



POWERPOINT COMPETENCIES REQUIRED BY OFFICE TECHNOLOGY AND MANAGEMENT LECTURERS IN SOUTH-EAST GEOPOLITICAL ZONE OF NIGERIA FOR EFFICIENT ADAPTATION TO THE EMERGING METHODOLOGIES

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Abstract

Adaptation to the emerging methodologies in business education demands that lecturers should adequately possess relevant technological competencies. This study determined the extent OTM lecturers in South East Nigeria require different Power Point presentation competencies for efficient adaptation to the emerging methodologies. One research question guided the study and two hypotheses were tested at .05 level of significance. Descriptive survey design was adopted. The population size also used as sample was 150 OTM lecturers drawn from all the polytechnics in the area. The main instrument for data collection was a five point rating scale questionnaire with 16 items. The data collected were analyzed using mean and standard deviation to answer the research questions and determine the homogeneity or otherwise of the respondents while t-test was used to test the hypotheses. Findings show that OTM lecturers required PowerPoint presentation competencies at a high extent to be efficient in the emerging methodologies. Gender and experience did not significantly influence the respondents' ratings. It was concluded that adequate possession of PowerPoint presentation competencies by OTM lecturers will make for greater efficiency and effectiveness in their performance. Based on the findings and conclusion of the study it was recommended among others that serving OTM lecturers and prospective ones should seek out training opportunities to adequately acquire these competencies while NBTE should continue to emphasize the technological competencies in the OTM curriculum (195 words)

Introduction

PowerPoint is a presentation program forming part of the Microsoft Office Suite of programs. It is continually used to display structural presentations to enhance verbal and written communication. It is a very powerful instrument for inculcating competencies for enhanced effectiveness in teaching and learning. It is highly relevant in the society today. Proficiency in PowerPoint presentation guarantees easy employment, efficient and effective job performance. The advent of multimedia projections via ICT devices has triggered off new methodologies in teaching and learning, thus making moribund the older traditional classroom methods. Yilji and Wakdak (2008) observed that the world is being driven by globalization, technology and devices. The presence of innovations in

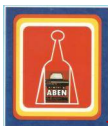


PowerPoint presentations has created a glaring need for lecturers to acquire more PowerPoint Presentation competencies and in order to bring up the calibre of graduates that will fit squarely into the modern challenging work trends. For polytechnics lecturers to maintain high standard in knowledge dissemination, they must embrace the technicalities of PowerPoint operations. The use of PowerPoint presentations has led to improved teaching and learning, as well as students' participation, Mbaezue (2010).

PowerPoint competencies enhance the efficiency and effectiveness of OTM lecturers in ICT utilization. Owobi (2008) opines that ICT is one of the world's fastest growing industries in view of the fact that it has the ability to create opportunity for mankind to store, retrieve, process, distribute, manipulate, review, update and analyse data at will. PowerPoint presentations consist of a number of individual pages or slides. Slides may contain text, graphics, sound, movies, and other objects, which may be arranged freely. The presentation can be printed, displayed live on a computer, or navigated through at the command of the presenter. For larger audiences the computer display is often projected using a video projector. Slides can also form the basis of web casts. Power point provides three types of movements: entrance, emphasis, and exit of elements. Custom animation can be used to create small story boards by animating pictures to enter, exit or move. PowerPoint is continually used to display structural presentations to business workers. Its use in classroom lectures has been observed to motivate students' learning/performance in comparison to lectures based on overhead projectors, traditional lectures and onlinelectures (Nnanedu 2004). PowerPoint competencies should enable OTM lecturers to: pen Microsoft PowerPoint, interact with PowerPoint, close PowerPoint; add or delete a slide, cut, copy and paste slides or text, use Auto fit; create, delete or select text, use the format pointer, find and replace different methods of saving, open or close a presentation, use the help screen for online and offline help.

PowerPoint is one of the leading programmes used for creating presentations for business meetings, schools, projects or creating personal family slideshows. The main component of a power point presentation is a slide. Slides are similar to pages in a Word document or worksheet in an excel spreadsheet. They show the content. Slideshows are made up of a series of slides that contain text, pictures, diagrams, charts and other objects to display and enhance a presentation.

