

## **DIGITAL SKILLS REQUIRED OF OFFICE TECHNOLOGY AND MANAGEMENT GRADUATES FOR GLOBAL RELEVANCE AND DECENT WORK IN CIVIL SERVICE IN BORNO STATE**

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### **Abstract**

*The study was conducted to ascertain the digital office skills required of office technology and management graduates for global relevance and decent work in civil service in Borno state. A survey research design was used for the study. Two research questions were used and two null hypotheses were tested at 0.05 level of significance. The population of the study comprised of 137 state directors in Borno state ministries and 103 Federal directors in the Federal ministries who work with OTM graduates in their offices, totaling 240 correspondences. The entire population was used as sample for the study because of its manageable size. A self-structured questionnaire titled Digital Office Skills Required by OTM Graduates Questionnaire (DOSROTMGQ) was developed by the researcher and carefully validated by two experts and was also subjected to internal consistency testing using Cronbach Alpha, and the reliability coefficient obtained was 0.86. The instrument consists of 53 items seeking information on the digital office skills required of OTM graduates for decent work performance and challenges faced by OTM graduates in digital office. Mean and standard deviation were used to answer the research questions while Independent simple t-test was used to test the null hypotheses at 0.05 level of significance. The results of the study showed that for OTM graduates to remain relevant and have a decent work performance in a digital office, there is need for OTM graduates to be adequately equipped with relevant skills in mastery of word-processing packages/software, electronic spreadsheet skills, power-point presentation skill, desktop publishing skills, ability to create and organize computer files and folders, ability to use storage amongst others. However, certain factors like insufficient fund allocation, poor lecturers' qualities, absence of laboratories, lack of computers laboratory, lack of computer systems (desktop and lap-top, word-processing machines, lack of internet facilities, mode of teaching aids by lecturers, lack of media facilities, shortage of electricity supply. stand as challenges faced by OTM graduates from decent work performance in the 21<sup>st</sup> century digital office. It is therefore imperative that efforts are put in place by the stakeholders to mitigate these challenges. It was recommended amongst others that curriculum planners should recognize and appreciate the trend in technology and to examine local, global and inter-cultural issues that may be of benefit to training students in order to accommodate the required digital office skills identified in this study in the curriculum for training office Technology and Management students. This will enhance skill acquisition of students for decent work performance in digital office.*

**Keywords:** Digital Office Skills, Office Technology And Management (OTM), Graduates, Decent Work,

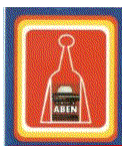


## **Introduction**

The growth and development of any nation is hinged on highly technological skilled labour force. It is technological skills of the work force that pave way for innovation, creativity, and high productivity. The world today is passing through a lot of changes in our schools, offices, industries and virtually in every facet of human endeavor. The work place is changing as a result of computerization, automation and mechanization of which Nigeria is not an exception. These changes are no doubt noticed in science and technology, which has restructured/reshaped office functions and well ushered in teaching and learning of information and communication technology in Business education programme, the seen encourages the integration of information and communication technology (ICT) into most spheres of life. As such many offices work now requires people who can use the internet access, e-business services, e-purchasing, e-marketing, e-communication, instant messages (IM) and other communication tools using network computer technologies or other smart mobile devices. (Global e-scholar and community's initiatives, 2017).

