

Teachers' Perception of the Quality Assurance and Skill Acquisition required from Office Technology and Management Students for National Development

FELICIA, K. OLUWALOLA, N.B. OYEDEJI
University of Ilorin, Nigeria

J. F. OYEDELE
Kwara State University, Malete, NIGERIA

Abstract. The study examined the quality assurance and skill acquisition required by office technology and management students for national development. Two research questions titled 'What are the needs for quality assurance in office technology and management programme for national development and what are the necessary skills required of office technology and management students for national development' guided the conduct of the study. Descriptive survey research design was used for the study. A total of 38 business education lecturers in the public tertiary institutions in Kwara state were selected. A questionnaire with Cronbach reliability of 0.82 was the instrument used for data collection. Mean score and standard deviation was used to analyze the research questions. The result of the data collected and analyzed indicated among others that the need for quality assurance in OTM is to serve as indispensable component for quality control strategy and determine the level of adequacy of the facilities available for quality control in office technology and management programme. It was concluded based on the findings that there is the need for quality assurance in office technology and management programme. This will serve as indispensable component for quality control strategy and determine the level of adequacy of the facilities available for quality control in office technology

and management programme. It was recommended among others that there is the need for constant and efficient supervision of the educational activities of office technology and management department by both internal and external supervisory bodies for efficient academic delivery.

1. Introduction

The role of quality education as an instrument of change and meaningful development cannot be over-emphasized because it is recognized as a tool for the economic and social development of any nation. It is a key and a vital element in the broad development of the nation's youth capacity to address and solves difficulties. Education forms the basis for the proactive and positive economic, social and political changes in the society. Education remains the key to empowerment of the people and the nations as a whole (Olawolu and Kaegon, 2012).

Business education continuously builds on the knowledge, skills, values and attitude learnt at the lower phases of education. The greatest weapon against poverty is education of the youths. (Nwangwua, 2007). Jubril (2010) defines business education as a specialized area of vocational education that provides educational training, skills development,

attitudes adjustment towards business orientation and academic challenges. Njoku (2006) views business education as an educational programme that equips an individual with functional and suitable. Professionally, business is a programme designed to provide students with the basic processes of educational training, decision-making, the philosophy, theory, and psychology of management; practical applications; business start-up and operational procedures (Jubril, 2010).

Amoor and Udoh (2008) noted that business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skilful and dynamic business teachers, office administrators, businessmen, and women that will effectively compete in the world of work (Odunaike and Amoda 2008). To realize this goal teacher's perception of the subject is very important. That is, teacher's perception of the subject influences student's academic performance. This is because our perceptions affect our emotions and behaviour likewise our emotional and behavioural reactions also help to shape our environments and skew our belief of those environments. Perception is a hypothetical construct for the attaining awareness of understanding of the environment by organizing and interpreting sensory information (Jones 2003).

Quality assurance refers to the planned and systematic activities implemented in a quality system so that quality requirements for a product or services are fulfilled. Idialu (2007) described quality as standards of something as compared to other things, that is, the degree of goodness or excellence. Quality assurance generally means all the procedures, processes and systems that support and develop education (Kontio 2007). According to Utoware and Kren-Ikidi (2013), quality forms an intricate part of education, which focuses on the ability to conform to certain acceptable and institutional basis with respect to time, periods, practices and locations.

Quality assurance on the other hand, is about consistently meeting product specification. It is the ability of educational institutions to meet the need of the users of manpower in regulation to the quality of skills acquired by their products, that is, students. Okebukola (2007) sees quality assurance in Nigeria Universities as a process of continuous improvement in the quality of teaching and learning activities that is mostly achieved by via-pathways of employing mechanisms, internal and external to the universities. It is ensuring that at least the provision of the minimum academic standard are attained, maintained and enhanced. To Ajayi and Akindutire (2007), quality assurance in the educational sector implies the ability of educational institutions to meet the expectations of users of manpower in relation to quality of skills acquired by their outputs. Nnorom (2013) sees quality assurance as the ability of the university to meet criteria relating to academic matters, staff - students ratio, staff mix by rank, staff development, physical facilities, and funding and adequate library facilities. Again, Utoware and Kren-Ikidi (2013) defined quality assurance as a designed systematic measurement approach which an entity follows so that quality requirement of a product or service will be achieved. Quality assurance is viewed as a planned and systematic review processes carried out by organization, institution or programme to determine if acceptable standards are being met, maintained and enhanced. It guarantees confidence in a programme of study given by an institution that standards and quality are being maintained and enhanced (UNESO, 2009).

