



ASSESSMENT OF QUALITY OF OTM PROGRAMME IN COLLEGES OF EDUCATION TOWARDS MEETING ENTREPRENEURSHIP DEVELOPMENT NEEDS OF DELTA STATE

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Abstract

The need to improve the entrepreneurship development so as to reduce graduate unemployment necessitated this study to determine assess the quality of OTM programme in Colleges of Education towards meeting entrepreneurship development needs of Delta State. Two research questions and one null hypothesis guided the study. The study adopted survey research design and the population of the study comprised 107 (OTM lecturers were used for the study without sampling. Structured questionnaire which was validated by three experts in the field of OTM and Measurement and Evaluation was used for data collection. The reliability of the instrument was established using trial testing and analysis carried out using Cronbach alpha method yielded correlation coefficients of 0.89 and 0.77 for clusters B1 and B2 with overall value of 0.83. Mean and standard deviation, and t-test were used for data analysis. Findings showed that there are competent OTM lecturers in Colleges of Education for meeting entrepreneurship needs of Delta State. However, instructional resources in OTM departments in these colleges are inadequate. Based on the findings, the researcher recommended among others that; efforts should be made by relevant authorities to provide adequate instructional facilities and equipment to ensure quality of OTM programmes and adherence to NCCE minimum stipulations

Keywords: *Quality, OTM Programme and Entrepreneurship Development Needs*

Introduction

Entrepreneurship is globally acknowledged as an instrument for achieving economic growth and development through employment creation. Consequently, entrepreneurship development is emphasized in parts of the world such as USA, UK, Canada, Japan and China among others. In a country like Nigeria where unemployment and poverty are endemic, the need for entrepreneurship development cannot be undermined. According to Ken (2013), entrepreneurship is a persons' ability to translate ideas into action. It encompasses creativity, innovativeness as well as ability to plan and direct action towards the achievement of goals. Contributions of



entrepreneurship are quite obvious and visible in economic transformation, poverty reduction and most importantly, reduction in the rate of youth unemployment. This is why Nigerian government emphasizes entrepreneurship as a means of addressing the high level of unemployment and poverty rate among the citizens by making them job and wealth creators (Unachukwu, 2009).

Entrepreneurial development requires training of youths to acquire relevant knowledge and skills for identifying opportunities or needs in the environment, mobilizing needed resources, starting the enterprise and suitably applying the resources for its survival and growth. This is why the Federal Republic of Nigeria (FRN, 2013) emphasized the acquisition of appropriate skills, abilities and competencies, (both mental and physical) as equipment for individuals to live in and contribute significantly to the development of the society. The need to equip Nigerian graduates with vocational skills for self-employment necessitated the incorporation of business education into the education system right from the secondary school for a gradual skill and competency development.

Business education represents a broad discipline in tertiary institutions. It is a programme of study that equips individuals with accounting knowledge, office management and technology skills, and broadens ideas towards how their chosen career functions. One remarkable characteristic of business education programme according to Abdulkadir (2011) is that, its products can function independently as self-employed and employers of labour. In other words, graduates of business education are expected to have acquired adequate attitudes, knowledge and skills in business activities for entrepreneurship usage. Office Technology and Management (OTM) programme is an aspect of business education programme offered in Colleges of Education Polytechnics and Universities (Olumese & Ediabonyia, 2016). Okoro and Amagoh (2008) defined OTM as an efficient, effective, productive and functional educational programme that leads to self-employment, self-reliance and self-actualization. OTM focuses on combining office information technical skills with adequate and relevant business knowledge in providing solutions to organizational problems (Ojo & Akhademe, 2016). The OTM programme is designed to equip students with office skills for employment in various fields of endeavour. In fact, the objectives of OTM programme include: to equip the students with knowledge, competencies and specific skills to enable them to successfully hold positions as secretaries, managers and administrative assistants in both public and private sectors of the economy. It also exposes students to industrial experience thereby affording them the opportunity to practicalize their skills, and to develop in the students an occupational intelligence that will make them versatile and adaptable to the changing situation in the world of work.