PowerPoint competencies include the ability to open, interact with close Microsoft PowerPoint, add and delete a slide, cut, copy and paste slides and text use auto fit, create, delete and select text, use the format painter, use find and replace, use different methods of saving, close presentation, use the help screen for online and offline help. PowerPoint presentations are designed to enhance verbal and written presentations. It is continually used to present structural presentations to business workers, its use in classroom lectures has been observed to motivate and influence investigations of student



learning/ performance in comparison to lectures based on overhead projectors, traditional lectures, and online lectures (UMITT Afrihub 2011)

OTM programme is designed by National Board for Technical Education. The programme is aimed at preparing secretarial and office technology students to be equipped with vocational skills in office technology management and social psychological work skills for employment in various fields of endeavour (NBTE 2006). According to Azih (2006):15

OTM programme is highly packaged with ICT courses, grouped into General/Liberal Studies, Foundation/Basic Professional and Technical Courses and Supervised Industrial Work Experience Scheme. The courses at National (ND) level include ICT I and II, Modern Office Technology, Career Development, Desktop Publishing, People Communication Skills, Records Management, Web Page Design and Students Industrial Work Experience Scheme (SIWES). At the HND level, the new courses are ICT Office Applications I and II, Professional Career Development, Data Base Management, Oral Communication Skills, Advanced Desktop Publishing, Management Information System, Professional Ethics and Social Responsibility and Advanced Web Page Design.

OTM lecturers require competence in PowerPoint presentation. These competencies are necessary in the business offices to enhance production as well as save productivity time through powerful professional presentation of information. Osuala (2009) stressed the need for prospective secretarial teachers to have a reasonable understanding of PowerPoint Presentations and the use of computer. He lamented that not much has really been accomplished and not a great deal would be until the curriculum for business teachers include substantive learning in these areas.

High quality teacher preparation is very important and results in teacher effectiveness. This demands knowledge of teaching and learning, subject matter knowledge, experience and the combined set of qualifications measured by teacher licensure. Darling-Hammond (2006) stated that teacher preparation helps the candidate to develop the knowledge and skills they need in the classroom. Well prepared teachers outperform those who are not well prepared; are more likely to remain in teaching and produce higher students' achievement. He added that leading industrialized nations invest heavily in pre-service teacher preparation.

New teaching competencies are required of polytechnics lecturers, given the excitement PowerPoint presentation have generated in educational community. The more sophisticated and computerized business offices are the more ICT skills that will be demanded from lecturers and other administrative professionals. The current trend in technological development has forced many tertiary institutions to integrate PowerPoint



presentations into their teaching and learning to strive for excellence. PowerPoint is viewed as not only crucial for the teaching and learning process but also for professional advancement of academics.

The teaching of PowerPoint based courses involve the use of customized workshops for classes and departments. OTM lecturers should be e-learning facilitators who should provide training and support for development of course materials including interactive presentation, videos, DVDs, web links and documents. They should therefore be interested in teaching and learning how to use current technology and multimedia to improve teaching and learning experiences. The teaching of PowerPoint related courses is practical oriented and capital intensive and where facilities are not adequately provided, teaching and learning tend to be boring.

Experience has a strong impact on ICT utilization. It is a well known fact that practice makes perfect. The use of computers in rural sectors of Nigeria is not yet rife. The highly experienced OTM lecturers of over ten years were not effectively taught with ICTs. Thereafter, they had to be retrained in the proper use of ICTs in instructional delivery. Naturally, resistance to change especially by the older lecturers is one of the greatest handicaps affecting the proper utilization of ICTs in teaching and learning. The use of ICTs for effective teaching in polytechnics is just beginning to gain popularity. The less experienced lecturers (less than ten years) are still striving for perfection in the handling of ICTs in lesson presentation with the ever expanding technologies. If OTM lecturers were adequately trained in ICT they will not only be more motivated towards ICT operations but will produce better quality students. The researcher's personal observation reveals that OTM lecturers are using ICT more for their administrative tasks rather than for the instructional process for the advancement of students' learning. Actually, ICT alone without those lecturers experienced in the use of modern technologies, cannot automatically transform the nature of teaching and learning. It is the approach adopted by these lecturers to integrate computers into classroom; the substance of technology-aided lessons and the quality of software programs chosen that will indicate how the use of ICT in polytechnics will really assist and benefit students.