Practical skills acquisition is an important aspect of Business Education programme at the various levels of the Nigerian education. In support of this, one of the National Educational Objectives states that the acquisition of appropriate skills, abilities and competencies both mental and physical are important for all Nigerians to live and contribute to the development of their society (Federal Government of Nigeria - FGN 2004). Consequently, the National Educational Policy document (2004) states that the Nation's educational activity should be centered on the students in order for them to acquire maximum skills acquisition for self-development and

fulfillment in the labour market. Unfortunately, due to certain impediments, the level of practical skills acquired by these students, compared with the demands of the labour market and technological advancement, is nothing to boast about. This explains why most employers of labour in this nation and abroad consider the products of Business Education as half-baked and unusable without further training. As a result of this, many graduates of Business Education are found all over the nation without gainful public employment. These graduates too cannot be self-employed because they are not able to put to practice what they studied in their tertiary institutions.

Skill acquisition is a practical way of developing knowledge ability and skills in learners in such a way that they can use it to improve their society. However, Adeniyi (2011) lamented that there are evidence of lack of creativity in the Nigerian students. This is an indication of the significance in the standard of the programmes offered in the schools to the employment needs of the individual learners. Now the question is, can the Nigerian students be able to cope with the work force of the twenty-first century which requires manipulative skills and great ability to solve problems on their own than it has been in the past? It is through the acquisition of skills in business education students will be equipped to be creative citizens and as well help to keep improving the living conditions of the society and solve their existential problems.

The worry for quality assurance has been at the core of the inspiring forces for business education. Assurance for quality and skills acquisition in office technology and management programme is the practice to ensure that good standard is upheld. The need to maintain quality in the acquisition of skills in OTM programme cannot be overstated therefore, the study investigated teachers' perception of the quality assurance and skill acquisition required from office technology and management students for national development.

2. Purpose of the Study

The purpose of this study was is to:

- Examine the need for quality assurance in office technology and management programme for national development.
- Ascertain the necessary skills required of office technology and management students for national development.

3. Research Questions

- What are the needs for quality assurance in office technology and management for national development?
- What are the necessary skills required of office technology and management students for national development?

4. Methodology

A descriptive survey research design was used in the study. The survey carried out covered the entire public owned institutions in Kwara State, which included University of Ilorin, Kwara State University, Kwara State Polytechnic and College of Education Ilorin. The population for the study consisted of all business education lecturers in tertiary institutions in Kwara State. The entire population was involved in the study because the researchers consider the size manageable.

The instrument used for data collection was the researcher self-constructed questionnaire titled Teachers' Perception of the Quality Assurance and Skill Acquisition Required from Office Technology and Management Students for National Development'consisting of 32 items. The instrument was divided into sections, A, B and C. A was designed to obtain information from the business education lecturers was respondents on quality assurance and skill acquisition required by office technology and management students for national development. Three experts were subjected to the questionnaire to a face validation from the Department of Business and Entrepreneurship Education, Kwara State University Malete, Nigeria. The internal consistency of the questionnaire was ascertained using Cronbach Alpha reliability, which yielded a reliability coefficient of 0.82. The data collected were analyzed using mean and standard deviation.

The decision rule was that any item with a mean score of 2.50 and above was taken as agreed while items with mean score of 2.49 and below

were regarded as disagreed for research questions.

5. Results

Research Question one: What are the needs for quality assurance in office technology and management programme for national development as perceived by the teachers?

Table 1: Tables of Teachers’ Perception of the Need for Quality Assurance in Office Technology and Management Programme for National Development

S/N	Item Statements	\bar{X}	SD	Remark
1.	To evaluate the effectiveness of structures and processes required to achieve outcomes in OTM	3.04	0.66	Agreed
2.	To serve as indispensable component of quality control strategy in OTM	3.90	0.75	Agreed
3.	To prepare students for self reliance	2.90	0.77	Agreed
4.	To ensure and maintain higher standard in OTM	2.75	0.85	Agreed
5.	To assist in monitoring and supervision of OTM	2.85	0.82	Agreed
6.	To determine the quality of the teachers’ input	2.53	0.58	Agreed
7.	To determine the level of adequacy of the facilities available for quality control	3.69	0.75	Agreed
8.	To ensure how the financial resources available could be prudently and judiciously utilized	3.15	0.58	Agreed
9.	Adequate funding	2.98	0.62	Agreed
10.	Monitoring of OTM programme	2.86	0.89	Agreed
11.	Effective evaluation system	3.61	0.66	Agreed
12.	Training and retraining of staff	3.22	0.79	Agreed
Weighted average		3.12	0.73	Agreed