For objectives of OTM programme to be realized, there is need to ensure the quality of its delivery. In other words, there should be a well implemented OTM programme which will pave the way for effective and efficient training of students to meet the entrepreneurship needs of 21st century. Quality is a standard of something or programme as compared to other things (Rotua, 2017). That is, the degree of goodness or excellence. Okoro (2013) opined that quality is the totality of features and characteristics of a product or services to satisfy stated or implied needs. In line with the above definition, Ezeji and Onoh (2008) stated that the quality of business education programme (OTM programme) at tertiary levels is linked to the quality of curriculum contents or components, quality of OTM lecturers and instructional resources found in the departments.

The quality of OTM lecturers needs to be assessed in order to maintain effectiveness and efficiency in the programme delivery. OTM lecturers have to possess different qualities and competencies to be able to train students to acquire entrepreneurship skills needed for self-employment upon graduation. From the foregoing, it is pertinent to deduce that the quality of OTM lecturers includes effective and excellent teaching that improves students' acquisition of adequate knowledge, skills and competencies that meet entrepreneurship needs. The quality of a lecturer entails the lecturer mastering the subjects matter, possessing classroom management and evaluation competencies, and using effective instructional strategies to meet students' learning needs.

In support of Amor (2010)'s view, Inegbedion, Njoku, Ekpenyong, Umoru and Liadi (2008) posited that the quality needed by business education lecturers (OTM lecturers inclusive) include: entrepreneurship quality since they are prepared for both teaching and business, innovativeness, focused, foresight, ability to solve educational problems, good human relations, technically competent, dynamic, risk taker, A good time manager, belonging to a professional Association, adequately trained to handle assigned courses, engage in research, and attend conferences and seminars. Inegbedion, Njoku, Ekpenyong, Umoru and Liadi averred that the quality of a business education lecturer must be certified as possessing the qualification of business education from a recognizable institution, ability to stand the test of time, be able to undergo training and retraining and be able to venture into new areas in business education-entrepreneurship education, computer education, and willing to accept change.

Accordingly, the Federal Republic of Nigeria (FRN, 2013) posited that there is need to improve the quality of lecturers (OTM lecturers inclusive) because lecturers' effective delivery is an important determinant of students' outcomes. This implies



that an OTM lecturer with low or insufficient quality will not be effective in the professional practices which can hinder students' acquisition of relevant entrepreneurship skills. It therefore means that, the quality of instruction received by OTM students depends on the quality of OTM lecturers.

Additionally, Instructional resources for OTM programme in tertiary institutions are listed in the curriculum and course specifications by National Commission for Colleges of Education (NCCE) in line with the number of equipment and students to use it at a particular lecture period. It is through these facilities that the lecturers carry out instructional activities for the students. Okolocha and Ihionkhan (2015) pointed out that to ensure optimum teaching and learning of OTM courses under the best of conditions, OTM departments are expected to be adequately and sufficiently provided with requisite instructional resources. Where the instructional facilities are lacking or inadequate, effective teaching and learning of OTM courses may not take place which could lead to poor academic performance. *Some of the recommended instructional resources* include: computers, internet facilities, multimedia facilities, telecommunication facilities, library as well as slides. OTM lecturers need modern instructional resources to be available and adequate in the department for utilization in improving training of students. However, it is regretful that the teaching tools, ICT facilities and equipments in OTM departments and laboratories appear to be in shambles and do not simulate the real world situation which they are meant to emphasize. Regrettably, during accreditation exercise ICT facilities and some other equipment are hired by some clever institutions to make up their studios, laboratories and model offices to look ideal and up to date; and to enable them earn full accreditation for the courses. These facilities are returned to their owners immediately after the exercise is over. This situation according to Nwazor and Nwaukwa (2015) does not enhance the quality of OTM programme.