Statement of the Problem

There is a dearth of lecturers who are adequately qualified in both pedagogy and OTM programmes with the effect that non – specialists are often called upon to teach OTM courses. Owobi (2008) noted that teachers who are responsible for the implementation of ICT programmes are not skilled in the use of ICT in the classroom. He also found out that these teachers are yet to understand the general coordination and operation of computers to enable effectiveness in handling them for development of special materials for teaching their special needs learners. Isineyi (2006) observed that it is difficult to get qualified secretarial educators to teach secretarial courses in colleges and schools just as it is difficult to get qualified secretaries to take up available secretarial



jobs in offices. He further observed that many lecturers lack the skills and knowledge to impart those courses effectively thus denying the students the basic principles and motives behind the teaching of these courses. Gallagher (2001) postulated that students need access to the technology and opportunities to use it as part of their educational process. Gallagher noted further that class schedules must be redesigned to provide these opportunities, and real-life problem solving situations need to be incorporated into classroom instruction to provide opportunities for developing the higher order thinking skills required of an intelligent employable citizenry.

In view of the above, it was feared that OTM lecturers in polytechnics in South East geopolitical zone of Nigeria might not possess substantive PowerPoint competencies in order to effectively integrate modern technology into their classroom to enable them bring-up students for computerized office jobs in this era of globalization. It becomes necessary to investigate the ICT competencies required by OTM lecturers in Polytechnics to ensure that the curriculum to be used in preparing teachers covers the necessary courses required in Polytechnic OTM programme for effective and efficient service delivery to the recipients of the programme. The problem, therefore, was to identify the PowerPoint competencies required by the OTM lecturers that will enable them produce graduates that are proficient in PowerPoint presentations.

Purpose of the Study

The purpose of this study was to ascertain the PowerPoint presentation competencies required by OTM lecturers in polytechnics in the South-East zone for effective and efficient performance.

Significance of the Study

The result of this study will benefit students, lecturers, curriculum planners, employers of labour, government and education authorities and computer operators, parents and the general public.

It will be of immense value to OTM lecturers in polytechnics as it will help them to know those PowerPoint presentation competencies required of them to teach their students. They will appreciate PowerPoint as a powerful professional presentation strategy for people to understand better in order to achieve maximally. Polytechnic students will benefit from the study because it will help them understand specific competencies they are required to acquire in the OTM programme/curriculum. They will appreciate the specific competencies inherent in PowerPoint Presentations package, and the different situations to use them in solving business/office problems.

The OTM curriculum planners will also benefit because it will guide them in specifying appropriate content with regards to ICT. They will appreciate the need to consult and involve different agents of education in curriculum planning. They will



understand the requirements of each of the packages and how they are used in modern business offices. This will also encourage them to pursue the various ICT projects launched by UNESCO.

Scope of the Study

The study was conducted in all polytechnics in South East Geopolitical Zone of Nigeria offering OTM. The South East Zone is made up of Abia, Anambra, Enugu, Ebonyi and Imo States. The content covered competencies required of the 150 OTM lecturers in respect of PowerPoint Presentations.

Research Question

The following research question guided the study.

1. What are the PowerPoint presentation competencies required by OTM lecturers in Polytechnics in the South East geopolitical zone of Nigeria?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

There is no significant difference in the mean ratings of experienced and less experienced OTM lecturers on the required power point presentation competencies.

Method

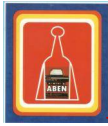
The study adopted a descriptive survey design. Descriptive survey design is appropriate when a study is directed towards individuals and their opinions. This was considered ideal because, as Abugu and Eze (2008) averred that descriptive research gathers data at a particular point in time with the intention of describing the nature of existing conditions; identifying standards against which existing phenomena can be compared and describing the relationships that exist between specific events.

Population

The population of this study comprised all the 150 OTM lecturers in Federal, State and Private Polytechnics in the six states that make up South-east Geopolitical Zone. There are three federal, three state and three private polytechnics in South-east geopolitical zone of Nigeria.