Source: Field Survey, July 2017

Table 1 revealed that the respondents unanimously agreed to all the constructs as the mean are far above the fixed mean of 2.50. This means the respondents indicated that all the elements stated in the table are the need for quality assurance in office technology and management for national development. All the 12 constructs has standard deviation ranging from 0.62 to 0.89, which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as it is close to the mean. On the overall, all the constructs in the table above are major needs for quality assurance in office technology and management for national development. This implied that quality assurance can lead to or bring about effectiveness of structures and processes, quality control, maintain higher standards, determine the quality of teacher’s input among others in office technology and management programme (mean = 3.12, SD = 0.73).

Research Question Two: What are the necessary skills required of office technology and management students for national development as perceived by the teachers?

Table 2: Tables of teachers’ perception of the necessary skills required of office technology and management students for national development

S/N	Item Statements	\bar{X}	SD	Remark
1.	Personal Skills	3.35	0.67	Agreed
2.	Motivational skill	3.23	0.89	Agreed
3.	Communicative skill	3.87	0.45	Agreed
4.	Planning skill	3.11	1.02	Agreed
5.	Saving and investment skills	2.96	1.01	Agreed
6.	Adaptive skill	2.91	0.56	Agreed
7.	Managerial skills	3.77	0.62	Agreed
8.	Human relations skill:	3.12	0.61	Agreed
9.	Vocational skill	3.32	0.77	Agreed
10.	Computer skills or professional software skills	3.35	0.89	Agreed
11.	Basic professional competencies	3.82	0.95	Agreed
12.	Record management skill	3.65	0.78	Agreed
13.	Psychomotor skill	3.67	0.57	Agreed

14	Analytical skill	3.44	0.58	Agreed
15	Creative skills	3.32	0.71	Agreed
16	Web development skills (webpage)	3.82	0.66	Agreed
17	Microsoft office software skill	3.70	0.67	Agreed
18	Desktop publisher software skills	3.71	0.60	Agreed
19	Graphical design skill	3.13	0.83	Agreed
20	Data base management software skills	3.15	0.95	Agreed
Weighted average		3.42	0.74	Agreed

Source: Field Survey, July 2017

Analysis of data presented in table 2 showed that the respondents unanimously agreed to all the constructs as the mean are far above the fixed mean of 2.50. The table further clarified that the respondents indicated agreed for all the items as skills required of office technology and management students for national development. All the 20 constructs has standard deviation ranging from 0.45 to 1.02, which are below the fixed value of 1.96. This means that the sresponses of the respondents are not wide spread as they are close to the mean. On the overall, all the constructs in table 2 are necessary skills required of office technology and management students for national development. This implied that web development skills (webpage), communicative skill, basic professional competencies among others are necessary skills required of office technology and management students (mean = 3.42, SD = 0.74).

6. Discussion of Findings

The findings revealed that the need for quality assurance in OTM is to serve as indispensable component for quality control strategy and determine the level of adequacy of the facilities available for quality control in office technology and management programme for national development. The findings support the earlier findings of Adegbesan (2011) who stated that one of the needs for quality assurance is to serve as indispensable component of quality control strategy in education because it will go a long way in determining the outcome of any educational programme.

The study also revealed that web development skills (webpage), communicative skill, basic professional competencies supported by a higher mean of 3.82, 3.87 and 3.82 respectively are necessary skills required of office technology

and management students for national development. This means that for students to meet the present challenges of the 21st century, these necessary skills are expected of OTM graduates after the completion of the programme. The findings corroborate with the earlier findings of Ottah (2015) who stated that the essential skills required of students is the human and conceptual skills. This is because a person with good human skills will have a high degree of self-awareness and a capacity to understand or empathize with the feelings of others. The result of the findings is related with the finding of Larsen, and Lancrin (2005) reported that ICT is playing a major role in the acquisition and diffusion of knowledge which are fundamental aspects of the education process. He further said that ICTs is offering increasing possibilities of codification of knowledge about teaching activities through being able to deliver learning cognitive activities anywhere at any time. Tertiary education institution has always being at the forefront of new scientific discoveries and innovations brought about by the activities of teaching, learning and research. An effective teacher is required to have a higher level of professionalism because of rapidly changing circumstances. Hayon (2009) emphasized that teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of students' behaviour, attitude and achievement. The teaching profession requires certain dominant behaviours which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern.