In Delta State Colleges of Education, OTM courses are offered to students to enable them become self-reliant on graduation. However, ownership of institution could influence lecturers' opinion on quality of OTM programmes towards meeting entrepreneurship needs of Delta State (in consequence of evident differences in funding, staffing, physical facilities and equipment of the institutions based on ownership).

Entrepreneurship development currently is being giving attention in various higher institutions in Nigeria. In the department of Office Technology and Management programmes run by some institutions in Nigeria, especially polytechnics, Introduction to Business and Small Scale Business management are taught along



with the three Entrepreneurship Development Education Courses, viz: EED 126 Introduction to Entrepreneurship; EED 216 The Practice of Entrepreneurship and EED 413 - Entrepreneurship Development. All these courses are aimed towards the acquisitions of practicable skills and office competencies for self-actualization. According to Asuguo in Esene and Mgbonyebi (2015) Entrepreneurship education has been gradually accepted as {a set of} unique courses now offered and taught among higher education institutions in Nigeria aimed at equipping students with skills and competencies to make them self-reliant and employer of labour on graduation.

In Office Technology and Management Programmes, one of the grand objectives of the programme as stated by the NBTE (2004) Office Technology and Management Studies Curriculum/Course Specifications is to create general entrepreneurship awareness in the students with a view to inculcating in them the spirit of self-reliance. Office Technology and Management is a work-oriented educational programme which aims at acquisition of skills, development of skills, competencies, attitudes and attributes to be able to function effectively in millennium offices. A cursory look at the curriculum content therefore revealed that some entrepreneurship skills and office competencies are developed for effective and efficient job performances in the office. Ihimekpen, Crossdale and Amaehule (2015) posited that OTM programme aims at developing entrepreneurship skills of students such as personal skills, technical skills and Professional skills among others. According to Ezeahurukwe and Ameh (2017), the OTM programme enables the OTM students to acquire certain vital skills which are required for entrepreneurial success. These skills include: human relations, risk management, time management, independence, creativity and innovativeness, persistence and perseverance skills.

According to a study carried out by Ejeka and Mgbonyebi (2016) on achieving quality assurance in Office Technology and Management Programme in Delta State Polytechnics. The study revealed that OTM is a programme of study meant to help its entrant to acquire relevant knowledge in office skills and competencies for self actualization and sustainability. Agholor (2019) in a study on office technology and management educators' self-appraisal on information and communication technology competencies, revealed that polytechnic OTM educators in south-south geo-political zone of Nigeria considered themselves competent in data processing and desktop publishing. However, they considered themselves fairly competent in webpage design. Similarly, Amiaya (2013) carried out a study on adequacy of information and communication technology resources for office technology and management programme In Delta State polytechnics. The findings showed that available ICT resources such as e-mail are fairly adequate; computer, uninterrupted



power supply, local area networking and ICT support personnel were somewhat adequate while other items listed as available such as projector, teleconferencing, cybercafé, among others, were rated inadequate. The findings also revealed that, there was no significant difference between the mean responses of lecturers and students on ICT resources available for OTM programme. Additionally, Esene (2013) reported that since the emergence of the National Board for Technical Education (NBTE) as a federal education parastatal in January 1977, quality assurance in terms of contexts, inputs, processes and products (CIPP) of Polytechnic Education in Nigeria has improved significantly and tremendously. Furthermore, Ihionkhan and Braimah (2017) assessed the use of instructional resources and utilization of OTM programmes at the Polytechnics in Edo and Delta States of Nigeria in relation to the standards stipulation by the National Board for Technical Education (NBTE). The study found among others that; equipment and supplies in office practice and model laboratories were grossly inadequate in all the polytechnics. The respondents did not differ significantly in their mean ratings on utilization of the available instructional resources.