Sample and sampling technique

The population was small hence sampling was considered unnecessary and the total population was used for the study. Nwana (2007) postulated that the entire population could be studied when the size of the population is considered small. He further argued that drawing a sample from a small population will result in even smaller number.



Research Question

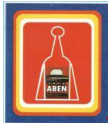
What are the PowerPoint Application competencies required by OTM lecturers in South East zone of Nigeria?

Questionnaire items 1 – 16 were used to answer the Research Question. The means with standard deviations of responses of OTM lecturers in polytechnics in South East geopolitical zone of Nigeria were computed from the frequency distribution. The result of the computation is shown in the following Table:

Table: Mean Ratings and standard deviations of respondents assessment of PowerPoint presentation competencies required by OTM lecturers in Polytechnics in South East zone of Nigeria (N = 145).

S/N	ITEMS	Mean	Std. Dev.	Remark
1	Opening a power point environment	4.70	0.46	VHR
2	Creating slides using different layout	4.39	0.67	HR
3	Adding titles and subtitles to a slide	4.39	0.67	HR
4	Changing font and sizes of text in a slide	4.00	0.63	HR
5	Setting up presentation	3.90	0.83	HR
6	Creating and selecting objects in a presentation	3.99	0.77	HR
7	Moving and resizing objects	3.79	0.97	HR
8	Changing object attributes in a presentation	4.10	0.83	HR
9	Formatting and editing presentation using a template	4.40	0.67	HR
10	Inserting images in a presentation	3.39	1.29	MR
11	Adding sounds to presentations	2.68	1.26	HR
12	Customizing animations in a presentation	2.88	1.03	HR
13	Running a slide show	3.19	0.87	HR
14	Renaming a slide show	3.81	0.60	HR
15	Printing out and storing a slide presentation	4.31	0.77	HR
16	Making a presentation using slides and projection	4.30	0.63	HR
Grand mean		3.88	0.81	HR

The above Table showed the responses of OTM lecturers in polytechnics in South East geopolitical zone of Nigeria on the required PowerPoint Application competencies. Fifteen out of the sixteen items in PowerPoint Presentation Application competencies were considered to be highly required, while one item was considered to be very highly required by the OTM lectures in polytechnics in South East geopolitical zone of Nigeria with a grand mean of 3.88 and standard deviation of .81. Thus, the score revealed the



magnitude with which the responses of OTM lecturers in Polytechnics in South East geopolitical zone of Nigeria deviated from the mean.

Hypothesis

There is no significant difference in the mean ratings of experienced and less experienced polytechnic OTM lecturers on the required PowerPoint presentation competencies.

To test this hypothesis, the mean for the two groups were computed to obtain the t-value at 0.05 level of significance. The result of the computation is presented below. Questionnaire items 1 - 16 identified for the study aided in providing data for reliable analysis.

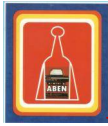
Table: Summary of t-test analysis of OTM lecturers in polytechnics in South East zone of Nigeria on the required PowerPoint presentation competencies

Experience	N	Mean	SD	Df	t-cal	t-crit	P	Decision
Experienced	57	3.60	0.84					
				143	3.73	1.96	.05	Not upheld
Less experienced	88	4.07	0.66					

The result in this table shows that with 143 degrees of freedom and testing at 0.05 level of significance the t-critical value of 1.96 is less than the t-calculated value of 3.75, it was therefore, concluded that significant difference exist between the assessment of experienced and less experienced respondents in the required PowerPoint presentation application competencies. The hypothesis was therefore not rejected.

Discussion

The findings agreed with the observations made by Nnanedu (2004) that the use of PowerPoint in classroom lectures has been observed to motivate students' learning/performance in comparison to lectures based on overhead projectors, traditional lectures and online lectures. PowerPoint application competencies are necessary for individual and collective development by providing the youths with competencies, knowledge and attitudes necessary to enter into, retain and progress in the world of work. This being the case, there is need for curriculum review for polytechnics to enhance the teaching of PowerPoint Presentations with particular emphasis on the acquisition of PowerPoint presentation application competencies. The finding also is in consonance with Osuala (2009) who stressed the need for prospective business teachers to have an understanding o PowerPoint presentation and the use of computer. He lamented that not much has really been accomplished and not a great deal will be until the curriculum for