7. Conclusion

The study established that there is the need for quality assurance in office technology and management programme largely as it will serve

as indispensable component for quality control strategy and determine the level of adequacy of the facilities available for quality control in office technology and management programme. Also web development skills (webpage), communicative skill, basic professional competencies are necessary skills expected of OTM students in office technology and management programme. Therefore quality assurance should be greatly considered in office technology and management programme in tertiary institutions.

8. Recommendations

Based on the findings of the study, the following recommendations were made:

- There is the need for regular training and retraining of lecturers/instructors in order to imbibe current knowledge and experience in the new technologies recently introduced to the programme.
- There is the need for constant and efficient supervision of the educational activities of office technology and management department by both internal and external supervisory bodies for efficient academic delivery
- Government (both federal and state) in Nigeria should give adequate funds to public tertiary institutions to procure teaching and learning facilities for meaningful learning. This will improve quality standard of education in the country.

References

Adegbesan, O. (2011). Establishing Quality Assurance in Nigerian educational system: Implication for educational managers, Retrieved from E-mail: gbasco211@yahoo.com

Ajayi, I. A. and Akindutire, I. O. (2007). The Unresolved Issues of Quality Assurance in Nigerian Universities. *Journal of Sociololy and Education in Africa*, 6(1). 10-14

Amoor, S. S. and Udoh (2010). The need to improve Teacher Quality in Business Education Programme in Nigerian Universities. *International Journal of Education Research*, 11(1) 6-8

Federal Republic of Nigeria (2004a). *Curricula for Technical Colleges and Polytechnics*. Kaduna: National Board for Technical Education.

Hayon, L. K. (1989). *The international encyclopedia of teacher education*. UK: Paragon Press.

Idih, E. I and Umannahi, M. O. (2013). Strategies for establishing and maintain quality assurance in office technology and management (OTM) programmes in Nigerian polytechnics. *Business Education Book of reading* 3(1) 14-19

Idialu, E. E. (2007). Quality Assurance in the Teaching and Examination of Vocational and Technical Education in Nigeria. *College Students Journal*, 4(2&3), 10-16

Jones, D. (2003). The right kind of man: The ambiguities of regendering the early years school environment—the case of England and Wales. *Early Child Development*, 173(6), 565-575.

Jubril, E. (2010). Business education as a specialized area of vocational education..Retrieved on 25th January, 2018 <https://ng.linkedin.com>

Larsen, K., and Lancrin V. L. (2005). The Impact of ICT on tertiary education advance and ppromises: OECD/NSF/11. Michigan Conference advancing knowledge economy. Wasshington DC. Sde publishers.

Kontio, J. (2007). Quality Assurance: procedures, processes and systems that support and develop education. *American International Journal of Contemporary Research* 3(9) 1-7

National Educational Policy (2004). Nation's educational activity centered on the students to acquire maximum skills acquisition for self-development in the labour market.

Nnorom, G. O. (2013). Quality Assurance: as the ability of the university to meet criteria relating to academic matters.

Njoku, C. U. (2006). Business education and value orientation for National Economic Employment and Development. Paper Presented at the Owo 2006. Annual Conference of the ABEN

Nwangwua, E. C. (2007). The greatest weapon against poverty is education of the youths. *International Journal of Educational Research*, *Journal of*

- Faculty of Education, University of Nigeria Nsukka 13(1) 235- 251.*
- Odunaike, K. O. and Amoda, M. B. (2008). Business education is to produce competent, skilful and dynamic business teachers and office administrators that will effectively compete in the world of work. *Journal of Business of Education and Entrepreneurial Development (JOBEEED)*, 1(1) 81-95
- Okebukola, P. O. A. (2007). Quality Assurance in Nigeria Universities: as a process of continuous improvement in the quality of teaching and learning activities. *Journal of Research in Education*
- Olawolu and Kaegon (2012). Education forms the basis for the proactive and positive economic, social and political changes in the society. Retrieved on 28th January, 2018 www.researchgate.net
- Ottah, J. O. (2015). Quality assurance and students' academic performance in senior secondary schools in Ilorin metropolis, Kwara state. Unpublished Master Thesis, University of Ilorin
- UNESO (2009). Quality assurance as a planned and systematic review processes carried out by organization and institution.
- Utoware and K. (2013). Quality forms an intricate part of education Retrieved on 25th January, 2018 www.globalacademicgroup.com