Resource Provision for Effective Implementation of Office Technology and Management Programme in Public Colleges of Education in Enugu and Ebonyi State

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Abstract: The study was carried out to identify the extent of resource provision in Colleges of Education for the effective implementation of Office Technology and Management Education (OTME) Programme. The study adopted descriptive survey research design. The population of the study was 21 Business education lecturers from Ebonyi State College of Education and Enugu State College of Education (Technical). All the lecturers were used for the study so no sampling was done. The instrument used for collecting data was a structured questionnaire. The instrument was developed by the researcher and it was validated by three experts. The instrument was tested for reliability using Kuder-Richardson (K-20) formula and the reliability index was 0.63. The instrument was administered to the respondents by the researcher with the assistance of research assistants. The data collected were analyzed using Mean, Standard Deviation and t-test. The result showed that twenty four items out of thirty-five items were provided to a large extent and are used in Colleges of Education for effective implementation of OTME programme. It was recommended among others that the government, school administrators, and all the concerned authorities should ensure that resources needed for the implementation of OTME programme in Colleges of education are provided and the available material resources should be maintained.
Keywords: Education, management, resource provision and OTME programme

I. INTRODUCTION

Resource provisions have been considered important in our schools if effective teaching and learning will take place. It could be in form of human or material resources. Students' performance is directly influenced by resources available in various schools. These resources make teaching and learning real. Inadequate resources however, do not allow effective teaching and learning to take place especially in the implementation of Office Technology and Management Education (OTME) programme. The world has turned to a global village as a result of the introduction of ICT. We are now in an electronic era where everything is on electronic form. To cope with this new technology, the National Board for Technical Education which is the body that oversees the affairs of polytechnics in Nigeria, introduced the Office Technology and Management Programme packed with many ICT courses both at the National Diploma level and the Higher Diploma Level. This programme changed the nomenclature of secretarial studies to be Office Technology and Management programme. Consequently N.C.C.E. equally introduced some ICT courses into the business education programme for Colleges of Education (Azih, and Igboke, 2017)

Learning resources enhance teaching and learning. However, its provision should be a combined effort of the government, school authorities, educational administrators and other people in the field. To improve the quality of education in schools, adequate resources should be provided in varieties to make instruction resource-based (Ayodele-Bamisaye, Nwuzoke, & Okediran 2003). The classroom through the lecturers should prepare students for the office through adequate practically oriented training with the use of resources which should be provided. Inadequate provision of resources in our schools has negative effect on the academic performance of the students and thus the implementation of a programme will not be effective.

Office Technology and Management is one of the options of business education programme in colleges of education. According to Agomuo (2004), business education is a broad field of study consisting of office education, a vocational programme that provides office careers and general business which provides its trainees with information and competencies needed for managing and using business. Aliyu (2005) asserted that business education programme at any level has two major purposes; to provide training for specific jobs and develop the

ability to use these skills in the business environment. Resources are needed to enable the students acquire the skills and competencies.

Ikenga, Oru and Afolabi, (2010) also opined that business education produces manpower that possesses the requisite knowledge, skills and attitudes for harnessing other resources and bringing them into cooperative relationship to yield the goals and services demanded by the society and socio-economic competencies which make people more intelligent consumers of goods and services. In the words of Azuka, Nwosu, Kanu and Agomuo (2006), Business education prepares youths for vocations and also furnishes them with relevant information concerning their lives both as citizens and also individuals. They also asserted that Business education develops in people certain skills, attitude and abilities that are relevant to secure jobs in the business world. According to Igboke (2012) Business Education is that aspect of the total educational programme that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as producers and/ or consumers of goods and services that business offer.

Business education is generally seen as education for and about business. Oladunjo (2015) opined that the goals of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of works.
The objectives of business education in colleges of education are:
1. To produce well qualified and competent NCE graduates in Business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions
2. To produce NCE business teachers who will be able to inculcate the vocational aspects of business education into the society.
3. To produce NCE business teachers who will be involved in the much desired revolution of vocational development right from the primary and secondary schools.
4. To equip students with the right skills that will enable them to engage in a life of work in the office as well as for self employment. FRN (2012).