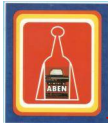
business teachers included substantive learning in these area. OTM curriculum must have relevance to real life since the school is supposed to prepare students adequately for the real world of work. This implies that the curriculum should be relevant to the learners' environment and reflect both his physical and socio-cultural worlds. Supporting this view Esene ((2006) alleged that one of the disturbing contemporary issues facing OTM programme in Nigeria tertiary institutions is lackadaisical and inconsistent arbitrariness with which curriculum issue has been handled. The result of the findings also agreed with Chibuike and Igboke (2009) who observed that out of forty items only seven had their means above the cut off point of 2.55 indicating that the respondents were not adequately exposed to the vital aspects of ICT in their various institutions.

Obi and Oborah (2001) found out that an office worker is expected to be versatile in the use of PowerPoint competencies which include the ability to open, interact with close Microsoft PowerPoint, add and delete a slide, cut, copy ad paste slides and text, use auto fit, create, delete and select texts, use the format painter, use find and replace, use different methods of saving, close presentation, and use the help screen for online and offline help.. PowerPoint presentations are designed to enhance verbal and written presentations It is continually used to present structural presentations to business workers, its use in classroom lectures has been observed to motivate and influence investigations of student learning/performance in comparison to lectures based on overhead projectors, traditional lectures and online lectures (UMITT Afrihub 2011).

There was no significant difference in the mean ratings of experienced and less experienced OTM lecturers on the required power point presentation competencies. This indicated that the null hypothesis of no significant difference was not upheld. This means that significant difference existed among the mean responses of experienced and less experienced polytechnics OTM lecturers on the required PowerPoint presentation application competencies. PowerPoint competencies are required by OTM lecturers in order to enhance their efficiency in ICT utilization.

PowerPoint uses custom animation in a variety of ways to create small story boards with pictures to enter, exit or move. PowerPoint presentations consist of a number of individual pages or slides which may contain text, graphics, sound, movies and other objects, which may be arranged freely and is continually used to display structural presentations to business students and workers. High quality teacher preparation is very important and results in teacher effectiveness. Well prepared teachers outperform those who are not well prepared and are more likely to remain in teaching, and produce higher students' achievements. Ohakwe (2002) observed that ICT courses were not richly prevalent in Nigerian universities before the popularity of computer in 2006.

OTM lecturers who graduated earlier than the year 2000 were not sufficiently exposed to ICT/PowerPoint usage because the introduction of computer courses in the department in 2004 is a recent development. There is no doubt that OTM lecturers who



involve themselves in personal development through extensive capacity building, training and retraining will be more efficient than those who rely on the restricted curriculum of universities and tertiary institutions.

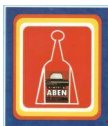
Conclusion

Based on the findings of the study, it was concluded that the OTM lecturers in polytechnics in the South East geopolitical zone of Nigeria considered PowerPoint application competencies as a requirement for their effective and efficient delivery of instructions. The acquisition of adequate PowerPoint Presentations competencies will make for greater efficiency and effectiveness in the performance of the OTM lecturers in polytechnics in South East geopolitical zone of Nigeria.

Recommendations

Consequent upon the findings of this study and the conclusions drawn there from, the following recommendations which will be beneficial to the Government, National Board for Technical Education (NBTE), Curriculum Planners, OTM lecturers and students as well as the general public were proffered:

1. The NBTE should review the (2004) OTM curriculum vis-à-vis modern ICT requirements
2. Conferences, workshops, seminars and symposia should be constantly organized by professional bodies and other stakeholders to create awareness on the need for proficiency in PowerPoint presentations. Computer experts could be invited to present papers in order to sensitize the public about computer and other technological innovations that are in place.
3. OTM graduates who are already working in various private and public organizations who are not yet fully computer literate should make personal effort to acquire competencies in PowerPoint presentation, so as to remain relevant in their employment.
4. OTM lecturers who are still deficient in the above listed PowerPoint Presentations competencies should also make personal efforts to update themselves in order to be more effective and efficient in presenting lectures on ICT courses.
5. Recruitment and employment of OTM lecturers and even assigning them to administrative positions in OTM Departments should not be gender-biased.



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