In-line with the above, most experts in the field of education agreed that when properly used, ICT holds great promises to improve education through teaching and learning in addition for shaping workforce opportunities. In the same vein Sarah (2017), reiterated that digital world has penetrated to deliver education, knowledge and skills in new and innovative ways. This has led to changes to the mode and pattern of work, which are themselves affected by policies and economic uncertainty. Digital skills refer to those skills needed by individuals to use devices, communication applications, and networks to access and manage information (United Nations Educational Scientific and Cultural Organization (UNESCO, 2018). According to Okoji, Nwankwo, Anene and Olorunfemi (2020), digital skills represent set of skills needed to effectively and efficiently perform office tasks using new technologies in the digital environment. Digital technology skills in the other hand involves the ability, confident, critical thinking and responsible use of, and engagement with digital technologies for learning, at work and for participation in society. It includes information and data literacy, communication and collaboration, digital content creation (including programming safety(including digital well-being and competencies related to cyber security), and problem solving (UNESCO, 2020). UNICEF (2019) states that any definition of digital skills should involve the ability to confidently, critically and responsibly used and engage digital technology of learning, and for participation in 21<sup>st</sup> century society. Digital technology tools include computers, (desktop and laptop), smart phones, scanners, digital photocopiers, internet and audio/video conferencing facilities among others. Offili (2017) stated that a digitally skilled employee that want a decent work in the office, should have the skills to use computer, desktop and laptop computers and other electronic devices to complete office tasks. The employee should also be able to objectively analyze facts to form accurate judgement, think critically develop the ability to engage in online community meetings and social media network and possess the capacity to understand the emerging societal issues caused by the evolution of digital technologies. The OTM graduate in the view of Adozoga and Massnawain Ezeonwurie (2017), is expected to be computer literate and proficient in a number of word-processing spreadsheet and desktop publishing software including sending and receiving electronic mail (e-mail) and browsing the world wide Web (www) that is the internet.

Presently, many organizations are recognizing the importance of digital skills for graduates to fit into the modern offices in order to have a decent work. Burton (2021) stated that digital skills make an organization a freer and simpler place of work. A lot of organizations' works can now be done from home. It is more important than ever for graduate of office technology and management (OTM) to possess range of digital office skills which will enhance their employment potentials. In support of this view, Berger and Frey (2016) pointed out that the kind of digital skills required of graduates of higher institutions changes over time in line with changes in technologies. Berger and Frey asserted that as new technologies emerge, narrow technical skills become insufficient for many emerging jobs while the demand for higher level digital office skill increases. Digital skills needed by



graduates of office technology and management in the modern workplace to give a decent work can include information and data skill, digital safety skill, cloud computing skills, word processing skills, spreadsheet skills, and internet skills.

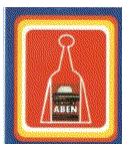
Office technology and management is an aspect of business education programme which is very relevant in training and development of students, inculcate appropriate modern office skills, values, knowledge, attitudes and work competences to its receipts to meaningful life in the digitalized world of work. Amiaya (2016), stated that the traditional educational environment is not suitable for preparing learners to function or be productive in the workplace in today's society. Therefore, educational institutions, that fail to incorporate new digital technological skills cannot seriously claim to prepare students for life in the 21<sup>st</sup> century digital skills knowledge-driven economy. Anderson and Jusufranci (2014) opined that the 21<sup>st</sup> century students will sell to the world, buy from the world, work for international companies, competes with people from other countries, manage employees from other countries, collaborate with people all over the world, and solve global problems.

Therefore, office technology and management graduates who will manages an office to have a decent work is expected to develop digital office skills to enable them adapt in changing technological environments and work pattern to survive in today's offices selling, because, according to Penkoski (2020), office technology and its successful use is only as good as the people behind it. Also, as the future of work evolves, higher values is placed on talents and re-skilling, as human-centered design techniques are being combine with leading-edge technologies to create new interfaces that may move from keyboards to touch screens era compels OTM graduates to possess and develop, create digital skills and abilities to adapt to changing technology (Iwupha and Ebenenzer-Nwokeji, 2018).

The global relevance of digital office skills in the 21<sup>st</sup> century digital economy cannot be over-emphasized. According to Burton (2016), digital age is expanding into all areas of our lives, and it is not just those who work in information technology that will need to be alert of this change. Therefore, having digital skills that are highly valued now and shall continue to be in the future in the modern workplace, is very vital. According to UNESCO, (2018) such skills enable people to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfillment in life, learning, work, and social activities at large. In addition, UNESCO noted that they are linked to their earning potentials, and experts have predicted a growing number of jobs for people with advanced digital office skills. For OTM workers to be able to perform their duties and make many meaningful contributions to the success of the organizational goals, they also need to acquire the relevant digital office skills for decent work.

