



IMPACT OF TEACHING INNOVATIONS ON THE ACADEMIC PERFORMANCE OF OFFICE TECHNOLOGY AND MANAGEMENT UNDERGRADUATES IN TERTIARY INSTITUTIONS IN IMO STATE

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Abstract

The study was carried out to determine the impact of teaching innovations on the academic performance of office technology and management undergraduates in tertiary institutions in Imo State. The study adopted a descriptive survey research design. Four research questions guided the study while two hypotheses were tested at 0.05 level of significance. The population of the study consisted of 41 OTM lecturers from the two tertiary institutions used for the study (Imo State Polytechnic Umuagwo and Alvan Ikoku Federal College of Education Owerri). There was no sampling because the population size was manageable. A four point likert scale validated questionnaire with reliability coefficient of 0.78 was used to collect data for the study. Mean was used to answer the research questions while t-test was used to test the null hypotheses. The findings of the study revealed that teaching innovation items are required for teaching OTM undergraduates in tertiary institutions in Imo State. The researchers recommended that the management of the institutions should establish or equip their computer laboratories with the necessary technologies and office machines to enable the students in Office Technology and management to upgrade themselves in the use of this technologies and innovations.

Keywords: Teaching Innovations, Academic performance, Office Technology and Management.

Introduction

The use of modern teaching Innovations in inculcating office practices and management in office technology and management (OTM) undergraduates is very vital to the production of qualified managers and secretaries that will meet the demands of the changing environment of office management. The changing face of office Technology and Management lecture is an essential area that has been discussed by students and lecturers alike for many years. With the rapid rise of the digital age and of innovation in teaching, where Office Technology and Management (OTM) students are expected to be conversant with the modern office technology. Office technology and management (OTM) is a programme designed to equip students with Secretarial/Office skills for employment in various fields of endeavor. Students of this programme are exposed to courses in their special areas as well as courses in general education. Teaching

Involves instructing, educating, training, discipline, to acquire knowledge or skill. *Teaching* applies to any manner of imparting information or skill so that others may learn. Innovation is seen as a "new idea, device or method". However, innovation is also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market needs. Undergraduates refer to students at a college or university who have not yet earned a bachelor's or equivalent degree.



Faced with a rapidly changing society Eboh (2000) stated that the knowledge-based economy in science and technology is an essential innovation needed for effective teaching in the present academic environment. The new education era of the knowledge-based economy, basic capabilities such as innovation, problem solving, critical thinking and the ability to apply information technology, are all important for future citizens (Asika & Bolade, 2002). Creativity is the creative flame of innovation. Thus, creativity education has become the essence of future education for students especially those studying office technology and management. Developing talents in creativity has become an important goal of educational reform and economic development for all countries in the world. When challenged by global competition, innovation is an assurance to enhance competitiveness, and creativity that can be greatly cultivated through education, Ukpabio (2017) noted that commitment to creativity education should be the focus of educational reform in the future. Thus, to enable students to be creative, teaching must be innovative and creative so as to improve the learners' innovative capability. Thus, teaching innovation was the top priority mission. School teaching must adjust to the need of social development, replacing teaching modes that are too rigid with modern means of teaching, interactive teaching methods and customized teaching content to develop the learners' innovative spirit and capabilities, so that they are able to think independently when faced with problems and make judgments to solve them.

Office Technology and Management (OTM) students are faced with the challenges of the involvement of Information Communication Technology in office practice. Having understood the demand of modern office practices/management, it becomes imperative that modern teaching innovations be inculcated in the teaching strategy of the students to enable them meet the demand of time and globalization in the area of office management. Thus, this research evaluates the impact of modern teaching innovations in office management as it affects Office Technology and Management (OTM) undergraduates in Imo State.

