experience

METHODS

The study adopted descriptive survey research design. The study was carried out in the South-South geopolitical zone of Nigeria. The population of the study consisted of 147 Office Technology and Management academic programme implementers (lecturers, instructors and technologists) in both federal and state polytechnics in the South-South geopolitical zone of Nigeria. The entire population was used for the study because of its manageable size. Hence, no sample was drawn. The instrument for data collection was a structured questionnaire titled "Programme Implementers' Perceived Office Skills Needed for Improved Performance Questionnaire" (PIPOSNIPQ). The questionnaire consisted of part A and B. Part A contains three items of respondents' demographic information of gender, location of school and years of work experience, while Part B is made up of five sections with 30 items in five clusters. Part B of the instrument was prepared on a four-point rating scale to include: Highly Needed (HN) four points; Needed (N) three points; Rarely Needed (RN) two points and Not Needed (NN) one point. The instrument was subjected to validation. In order to determine the reliability of the instrument, the instrument was administered on thirty (30) programme implementers in Federal Polytechnic, Afikpo, and Federal Polytechnic, Oko in South-East Zone. Data collected from the respondents were analyzed using the Cronbach Alpha reliability method. The entire 30 number item instrument yielded a reliability coefficient of 0.98 which showed a high internal consistency and prompted the use of the instrument for the study. The researcher, with the help of five research assistants collected data for the study. 147 copies of the instrument were administered on the respondents and all 147 copies were completed and returned and used for analysis. Mean and standard deviation were used to answer the research questions while the null hypotheses were tested using the t-test statistic at 0.05 level of significance.

RESULTS

Research Question One: *What are OTM academic programme implementers' perceived communication skills needed by OTM graduates for improved performance in business organisations?*

Items 16-30 in section B of the research instrument were used to collect data to answer this research question. The results are summarized in Table 1.

Table 1: Mean Responses on OTM Academic Programme Implementers’ Perceived Communication Skills by OTM Graduates for Improved Performance in Business Organisations

S/N	Communication Skills includes ability to:	\bar{x}	S.D	Remarks
1	Listen attentively	2.98	1.17	Needed
2	Write expressively	2.97	0.90	Needed
3	Read carefully	3.10	0.99	Highly Needed
4	Speak fluently	2.88	1.29	Needed
5	Interpret file action page appropriately.	3.28	0.91	Highly Needed
6	Write good reports.	3.18	1.05	Highly Needed
7	Channel telephone calls appropriately.	3.25	1.06	Highly Needed
8	Ability to transmit printed materials using facsimile machine.	2.78	1.14	Needed
9	Ability to send text messages.	2.82	1.11	Needed
10	Write legibly.	2.97	1.17	Needed
11	Ability to be accurate in communication.	3.22	1.03	Highly Needed
12	Write minute of minutes	2.88	0.96	Needed
13	Reply business correspondence	2.63	0.87	Needed
14	Answer phone call	2.80	1.29	Needed
15	Read incoming business correspondence	3.22	1.08	Highly Needed

Results in Table 1 show that items 3, 5, 6, 7, 11 and 15 are highly needed because they have mean values in the region of 3.1-4.0, which is highly needed while items 1, 2, 4, 8, 9, 10, 12, 13 and 14 are in the region of 2.1-3.0, and so are needed. The results show that all the items are the perceived communication skills needed by OTM graduates for improved performance in business organisations.

Research Question Two: *What are OTM academic programme implementers’ perceived records management skills needed by OTM graduates for improved performance in business organizations?*

Items 30-45 in section B of the research instrument were used to collect data to answer this research question. The result is summarized as in Table 3.

Table 2: Mean Responses on OTM Academic Programme Implementers’ Perceived Records Management Skills Needed by OTM Graduates for Improved Performance in Business Organisations

S/N	Records Management Skills Includes Ability to:	\bar{x}	S.D	Remarks
16	Keep staff records.	3.42	0.94	Highly Needed
17	File document appropriately	2.97	1.20	Needed
18	Keep records of committee reports.	3.10	1.07	Highly Needed
19	Maintain proper filing system.	3.35	0.97	Highly Needed
20	Maintain good knowledge of filing procedures.	3.26	1.03	Highly Needed
21	Monitor the diary of executive activities.	3.23	1.01	Highly Needed
22	Keep legal documents.	2.66	1.21	Needed
23	Prepare itinerary for the chief executive.	3.20	1.05	Highly Needed
24	Use scanning machine	2.97	1.02	Needed
25	Monitor work schedules to meet deadline.	2.80	0.87	Needed
26	Maintain proper indexing system	2.56	1.12	Needed
27	Keep records of committee report	3.03	1.06	Needed
28	Update file electronically	3.24	1.06	Highly Needed
29	Keep records of organizational assets	3.18	0.94	Highly Needed
30	Retain the attention of audience	2.58	1.09	Needed
Grand Mean				