New technologies in business education have also posed many challenges to OTM students globally. Serial of studies conducted by various researchers revealed that schools do not adequately embrace the acquisition and utilization of new instructional technologies in business education on time due to the cost effectiveness of establishing the programme. The major challenges affecting the acquisition of digital office skills for business education (OTM) graduates while in school are numerous, according to Clinebell and Clinebell, (2015) that business education is in a stage of turmoil. They posited that recent studies conducted indicated that business education (OTM inclusive) is facing various issues ranging from lack of relevance to business practice, Shortage of qualified faculty (lecturers), with terminal degree and lack well qualified digital skills.

Buttressing the above assertion, Njoku (2015) observed that the absence of proper funding does not only hamper implementation of business education OTM programme but also affect the quality of students produced, the operational mode of the institutions, the attitudes of teachers and infrastructural development of the institution. The economic challenges of the country affected the subvention granted by government to institutions for running of highly capital-intensive business education programme. Hence, to give meaningful training in business education especially OTM, the institutions giving the training must be equipped with the appliances which serve to reinforce



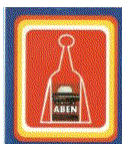
learning for digital office skills acquisition. Severe power outage is another economic challenge that has great impact on using new technologies in business education. Without constant power supply, the equipment cannot be used and virtually all the equipment like computers, projectors, electronic typewriters used in the business education are power controlled. As a result of this, the topic or courses to be taught with the use of these tools and equipment may be taught only theoretically. Inadequacy of facilities to cater for the needs of large number of students to use these technologies in business education programme. The computer laboratories, computers and other supported facilities are not enough and been. The ratio of students out run the numbers of equipment. Poor maintenance culture to maintain the availability of these technological equipment and facilities on the ground, is another disturbing challenge to the use of new technologies in teaching and learning of business education programme. Therefore, lack of these technological tools makes it difficult to teach and prepare students (OTM) for effective use of these technologies in digital office and decent work performance.

Globally, trend in education have shown that students of various disciplines including business education students in general and OTM students in particular leave school without accruing the pre-requisite digital office skills that foster individual, community, workplace and national development in digitalized world of work. It is important that the skills required by employers must be equivalent with skills possessed by the graduates. It is on this note that this study intends to determine the digital office skills required by office technology and management (OTM) graduates for global relevance and decent work performance in a digital office.

### **Statement of the Problem**

The modern office outlook is one that is characterized by the use of modern technology tools that requires an employee to develop digital office skills to fully operate in the office for decent work. The world of work is more complex and fluid, newer approaches to work and learning are in high demand than before; this made most institutions to imbue their students with functional digital office skills for lifelong learning skills they need to survive and meet the changes of the 21<sup>st</sup> century in the present digital office environment. Technology has brought changes to the old methods of performing office works, thereby give ways to new methods. The new methods require new skills, competence, knowledge and ability to be able to perform and succussed in the 21<sup>st</sup> century modern office for decent work. The new methods of performing in a digitalized office duties as a result of technological changes in office environment call for training and preparation of prospective office workers to acquire skills, knowledge and experiences needed to perform in the modern office for decent work.

Unfortunately, the training given to office technology and management (OTM) students does not seem to reflect the wave of digital technological change. These has created disparity between what is imparted to OTM students in terms of abilities and the needs of the industries. Azih (2013), observed that the performances of some OTM graduates fall short of acceptable practices in modern digital office technologies. This suggests that they have not adequately acquire the skills needed for effective use of digital modern office technologies during their training. Consequently, some functions supposed to be handled by OTM graduates are thus given to graduates of other disciplines. Where OTM workers lack skills to use efficient and effective working tools, productivity is definitely bound to unimpressive. If these OTM graduate are exposed to a variety of digital office skills, they might become more effective on their jobs. It then appears that the institutions producing the OTM graduates are not quite sure of the exact digital office skills needed by the employers of labour. The problem of skill mis-match suggests that the institutions are not satisfying employers in terms of the digital office skills expected of OTM graduates. This study therefore, is set out to determine the digital office skills required of Office Technology and Management (OTM) Graduates



for global relevance and decent work in civil service in Borno State for effective performance and decent works.