The above objectives must be achieved in the implementation of OTM programme in the colleges of Education, and to implement these programmes, resources are needed and must be provided.

Resource could be referred to as something that one uses to achieve an objective. Resources include both material (the facilities/equipments) and human resources (the qualified teachers and other staff) needed for the implementation of any programme. Facilities/equipment of any course of study constitute one of the principle determinants of the competence of the graduates. Esene and Ohiwerei (2005) defined facility/equipment as business appliances or office type machines that we use in teaching and practice of the business subjects. The provision of facilities and other teaching and learning materials is of great importance in the implementation of OTME programme in colleges of education. When the necessary facilities for the implementation of OTME programme are provided, the graduates of the programme will become proficient in the world of work through the acquired skills, otherwise teaching and learning becomes theoretical and ineffective. The classroom is expected to prepare students for the office through adequate, practically oriented training and these cannot be possible without the necessary facilities for teaching and learning.

According to Ajelabi (2000) instructional resources enrich learners' knowledge and reinforce verbal instruction. This means that when instructional resources are used, the classroom environment becomes lively and interesting. Afuwape (2004) also stressed that research has proved that facilitative potentials of instructional resources enhance students' academic achievement and also enrich the classroom instruction. Resources as educational inputs are of great importance. Abimbade (1997) opined that using instructional resources in teaching and learning make students learn more and retain better what they have been taught and that it also promotes and sustains students' interest. According to him, it also allows the learners to discover themselves and their abilities. Ifeagwu (2000) also stated that the use of instructional resources would make discovered facts glued firmly to the memory of students. In the same vein, Alade and Lemo (2009) stressed that resources are very important in the development of qualitative education and so the success and failure of any system of education depends on the quality and quantity of human and material resources made available. They were also of the opinion that lack of physical facilities, ICT lab, inadequate funding, severe shortage of suitable qualified teachers and other material resources as well as tools have been found to be some of the major problems of vocational education which invariably OTME programme is part of it.

Summary of the resources for effective implementation of OTME programme
1. Sufficient OTME teachers
2. Well equipped typing pool
3. Well equipped shorthand laboratory
4. Well equipped model office
5. Well equipped business education library
6. Information and communication technology (ICT) laboratory (FRN, 2012)

These resources should be provided for the implementation of OTME programme in Colleges of education. It is very important to have sufficient and adequate human resources in terms of teacher quality for the teaching of OTME courses in Colleges of education. It is however, pertinent to note that some lecturers handling specialized areas like typing and shorthand are not OTME majors. Some major in marketing and accounting. According to FRN (2013) schools should be properly and uniformly equipped to promote sound and effective teaching. Suitable textbooks, qualified teachers, libraries, well equipped computer room and other vital material resources which are needed should be provided for Colleges of education.

Adeyanju, Ajayi & Salomi (2011) maintained that it is the available human resources that mobilize and galvanize other resources. Human and material resources are major determinants of the success of any programme. The obvious observation is that the human and material resources needed in schools are not adequate to achieve the effective implementation of OTM programme. Ibeneme (2000) observed that Federal and State government know the importance of material resources needed for effective teaching but cannot do much in the provision of these resources for schools because of high foreign exchange rate and poorly monitored economy. It is expected that Business education graduates be equipped with knowledge and skills that will enable them compete globally with their counterparts. Based on this fact, the researcher intends to identify the level of resource provision in Colleges of Education for effective implementation of Office Technology and Management Education (OTME) Programme.

Purpose of study
The main purpose of the study was to identify the level of resource provision in Colleges of Education for effective implementation of Office Technology and Management Education (OTME) Programme. Specifically, the study tends to;
1. To find out the level of provision of resources in Colleges of education for effective implementation of office technology and management education programme.
2. To identify the level of utiliaztion of resources in Colleges of education for effective implementation of office technology and management education programme.

Research questions
1. What is the level of provision of resources in Colleges of education for effective implementation of office technology and management education programme?
2. What is the level of utilization of resources in Colleges of education for effective implementation of office technology and management education programme?

Hypothesis
1. There is no significant difference in the mean responses of male and female lecturers regarding the level of utilization of the resources in Colleges of Education for effective implementation of OTME programme.