Statement of the Problem

Recent development in the Nigerian OTM programme in Colleges of Education seems to indicate that all is not well as expected with the quality of the programme. The scenario appear more worrisome when viewed against the background that OTM programme was incorporated into the business education system to equip its students with relevant skills for gainful employment or self-employment upon graduation. It could be deduced from the present state where graduates of OTM cannot secure meaningful job or become self-employed that the programme is not meeting its expectations in terms of quality teaching and services. The inability of OTM graduates to apply their knowledge and skills to improve their daily lives or generate gainful employment is causing them to question the very essence of the programme offered to them. Similarly, employers of labour doubt the quality of trainings offered to students by OTM lecturers. This may be linked to the quality of OTM lecturers and instructional resources in the department. Similarly, OTM lecturers in Colleges of Education appear to be worried about their own quality in making OTM programme recognized and accepted. The problem of this study is that OTM programme was established in Colleges of Education to equip students with relevant knowledge and skills for gainful employment or self-employment on graduation, however, the high rate of unemployment among its graduates in Delta State instill doubts in the minds of stakeholders about the quality of the programme in Colleges of Education. However, there seems to be scarce empirical evidence on the quality of OTM programme in Colleges of Education in Delta State. It is this gap in literature that this study sought to fill.



Research Questions

The following research questions guided the study;

1. What competencies do OTM lecturers in Colleges of Education possess for meeting the entrepreneurship needs of Delta State?
2. What is the adequacy level of instructional resources available in OTM departments in Colleges of Education for meeting the entrepreneurship needs of Delta State?

Hypothesis

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

1. There is no significant difference in the mean ratings of OTM lecturers in Colleges of Education on competencies possessed for meeting the entrepreneurship needs of Delta State based on ownership of institution (Federal/State).

Method

This study was carried out using the descriptive survey design. The study covered federal and state Colleges of Education that offer OTM programmes in Delta States. There are four colleges in Delta State namely College of Education, Agbor with 22 lecturers, College of Education, Warri with 23, Delta State College of physical Education Mosogar with 16 lecturers and Federal College of Education (Tech.) Asaba with 46 OTM lecturers. The population of the study consisted of 107 OTM lecturers in the Colleges of Education in Delta State. The population was not too large, it was manageable. Therefore, the entire population was studied without sampling. Structured questionnaire developed by the researcher and titled “Assessment of Quality of OTM Programme towards Meeting Entrepreneurship Needs (AQOTMP-TMENS)” was used to collect data from respondents. Section A of the instrument contains one item on the background information of the respondents bothering on ownership of institution while section B contains two clusters B₁ and B₂ according to the research questions with 7 and 10 items respectively. The instrument on clusters B₁ was structured on a four point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) while that of B₂ was structured on a four point rating scale of Highly Adequate (HAD), Adequate (Ad), Lowly Adequate (LAd) and Not Adequate (NAd). Face validity of the instrument was determined by two experts in the field of Office Technology and Management and one in the field of measurement and evaluation.



The reliability of the instrument was calculated using Cronbach Alpha formula which yielded correlation coefficients of 0.89 and 0.77 respectively with overall values of 0.83. The researcher administered the instrument personally to the respondents in their offices with the help of three research assistants and 98 copies of the instrument were correctly filed and returned. Data collected for the study were analyzed using mean and standard deviation for the two research questions and t-test for testing the hypotheses at 0.05 level of significance. A null hypothesis was accepted where the p-value is greater than or equal to 0.05 alpha level otherwise, the null hypothesis was rejected.

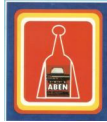
Results

Research Question 1

What competencies do OTM lecturers in Colleges of Education acquired for meeting the entrepreneurship needs of Delta State?

Table 1: Respondents' mean ratings and standard deviation on the competencies acquired of OTM lecturers for meeting entrepreneurship needs (N =98)