The results in Table 2 show that items 16, 18, 19, 20, 21, 23, 28 and 29 are in the region of 3.1-4.0, which is highly needed while items 17, 22, 24, 25, 26, 27 and 30 are in the region of 2.1-3.0, and hence, are

needed. The results show that all the items are the perceived records management skills needed by OTM graduates for improved performance in business organisations.

Testing of Hypotheses

Hypothesis 1: HO₁: There is no significant difference in the mean responses of OTM academic programme implementers’ perceived communication skills needed by OTM graduates for improved performance in business organizations based on location of school.

Responses collected for items 1-15 in section B of the research instrument were used to test this hypothesis. The results are as summarized in Table 3.

Table 3: Summary of t-test Result on OTM Academic Programme Implementers’ Perceived Communication Skills Needed by OTM Graduates for Improved Performance in Business Organisations Based on Location

S/N	Variable	Number of Cases	Mean (X)	S.D	D.f	Aphal level	t.cal	P. Value	Decision
1	Urban	86	3.07	1.11	145	0.05	1.11	.102	Not Significant
	Rural	61	2.85	1.24					
2	Urban	86	2.91	0.89	145	0.05	0.94	.802	Not Significant
	Rural	61	3.05	0.92					
3	Urban	86	3.08	1.03	145	0.05	0.30	.366	Not Significant
	Rural	61	3.13	0.94					
4	Urban	86	3.53	0.92	145	0.05	9.11	.045	Significant
	Rural	61	1.97	1.15					
5	Urban	86	3.28	0.89	145	0.05	0.00	.344	Not Significant
	Rural	61	3.28	0.95					
6	Urban	86	3.16	1.07	145	0.05	0.28	.678	Not Significant
	Rural	61	3.21	1.04					
7	Urban	86	3.29	1.03	145	0.05	0.53	.418	Not Significant
	Rural	61	3.20	1.11					
8	Urban	86	2.77	1.16	145	0.05	0.19	.591	Not Significant
	Rural	61	2.80	1.12					
9	Urban	86	2.85	1.11	145	0.05	0.33	.864	Not Significant
	Rural	61	2.79	1.11					
10	Urban	86	2.94	1.17	145	0.05	0.38	.940	Not Significant
	Rural	61	3.02	1.17					
11	Urban	86	3.24	1.03	145	0.05	0.27	.793	Not Significant
	Rural	61	3.20	1.05					
12	Urban	86	2.56	0.89	145	0.05	5.32	.749	Not Significant
	Rural	61	3.34	0.87					
13	Urban	86	2.64	0.92	145	0.05	0.23	.151	Not Significant
	Rural	61	2.61	0.80					
14	Urban	86	2.67	1.32	145	0.05	1.36	.049	Significant
	Rural	61	2.97	1.22					
15	Urban	86	3.29	1.04	145	0.05	0.88	.145	Not Significant
	Rural	61	3.13	1.13					
Overall t.cal Value						0.05	0.93	.469	Not Significant

The results in Table 3 indicate that the p-value of .469 is greater than 0.05. From Table 3, the p-values of items 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28 and 30 are greater than 0.05, which implies that the null hypothesis for these items is retained. However, the p-values for items 20 and 29 are less than 0.05, this implies that the null hypothesis for these items is rejected. From Table 3, the p-value of .469 implies that there is no significant difference in the mean responses of OTM academic programme implementers’ perceived communication skills needed by OTM graduates for improved performance in business organizations based on location of school.

HO₂: There is no significant difference in the mean responses of OTM academic programme implementers' perceived records management skills needed by OTM graduates for improved performance in business organizations based on work experience.

Responses collected for items 31-45 in section B of the research instrument were used to test this hypothesis. The results are as summarized in Table 4.