Statement of the Problem

The management of modern office setting has become difficult for managers and secretaries because of the fact that office management has been characterized by modern innovations. Most of the office managers and secretaries lack the basic technique of how to manage the technologies and machineries used in office management, some office technology and management (OTM) undergraduates leave school with little or no knowledge of the use of information communication technologies and the related technologies used in the office. Such problematic issues have affected the efficiency of office managers and secretaries. The involvement of the internet and websites has broadened the horizon of office management and has promoted the state of the present. Such improvement in the area of office management poses great challenges for future managers and secretaries because they lack the required competencies required in using the office technologies available in the present model office. It is based on these problematic issues that this research was carried out to determine the impact of modern teaching innovations in office



management and the necessity of involving the modern teaching method in Office Technology and Management.

Purpose of the Study

The purpose of this research was to assess the impact of teaching innovations on the academic performance of office technology and management undergraduates in tertiary institutions in Imo state. Specifically, the study will:

1. Determine the impact of existing Modern teaching Innovation available in teaching OTM undergraduates in the tertiary institutions in Imo State
2. Find out the innovations required for the implementation and Management (OTM) department in the tertiary institutions in Imo State.
3. Determine ways modern teaching innovation can enhance the performance of OTM undergraduate in the tertiary institution in Imo State.
4. Find out the problems and factors that are militating against effective use of modern teaching innovation in Office Technology and Management (OTM) department in the tertiary institutions in Imo State.

Research Questions

The following research questions guided the study:

1. What are the impact of existing modern teaching Innovations in office Technology and management undergraduates in Imo State?
2. What are the innovations involved in effective modern teaching innovation in office Technology and undergraduates in Imo State?
3. In what ways can modern teaching innovation enhance the performance of OTM undergraduate in the tertiary institution in Imo State?
4. What are the factors that are militating against effective use of Modern teaching Innovations in Office on Office Technology and Management undergraduate of Imo state?

Hypothesis

Ho: There is no significant impact of modern teaching innovation on Office technology and management undergraduate performance

HA: There is significant impact of modern teaching innovation on Office technology and management undergraduate performance.

Methods

The study adopted the descriptive survey research design. The population of the study consisted of 41 lecturers in the two tertiary institutions sampled. The instrument tagged teaching innovation on office technology and management undergraduates (TIOTMU) was developed and used in collecting data from the respondents. The instrument was validated by two OTM experts and was subjected to content reliability using Chronbach Alpha and a co-efficient of 0.78 was obtained. The data collected were analyzed using mean while the t-test was used to test the generated null hypotheses at 0.05 level of significance. A mean score of 2.5 and above was accepted and mean scores below 2.5 were not accepted.



Question 1: What are the existing modern teaching Innovations? Results

Research Question 1

Table 1: Respondents' mean ratings and standard deviation on the impact of teaching innovations on OTM undergraduates (N= 41)

	X	SD	Remark
Computer or laptop	2.52	0.50	Strongly Agreed
Document camera	2.25	0.33	Agreed
Multimedia Projector	2.39	0.21	Agreed
Interactive whiteboard	2.37	0.20	Agreed
Typewriter	2.25	0.32	Agreed
Paper tab	2.18	0.11	Agreed

Analysis in Table 1 shows the mean of means response of 2.50 indicating OTM lecturers Agreed that the available teaching innovation are required in teaching. However, the item by item mean shows that item 1, Computer or laptop was seen as one of the major modern teaching innovation needed for empowering Office Technology and Management (OTM) Undergraduates as it fell within the Strongly Agreed category.

Question 2: What are the innovations involved in effective modern teaching innovation in Office Technology and Management?

	X	SD	
E-learning	2.52	0.50	Strongly Agreed
Wikipedia in the classroom	2.25	0.33	Agreed
Screen Cast	2.25	0.33	Agreed
Blogging	2.25	0.33	Agreed
Social media in the Education	2.25	0.33	Agreed
Podcast in classroom	2.25	0.33	Agreed

Analysis in Table 2 shows the mean of means response of 2.50 indicating that OTM lecturers agreed that the available teaching innovation are required in teaching. However, the item by item mean shows that E-learning was seen as one of the major modern teaching innovation needed for empowering Office Technology and Management (OTM) Undergraduates as it fell within the Strongly Agreed category.

Question 3: In what ways can modern teaching innovation enhance the performance of Office Technology and Management (OTM) undergraduate in Imo State?