S/N	Items on Teacher Competencies	\bar{X}	SD	Remarks
	I have acquired the ability to:			
1	demonstrate mastery in teaching students entrepreneurship skills	3.19	0.85	Agreed
2	use varieties of instructional strategies (discussion, group work, lecture, labs, technology) in teaching students entrepreneurship skills	2.51	0.91	Agreed
3	arouse students' interest in small scale businesses by relating to previous learning, throwing a new idea and questioning	3.05	0.78	Agreed
4	maintain classroom discipline to improve instructional delivery during entrepreneurship classes	2.90	0.89	Agreed
5	use delivery trolley, and facsimile reproduction for teaching students how to send and receive documents	1.78	0.78	Disagreed
6	properly and uses drop box and grade centre to collect students works on online business plan development	2.17	1.05	Disagreed
7	use of instructional software (tutorials, drills and practice) to helps students' entrepreneurial skill acquisition	3.44	0.69	Agreed
8	take dictation at 120 wpm, dictate passages fluently at the proper syllabic intensity and use the dictating machines to teach students shorthand skills	1.82	1.12	Disagreed
9	demonstrate knowledge of management information system, Records management, professional career development so as to teach students records management competencies	2.84	0.87	Agreed
10	operate Desktop, Palmtop, Video machine, Teleprinter and Handset as regards to teaching students ICT skills	3.35	0.78	Agreed



Data in Table 1 reveal that out of 10 competencies listed, OTM lecturers agreed that they have acquired items 1, 2, 3, 4, 7, 9 and 10 with mean scores ranged between 2.51 to 3.44 while they disagreed on items 5, 6 and 8. This indicates that there is quality of OTM programme in Colleges of Education in Delta State in terms of teaching competencies. Standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Research Question 2

What is the adequacy level of instructional resources available in OTM departments in Colleges of Education for meeting the entrepreneurship needs of Delta State?

Table 2: Respondents' mean ratings and standard deviation on the level of adequacy of instructional resources available to OTM lecturers for meeting entrepreneurship needs (N = 98)

S/N	Modern technologies	X	SD	Remarks
11	Computers (laptop, desktop, ipads) to aid instructional delivery	3.50	0.61	Highly Adequate
12	Digital projector to aid teaching	2.28	1.02	Lowly Adequate
13	Interactive Radio to enhance teachers professional practices	2.38	0.96	Lowly Adequate
14	Internet for sourcing of information	2.49	0.82	Lowly Adequate
15	Public address system to make teaching easier	1.45	0.17	Not Adequate
16	Interactive white board (WWB)	2.40	0.80	Lowly Adequate
17	Video camera to aid teaching	1.44	0.34	Not Adequate
18	Video tape instruction for easy instructional delivery	2.42	0.72	Lowly Adequate
19	Virtual Lab for use by lecturers to meet for information needed	1.49	0.82	Not Adequate
20	Photocopier to duplicate documents	3.57	1.05	Highly Adequate
21	Bidding Machine	1.38	0.52	Not Adequate
22	Laminating Machine	1.70	0.80	Not Adequate
23	Fax Machine	1.38	0.52	Not Adequate
24	Electronic desk calculators	2.48	0.91	Lowly Adequate
25	Scanning Machine	1.43	0.62	Not Adequate

Data in Table 2 show that out of 15 instructional resources listed, respondents rated items 11 and 20 highly adequate with mean scores ranged between 3.50 and 3.57, six items are rated lowly adequate with mean scores ranged between 2.28 and 2.49 while the remaining seven items are rated not adequate. Standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.



Hypothesis 1

There is no significant difference in the mean ratings of OTM lecturers in Colleges of Education on competencies acquired for meeting the entrepreneurship needs of Delta State based on ownership of institution (Federal/State).

Table 3: Summary of t-test analysis of OTM lecturers in federal and state Colleges of Education competencies acquired for meeting entrepreneurship needs

Ownership of Institution	N	X	SD	df	P-value	Decision
Federal	62	44.70	2.92	96	0.06	Not Significant
State	36	43.30	2.79			

Data in Table 3 shows that the p-value of 0.06 at 96 degree of freedom is greater than the criterion value of 0.05 ($P\text{-value} = 0.06 > 0.05$). This means that there is no significant difference in the mean ratings of OTM lecturers in Colleges of Education on competencies acquired for meeting the entrepreneurship needs of Delta State based on ownership of institution. Therefore, the null hypothesis was accepted.