Table 4: Summary of t-test Result on OTM Academic Programme Implementers' Perceived Record Management Skills Needed by OTM Graduates for Improved Performance in Business Organisations Based on Work Experience

S/N	Variable	Number of Cases	Mean (X)	S.D	D.f	Alpha Level	t.cal	P-Value	Decision
16	Highly Experienced	111	3.47	0.97	145	0.05	1.05	.540	Not Significant
	Lowly Experienced	36	3.28	0.85					
17	Highly Experienced	111	3.05	1.16	145	0.05	1.58	.095	Not Significant
	Lowly Experienced	36	2.69	1.28					
18	Highly Experienced	111	3.00	1.10	145	0.05	2.06	.019	Significant
	Lowly Experienced	36	3.42	0.91					
19	Highly Experienced	111	3.32	0.97	145	0.05	0.69	.806	Not Significant
	Lowly Experienced	36	3.44	0.97					
20	Highly Experienced	111	3.23	1.05	145	0.05	0.69	.193	Not Significant
	Lowly Experienced	36	3.36	0.96					
21	Highly Experienced	111	3.25	1.00	145	0.05	0.44	.234	Not Significant
	Lowly Experienced	36	3.17	1.08					
22	Highly Experienced	111	2.80	1.20	145	0.05	2.54	.393	Not Significant
	Lowly Experienced	36	2.22	1.17					
23	Highly Experienced	111	3.21	1.07	145	0.05	0.06	.304	Not Significant
	Lowly Experienced	36	3.19	0.98					
24	Highly Experienced	111	3.03	1.05	145	0.05	1.28	.217	Not Significant
	Lowly Experienced	36	2.78	0.90					
25	Highly Experienced	111	2.80	0.89	145	0.05	0.14	.202	Not Significant
	Lowly Experienced	36	2.78	0.80					
26	Highly Experienced	111	2.43	1.13	145	0.05	2.43	.043	Significant
	Lowly Experienced	36	2.92	1.01					
27	Highly Experienced	111	3.05	1.11	145	0.05	0.22	.041	Significant
	Lowly Experienced	36	3.00	0.93					
28	Highly Experienced	111	3.16	1.11	145	0.05	1.54	.018	Significant
	Lowly Experienced	36	3.47	0.85					
29	Highly Experienced	111	3.24	0.94	145	0.05	1.36	.225	Not Significant
	Lowly Experienced	36	3.00	0.93					
30	Highly Experienced	111	2.51	1.09	145	0.05	1.27	.375	Not Significant
	Lowly Experienced	36	2.78	1.05					
Overall t.cal Value						0.05	1.16	.244	Not Significant

The results in Table 4 show that the p-value of .244 is greater than 0.05. From Table 4, the p-values of items 16, 17, 19, 20, 21, 22, 23, 24, 25, 29 and 30 are greater than 0.05, which implies that the null hypothesis for these items is retained. However, the p-values for item 18, 26, 27, and 30 are less than 0.05; this implies that the null hypothesis for these items is rejected. From Table 4, the p-value of .244 implies that there is no significant difference in the mean responses of OTM academic programme implementers' perceived records management skills needed by OTM graduates for improved performance in business organizations based on work experience

DISCUSSION

The findings as shown in table 1 indicated that ability to listen attentively, speak fluently, channel telephone calls appropriately, send text messages, be accurate in communication and answer phone call were highly needed while ability to write expressively, read carefully, interpret file action page appropriately, write good reports, transmit printed materials using facsimile machine, write legibly, write

minute of minutes, reply business correspondence and read incoming business correspondence were needed communication skills by OTM graduates for improved performance in business organisations. The above results are indicative of the fact that communication, being a process of sending and receiving information, is an effective means of transmission of common understanding among people through speaking, writing or the other methods. Good communication skills help to foster understanding and harmonious work relationship. Therefore it is needed by to OTM graduates. Through communication, there is creation or exchange of thoughts, ideas, emotions, and understanding between sender(s) and receiver(s). Communication is an essential aspect of any organisation, operations or management system because an administrative organisation cannot function properly without an efficient and effective system of communication. This implies that unless the meaning of a policy of an organisation has been well communicated to and among all members of the organisation, that policy cannot be effectively executed. The importance of communication cannot be over-emphasized because it involves transmitting messages, sharing information, issuing and receiving orders, contacts between business partners. It helps the office in the exchange of information between participants in business processes, in order to improve performance. It enables an organisation to function effectively by establishing and maintaining relationships and rules which guide business organisations. The quality and effectiveness of such relationships depends largely on communication. The results are in line with Iksan, Zakaria, Meerah, Osman, Lian, Mahmud and Krish (2012) who studied communication skills among university students. The results of the study found that university students possess good communication skills, implying that communication skills help to equip students before venturing into the working world. This means that when people communicate effectively, there will be mutual understanding between them.