II. RESEARCH METHOD
The study made use of descriptive survey research design. The design is appropriate for the study since the researcher used questionnaire as instrument to collect data from the respondents and analyzed the data collected. The population of the study was 21 Business education lecturers from Ebonyi State College of Education, Ikwo and Enugu State College of Education (Technical). The institutions are in Enugu and Ebonyi state of Nigeria. All the lecturers were used for the study so no sampling was done for them. The instrument used for data collection was a structured questionnaire. The instrument was developed by the researcher and it was validated by three experts. Kuder-Richardson (K-20) formula was adopted to determine the consistency of the questionnaire items after a single administration of the instrument to lecturers from the Department of Business education, Anambra State College of Education, Nwafor Orizu. After analysis, a coefficient of 0.63 was obtained which shows that the instrument is reliable. The instrument was administered through the help of one research assistant and the researcher. The instrument has four response options of Very High Extent, High Extent. Low Extent and Very Low Extent and these were posed to the respondent for each item. Each of the item was assigned a value, thus VHE =4, HE=3, LE=2, and VLE=1. This produced a mean of 2.50. Data collected were analyzed using Mean and Standard Deviation to answer research questions and t-test statistics to test the hypothesis at 0.05 level of significance.

III. RESULT
The results of the study are presented in the table below:
1. What is the level of provision of resources in Colleges of education for effective implementation of office technology and management education programme?
Summary of the level of resources provided in colleges of education for effective implementation of office technology and management education programme is presented in the table below:

Table 1: Mean and standard deviations of the responses of Business education lecturers on the resources provided in Colleges of education for effective implementation of office technology and management education programme.

S/N	RESOURCES PROVIDED IN YOUR OWN COLLEGE	N	X	SD	Decision
1	Sufficient number of Business Education lecturers	21	1.8	0.63	Low extent
2	One computer specialist	21	1.6	0.96	Low extent
3	One Senior typist or secretary	21	3.5	0.71	High extent
4	One Typewriter Mechanic	21	3.1	0.99	High extent
5	One studio attendant	21	1.6	0.52	Low extent
6	30 Manual Typewriters	21	3.5	0.71	High extent
7	1 0 Computers	21	3.7	0.48	High extent
8	30 Swivel chairs	21	3.0	1.05	High extent
9	30 typist's desk	21	3.5	0.71	High extent
10	1 Instructor 'stable or desk .	21	3.4	0.69	High extent
11	1 Instructor's chair	21	3.5	0.71	High extent
12	4 Stapling machine	21	3.3	0.05	High extent
13	4 Stapling remover	21	2.0	0.66	Low extent
14	2 Perforators	21	3.3	0.82	High extent
15	2 Stop watches	21	3.6	0.69	High extent
16	1 Demonstration stand	21	2.1	0.99	Low extent
17	1 Wall clock	21	3.4	0.69	High extent
18	1 English Dictionary	21	3.6	0.52	High extent
19	1 Short hand Dictionary	21	3.5	0.71	High extent
20	2 Filling cabinet	21	3.2	0.78	High extent
	SHORTHAND LABORATORY ITEMS				
21	Tape recorders/consoles	21	3.2	0.63	High extent
22	Headphones	21	3.6	0.52	High extent
23	Air conditioning systems	21	2.0	0.66	Low extent
24	Lecturer's demonstration stand	21	1.8	1.03	Low extent
25	Punching Machine	21	1.8	0.78	Low extent
26	File cabinet	21	3.4	0.84	High extent
27	Furniture	21	3.9	0.99	High extent
	MODEL OFFICE ITEMS				
28	Executive tables with drawers and chairs	21	3.3	0.67	High extent
29	Secretary's tables with drawers and swivel chairs	21	3.3	0.82	High extent
30	Photocopier	21	3.5	0.71	High extent
31	File trays-in and out	21	1.7	0.82	Low extent
32	Adding and Listing machines	21	1.9	0.99	Low extent
33	Waste paper basket	21	2.9	1.19	High extent
34	Well equipped Information and Communication Technology laboratory	21	1.6	0.84	Low extent
35	Well equipped Business Education library	21	2.0	1.15	Low extent
	Cluster Mean		**27.40**	**24.72**	

The result of the study as presented in Table 1 showed that twenty four out of the thirty five item statements received mean ratings above the cut-off point of 2.50, while the other three items statements received mean ratings below the cut-off point of 2.50.