### **Research Questions**

- 1 what are the digital office skills required of OTM graduates for decent work performance in civil service in Borno state?
- 2 what are the digital office skills challenges faced by OTM graduates for decent work performance in civil service in Borno state?

### **Null hypotheses**

- 1 There is no significance difference between the mean rating of Borno State directors and Federal Government directors on the digital office skills required of OTM graduates for decent work performance.
- 2 There is no significance difference between the mean rating of Borno state directors and Federal government directors on the challenges faced by OTM graduates on digital office skills for decent work performance.

### **Methods**

The study adopted descriptive survey design. Nworgu (2015), positioned that it is preferable to use survey design when the subject of an investigation centers on individual opinions to views, attitudes, and perceptions purely on personal basis. The researcher chooses this design for the study because the study aimed at surveying the opinions of supervisors of office technology and management (OTM) graduates on digital office skills required for decent work performance in civil service in Borno state. Population of the study comprised of 137 state directors in Borno state ministries and 103 Federal directors in the Federal ministries who work with OTM graduates in the office, totally 240 correspondences. These figures were obtained from various ministries in the State secretariat and Federal secretariat in Borno state. The entire population was used as sample for the study because of its manageable size. Instrument used to collect the data for the study was a structured questionnaire titled Digital Office Skills Required by OTM Graduates Questionnaire (DOSROTMGQ). The instrument consists of 53 items seeking information on the digital office skills require of OTM graduates for decent work performance in civil service and digital office skills challenges faced by OTM graduates in office which stand as a hinderance for effective work performance.

The items were scrutinized in terms of relevance, language coverage of the scope of the study, general text format and suitability. The items were placed on 4-point scale of Very Highly Required (VHR) 4 points, Highly Required (HR) 3 points, Moderately Required (MR) 2 points and Fairly Require (FR) 1 points for research question one, and Strongly Agreed (SA) 4 points, Agreed (A) 3 points, Disagreed (DA) 2 points and Strongly Disagreed (SD) 1 point for research question two. The Cronbach Alpha reliability test was used to determine the internal consistency of the instrument which yielded reliability co-efficient of 0.86. Mean and standard deviation were used to answer research question. While Independent simple t-test was used to test the null hypotheses at 0.05 level of significance. The mean value of 2.50 and above were considered as highly required and agreed while a mean value of less than 2.50 were considered not required. For  $H_0$ , if the observed p-value is less than the fixed p-value,  $H_0$  will not be rejected, if otherwise the  $H_0$  will be rejected.

### **Results**

**Research question 1** What are the digital office skills required of OTM graduates for decent work performance in civil service in Borno state?