The results of t-test analysis of the second hypothesis as indicated in Table 3 showed that there is no significant difference in the mean responses of OTM academic programme implementers in urban and rural areas on the perceived communication skills for improved performance in business organisations. This means that the opinions of urban and rural OTM academic programme implementers do not differ on their perceived communication skills needed by graduates for improved performance in business organisations.

The second research question determined OTM programme implementers' perceived records management skills needed by graduates for improved performance in business organisations. The results in table 3 showed that ability to keep staff records, keep records of committee reports, maintain proper filing system, maintain good knowledge of filing procedures, monitor the diary of executive activities, prepare itinerary for the chief executive, update file electronically and keep records of organisational assets are highly needed while ability to file documents appropriately, keep legal documents, use scanning machine, monitor work schedules to meet deadlines, maintain proper indexing system, keep records of committee report and retain the attention of audience are needed by Office Technology and Management graduates for improved performance in business organisations. It is noteworthy that records enable business organisations to improve service delivery to meet their set goals and objectives. Records represent an organisations internal operations, competitive decisions, environmental and sociological interests as well as political and financial trends. They represent what has occurred, what is occurring and perhaps most importantly, what will occur in the future, hence, they are essential to the organisation. Indeed, it is difficult to discuss business-related concerns or make informed decisions without records. Therefore, OTM graduates need records management skills to enable effective planning, decision-making and controlling in business organisations. Proper records management practices right from creation, maintenance and disposal makes records vital assets. Records management helps organisations in identifying the extent to which they adhere to laws governing them, support the decision-making process, enhance accountability and minimize risks. This means that for an OTM student to adequately fit into a modern office after graduation, the student must be efficient in handling records throughout their life cycle, developing and implementing relevant and adequate records management policies in order to assist the organisation in managing all records efficiently and be able to organize records in order to enable users access them with relative ease. This result is in line with the views of Modebelu and Onyeali (2014) who examined records management skills for effective service delivery in Nigerian education system.

Findings of the study revealed high extent of application and utilization of e-recording and high possession of records management skills by administrative officer.

The results of the t-test analysis of the third hypothesis as indicated on Table 4 showed that there was no significant difference in the mean responses of OTM academic programme implementers on the perceived records management skills needed by OTM graduates for improved performance in business organisations based on work experience. This means that highly experienced and lowly experienced OTM academic programme implementers do not differ in their responses on perceived records management skills needed by graduates for improved performance in business organisations. This is true because possession of effective records management skills by OTM graduates is necessary for improved performance.

CONCLUSION

Office Technology and Management programme was designed to equip students with office skills for employment, effective work competence and socio- psychological skills, which are essential in everyday interactions with others in modern workplace. However, many industries and well established business organizations do demand for skilled labour force due to increasing and emerging technological practices needed. There is therefore a wide gap between what is taught in schools and expectations of employers of labour. This is caused by the inability of educational institutions to cope with the current technological changes taking place in the world and the office technology has not made for meaningful training of OTM graduates for national and international jobs. Similarly acknowledged is that employers are expressing dissatisfaction with graduates' overall work-related skills and preparedness for jobs. It is discovered that job skills taught in schools run parallel with employees' job skills demands. The above scenes made the researcher to investigate Business Educators' Perceived Office Technology and Management (OTM) Skills Needed by OTM Graduates for improved Performance in Business Organizations in South-South geo-political zone. The study found out that some skills were highly needed while most were simply needed. Based on these results, recommendations were made which this researcher believes that when implemented will equip OTM graduates with the highly needed skills for improved performance in Business organizations especially in South-South geo-political zone, which will increase employability and efficiency in office practices.

RECOMMENDATIONS

Based on the findings the researcher recommended that:

1. Administrators/management of tertiary institutions should in addition to normal curriculum implementation in OTM provide in-course training programme for OTM students in broadcasting establishments for proper acquisition of skills in communication.
2. Management of tertiary institutions in South-South geo-political zone, Nigeria should make policies that promote inter-University exchange programme in record keeping management through their Business Education Departments which will enrich the OTM graduates in practical records management skills for the best practices of Business organizations.

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