From the result above, it is explicit that the respondents regarded item statements 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 26, 27, 28, 29, 30 and 33 as resources provided in colleges of education for effective implementation of office technology and management education programme while they did not accept item statements 1, 2, 5, 13, 16, 23, 24, 25, 31, 32, 34, and 35 as resources not provided in College of Education for effective implementation of Office Technology and Management Education programme

2. What is the level of utilization of resources in Colleges of education for effective implementation of office technology and management education programme?

Data collected for answering the above research question was summarized in table 2 below:

Table 2: Mean and standard deviations of the responses of Business education lecturers on the utilization of resources in Colleges of education for effective implementation of office technology and management education programme

S/N	USE OF RESOURCES IN THE COLLEGE	N	$\overline{X}$	SD	Decision
1	Sufficient number of Business Education lecturers	21	1.8	0.63	Low extent
2	One computer specialist	21	1.6	0.96	Low extent
3	One Senior typist or secretary	21	3.5	0.71	High extent
4	One Typewriter Mechanic	21	3.1	0.99	High extent
5	One studio attendant	21	1.6	0.52	Low extent
6	30 Manual Typewriters	21	3.5	0.71	High extent
7	1 0 Computers	21	3.7	0.48	High extent
8	30 Swivel chairs	21	3.0	1.05	High extent
9	30 typist's desk	21	3.5	0.71	High extent
10	1 Instructor 'stable or desk .	21	3.4	0.69	High extent
11	1 Instructor's chair	21	3.5	0.71	High extent
12	4 Stapling machine	21	3.3	0.05	High extent
13	4 Stapling remover	21	2.0	0.66	Low extent
14	2 Perforators	21	3.3	0.82	High extent
15	2 Stop watches	21	3.6	0.69	High extent
16	1 Demonstration stand	21	2.1	0.99	Low extent
17	1 Wall clock	21	3.4	0.69	High extent
18	1 English Dictionary	21	3.6	0.52	High extent
19	1 Short hand Dictionary	21	3.5	0.71	High extent
20	2 Filling cabinet	21	3.2	0.78	High extent
	SHORTHAND LABORATORY ITEMS				
21	Tape recorders/consoles	21	3.2	0.63	High extent
22	Headphones	21	3.6	0.52	High extent
23	Air conditioning systems	21	2.0	0.66	Low extent
24	Lecturer's demonstration stand	21	1.8	1.03	Low extent
25	Punching Machine	21	1.8	0.78	Low extent
26	File cabinet	21	3.4	0.84	High extent
27	Furniture	21	3.9	0.99	High extent
	MODEL OFFICE ITEMS				
28	Executive tables with drawers and chairs	21	3.3	0.67	High extent
29	Secretary's tables with drawers and swivel chairs	21	3.3	0.82	High extent
30	Photocopier	21	3.5	0.71	High extent
31	File trays-in and out	21	1.7	0.82	Low extent
32	Adding and Listing machines	21	1.9	0.99	Low extent
33	Waste paper basket	21	2.9	1.19	High extent
34	Well equipped Information and Communication Technology laboratory	21	1.6	0.84	Low extent
35	Well equipped Business Education library	21	2.0	1.15	Low extent
	Cluster Mean		**27.40**	**24.72**	

The result in Table 2 shows that twenty four out of the thirty five item statements received mean ratings above the cut-off point of 2.50, while the other three items statements received mean ratings below the cut-off point of 2.50.

From the result above, it is explicit that the respondents regarded item statements 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 26, 27, 28, 29, 30 and 33 as resources functional in their own colleges of education for effective implementation of office technology and management education programme while they did not accept item statements 1, 2, 5, 13, 16, 23, 24, 25, 31, 32, 34, and 35 as resources functional in their colleges of education for effective implementation of office technology and management education programme.

Hypothesis
There is no significant difference in the mean responses of male and female lecturers regarding the functionality of the resources in Colleges of Education for effective implementation of OTME programme.