Discussion of Findings

Findings of the study revealed that there is quality of OTM programme in Colleges of Education in Delta State in terms of teaching competencies. The findings showed that out of 10 items listed on competencies, OTM lecturers agreed that they have acquired seven of the competencies while they disagreed on three items. This finding of this study agrees with the findings of Nnaji and Hauwa (2019) which showed that business educators (OTM lecturers inclusive) have competency to select, develop, adapt and use instructional strategies, materials and equipment. In agreement, Agholor (2019) reported that OTM lecturers in polytechnics in south-south Nigeria considered themselves competent in the use of ICTs for instructional delivery. The findings of this study was in agreement with the earlier study of Okoro (2011) which reported that in teaching office application courses teachers need the knowledge of subject matter. Akarahu (2011) and Ekpenyong (2010) supported these statements when they said that competencies are important for developing entrepreneurship skills and attitude among students, and that information communication and technology knowledge is important in the 21st century teaching also, business education prepares students with necessary competency for the world of work.

Similarly, Nwabufu and Akasi (2016) and Ezenwafor (2011) who found that business educators (OTM lecturers inclusive) in tertiary institutions were competent in subject knowledge and adequately utilize same in training students. Possession of



these competencies will enable business educators equip students with entrepreneurship skills which will help students to set up small and medium enterprises and manage them effectively on graduation. Nwabufo and Akasi's study further revealed that OTM lecturers are competent in understanding the depth of entrepreneurship skills to be taught students, have knowledge of entrepreneurship course contents, have ability to use appropriate teaching methods in teaching entrepreneurship courses, and possess good general knowledge of entrepreneurship courses. This disagrees with the finding of Ajah (2011) who reported that many of OTM lecturers were not capable of teaching ICT courses due to the shallow depth of ICT competencies they acquired during their training. However, Adebayo (2014) observed that competency update among OTM lecturers was on the increase as many have embarked on one form of programme or the other. This could be responsible for the different view-points of authors mentioned above. The findings also revealed that there was no significant difference in the mean ratings of OTM lecturers in federal and state colleges of education on competencies acquired for meeting entrepreneurship development of Delta State. It could be that OTM lecturers in both federal and state colleges recognize the importance of possessing competencies in order to adequately equip students with entrepreneurship skills.

The findings of the study disclosed that instructional resources in the OTM departments in Colleges of Education in Delta State are inadequate. The findings of the study concurs with that of Amiaya (2013) who revealed that there were not enough ICT facilities for effective implementation of OTM programmes. This supports the earlier findings of Ojukwu (2009) who noted that some polytechnics are of the view that there are not enough ICT resources to competently deliver ICT-related new courses in OTM programme being implemented nation-wide. Ihionkhan and Braima (2017) reported that equipment and supplies in office practice and model laboratories were grossly inadequate in all the polytechnics. These findings align with the opinion of the researcher that inadequacy of ICT facilities hinders effective teaching and learning of OTM courses.

Conclusion

The quality of OTM programme (both human and material) in Colleges of Education is paramount for equipping students with entrepreneurship skills for self-employment upon graduation. Based on the findings of the study therefore, it could be concluded that there are competent OTM lecturers in Colleges of Education in Delta State. However, instructional resources in terms of facilities for OTM at the Colleges of Education in Delta State are not adequate relative to schools. However,



this may have affected the preparation of students of these colleges over the years and performance of the graduates in entrepreneurial ventures.

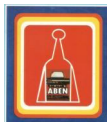
Recommendations

Based on the findings of this study, the following recommendations are made:

1. Efforts should be made by relevant authorities to provide adequate instructional facilities and equipment to ensure quality of OTM programmes and adherence to NCCE minimum stipulations.
2. OTM educators in Colleges of Education in Delta state should see the need to update their knowledge and competencies in their job to keep them professionally relevant and up to date.
3. The National Commission for Colleges of Education (NCCE) should review the OTM curriculum at least every five years.
4. More entrepreneurship courses should be incorporated into OTM curriculum to enhance the development of entrepreneurship in Delta State.

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