	X	SD	Remark
Access to easy research through Internet	2.52	0.20	Strongly Agree
Visual learning through projector	2.55	0.23	Strongly Agree
Access to distance learning	2.55	0.23	Strongly Agree
Ability to engage into E-learning	2.51	0.20	Strongly Agree

Table 3 shows that access to easy research through Internet is one of the major ways modern teaching Innovation can enhance the performance of office Technology and Management (OTM) undergraduates of Imo State. Visual learning through



projector, Access to distance learning and ability to engage into E-learning was accepted as ways modern teaching Innovation can enhance the performance of Office technology and management undergraduates. This is an indication all the four listed areas have a mean score of 2.5 and above.

Question 4: What are the factors that are militating against effective use of modern teaching innovations in Office Technology and Management undergraduates?

	X	SD	Remark
Inadequate lecture halls	2.54	0.48	Strongly Agreed
Inadequate Laboratories	2.54	0.48	Strongly Agreed
Noisy Environment	2.55	0.45	Strongly Agreed
Inadequate Ergonomic Furniture	2.51	0.28	Strongly Agreed
Inadequate Infrastructure	2.58	0.50	Strongly Agreed
Absence from lecturers/ Lateness to lectures	2.51	0.28	Strongly Agreed
Refusal to do assignment/ Refusal to attend practical classes	2.54	0.48	Strongly Agreed
Refusal to buy text books/ refusal to participate in field trips	2.54	0.48	Strongly Agreed
Non-challant attitudes towards their lecturers	2.51	0.28	Strongly Agreed

The data presented in table 4 revealed respondents agreed that all the above are factors that militate against effective teaching innovation.

Table 5: The t-test analysis of the responses of lecturers on teaching innovations in Office Technology and Management undergraduates.

S/N	Items N	X SD	Calculated t-value	Critical Value	Decision
	Male 160	2.52 1.06	1.38	1.96	Not Significant
	Female 220	3.25 1.20			

Discussion

Mean responses of the respondents on the data presented in Table 1 showed that all respondents agreed with the identified items as being the existing modern teaching innovation in OTM. According to Wang (2000), integrating information technology into teaching can make learning more diversified and individualized as it enhances learning effectiveness.

In Table 2, the findings revealed that all the items relating to teaching innovations are indicated as required for effective teaching of OTM undergraduates in the present technological era. This corroborates the view of Boladele (2002) that problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems.

Table 3 revealed that all the items are the different ways modern teaching innovations enhances performance of OTM undergraduates. Agulanna & Onukogu(2008) noted that internet helps in distance learning.

Table 4 revealed that respondents indicated that all the factors were what militate against effective teaching. When OTM students exhibit poor learning character and lack of interest towards their academic life, they will be ill equipped to



face the economic reality of the nation. Edwin (2008) noted that most learning environment is not conducive thereby making the students to lack comfort required for their own academic development

Conclusion

The purpose of modern teaching innovation is to enhance students' knowledge and wisdom. That is, it is meant to create knowledge to cultivate a flexible and intelligent high-quality learning process. Therefore, modern innovation provides valuable knowledge for school students to accumulate knowledge, to be the source for students to enhance learning quality of learning and learning motivation. From the above research results, it is acknowledged that teaching must meet the needs of social development, bring modern cloud technology into action, use online teaching or electronic whiteboards to solve teaching problems, and be able to bring teachers' creativity into play, to elevate the students' learning satisfaction, so that the students' learning effectiveness can be enhanced. Based on the findings of this study, it could be concluded that innovative teaching concepts are the prerequisites for producing secretaries and office managers who will be relevant in the present modern office.

Recommendations

Having analyzed the findings, the following recommendation becomes paramount that

1. Government should establish and equip the various computer laboratories in the tertiary institutions with the necessary technologies and office machines to enable the students in Office Technology and management to upgrade in the use of this technologies and innovations.
2. Lecturers with skills and can adapt to the changing academic system should be employed to handle sensitive courses and help the students to adapt to the academic system.
3. Students on their own part should engage in indebt research to help them be informed on the new trends in the academic system.



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