The result of the test of hypothesis was presented in the table below:

Table 3: T-test analysis on the responses of male and female Business education lecturers regarding the use of resources in colleges of education for effective implementation of OTME programme

Gender	N	Mean	SD	DF	T.cal	Sig.	Decision
Male	10	27.40	24.72	19	0.518	2.093	NS
Female	11	92.80	26.76				

The result on table 3 revealed that the calculated t-value (0.518) is less than the critical t-value of 2.093 at 19 degree of freedom and 0.05 level of significance. This showed that there is no significance difference in the mean responses of male and female Business education lecturers regarding the functionality of resources in Colleges of Education for effective implementation of OTME programme.

IV. DISCUSSION OF FINDINGS
The findings from the study showed that, the respondents accepted the following as the resources provided in Colleges of Education for effective implementation of office technology and management education programme: one senior typist/secretary, one typewriter mechanic, 30 Manual typewriters, 10 computers, 30 swivel chairs, 30 typists desks, one instructors' table or desk, one instructor's chair, four stapling machines, 2 perforators, two stop watches, one wall clock, one English dictionary, two filing cabinets, tape recorders/console, headphones, file cabinet, furniture, executive tables with drawers and chairs, secretary's table with drawers and swivel chairs, photocopies and waste paper basket. The items were accepted because they are above the cutoff point of 2.50.

The findings from the study also showed that, the respondents accepted the following as the resources that are used in colleges of Education for the effective implementation of OTME programme: one senior typist/secretary, one typewriter mechanic, 30 Manual typewriters, 10 computers, 30 swivel chairs, 30 typists desks, one instructors' table or desk, one instructor's chair, four stapling machines, two perforators, two stop watches, one wall clock, one English dictionary, two filing cabinets, tape recorders/console, headphones, file cabinet, furniture, executive tables with drawers and chairs, secretary's table with drawers and swivel chairs, photocopies and waste paper basket. The test of hypothesis showed that there was no significant difference in the mean responses of male and female lecturers of Business Education on the functionality of resources in Colleges of education for effective implementation of OTME programme.

This result is based on the fact that these resources are necessary to enhance adequate instructional delivery. The finding is in variance with the findings of the investigation on the level of availability and functionality of modern technological facilities in OTM departments in colleges of education made by Nwaiwu, ; Dikeocha, & Nwagwu (2013) who found out that facilities are inadequate in number and that students are not adequately exposed to the available facilities. Iwe and Ufot (2012) equally revealed that the business education department in some colleges of education lack adequate computer studio as a result these institutions continue with the use of traditional methods of teaching. Agreeing with their views, Azih, and Nwosu (2012) observed that many students are interested in the programme of business education amidst insufficient provision of few instructional facilities and lecturers for practical works. Adedeji in Azih and Igboke (2017) equally observed that there is lack of adequate ICT infrastructure available in the colleges of education which has reduced access to ICT instructional materials.

Bongotons and Onyenwe (2010) observed that the inability of the Colleges of Education to provide enough teaching facilities and equipments poses a serious constraint to effective teaching and learning of the students. Anioke (2011) equally noted that business education programmes in Nigeria in most schools, lack modern teaching facilities, laboratories, workshops and instructional facilities to impact the knowledge and skills needed. She further noted that even when they are available, it is either they are not enough for the learners or obsolete.

V. CONCLUSION
Basic resources should be provided and maintained for effective implementation of OTME to ensure effective teaching and learning of OTM courses in the colleges of education so that the recipients of the programme will be prepared adequately.

VI. RECOMMENDATIONS

The following recommendations were made.
1. OTME teachers should be recruited in various Colleges of education as the available ones are not enough to teach all the OTME courses.
2. The government, school administrators, and all the relevant authorities should ensure that resources needed for effective implementation of OTM programme in colleges of education are provided and the available material resources to be maintained from time to time.
3. Teachers of OTME should endeavour to make adequate use of the available resources to teach students. What they teach and the material resources used should be a replica of what is in the offices/Business world.
4. More network providers (in the available ICT laboratory) that could enhance better teaching and learning of OTME should be provided since knowledge of ICT is very vital.

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