**Table 1: Summary of Mean and standard deviation of responses on the digital office skills**

S/N	Digital Office Skills Required of OTM graduates	Mean	SD	REMEAK
1	Mastery of word processing packages/software	3.24	0.67	Highly Required
2	Ability to create and organize computer files and folders	3.11	0.73	Highly Required
3	Ability to use storage devices (hard disk, diskette, CD, flash etc.) for storing and sharing files	2.88	0.28	Highly Required
4	Generate Ms Excel office document using integrated application	2.86	0.96	Highly Required
5	Manipulate hardware devices like printer, scanner, digital camera and projector to create electronic records	2.85	1.12	Highly Required
6	Inserting pictures and symbols into a document	2.49	1.14	Not Required
7	Using computer aided design such as digital camera, touch screen, trackballs etc. for records creation	2.15	1.17	Highly Required
8	Opening and working with more than one application at a time (Multi – tasking) for records creation	2.76	0.91	Highly Required
9	Using Word Art to create and shape text in a document	2.52	0.99	Highly Required
10	Use of electronic document imaging for the storage and retrieval of bitmapped documents	2.64	0.97	Highly Required
11	Use of Microsoft Access to generate management reports	2.89	0.63	Highly Required
12	Knowledge to access the Internet application software or web browser	0.73	3.21	Highly Required
13	Creating an e-mail account	3.36	0.88	Highly Required
14	Opening and composing mail online	3.32	0.98	Highly Required
15	Sending and receiving mail with attachment	3.05	0.86	Highly Required
16	Uploading information into the internet	3.05	0.74	Highly Required
17	Ability to communicate with colleagues and clients online	3.23	0.62	Highly Required
18	Ability to use shared devices with a network	3.23	0.06	Highly Required
19	Refreshing and saving a web page	2.86	1.06	Highly Required
20	Downloading information from the internet	3.11	0.82	Highly Required
21	Ability to print a web page document	3.01	0.81	Highly Required
22	Generate and use electronic mail	3.05	0.96	Highly Required
23	Placing and confirming orders online (electronic marketing)	2.81	1.14	Highly Required
24	Use the internet to store specifically formatted documents in multimedia and graphics	2.97	1.03	Highly Required
25	Opening a power point work area	2.86	1.11	Highly Required
26	Ability to create slides using different layout	2.75	0.96	Highly Required
27	Adding titles and subtitles to a slide	2.72	1.13	Highly Required
28	Changing font and sizes of text in a slide	2.71	0.96	Highly Required
29	Appling transition effects	2.75	0.96	Highly Required
30	Running slide show in a power point	2.77	1.11	Highly Required
31	Create power point graphics/slides of business product to be sent online (electronic marketing)	2.67	1.17	Highly Required
32	Ability to make presentation using slides and projectors	3.24	1.13	Highly Required
	<b>Weighted Average</b>	<b>2.71</b>	<b>0.95</b>	<b>Highly Required</b>



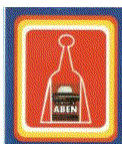
The data shown in table 1 reveals that all the thirty – two items listed to answer research question one, were accepted by the respondents as the digital office work skills highly required of the OTM graduates for decent work performance in civil service in Borno State. This implies that all directors across ministries, departments and agencies unanimously accepted all the items listed as digital office skills highly required of OTM graduates.

**Research question 2** what are the digital office skills challenges faced by OTM graduates from decent work performance in civil service in Borno state?

**Table 2: Summary of Mean and standard deviation of responses on the digital office skills challenges**

S/N		Mean	SD	REMEAK
33	Insufficient fund Allocation	3.37	0.46	Strongly Agreed
34	Insufficient supply of text books	3.00	0.97	Strongly Agreed
35	Inflexible communication	2.62	1.14	Agreed
36	Poor remuneration for lecturers	2.90	0.99	Agreed
37	Poor lecturers' qualities (not professionals of business education) in the skills	2.79	0.96	Agreed
38	Absence of laboratories (shorthand lab, office equipment, studios and model office), GGGGGG ,V,LV,L]]]]],BV,B ,,,,	3.50	0.47	Strongly Agreed
39	Lack of computer laboratory	3.12	0.66	Strongly Agreed
40	Outdated typewriters	3.00	0.92	Strongly Agreed
41	Lack of computer systems (desktop and lap-top, word-processing machines)	3.63	0.44	Strongly Agreed
42	Lack of internet facilities	3.63	0.44	Strongly Agreed
43	Mode of teaching aids by lecturers	2.63	1.11	Agreed
44	Lack of scanning machine	2.90	1.07	Agreed
45	Lack of media facilities	2.75	1.72	Agreed
46	Shortage of electricity supply	3.63	0.43	Strongly Agreed
47	Lack of projectors or existence of cyber café	3.14	0.52	Strongly Agreed
48	Lack of linkages between industries and academia (excursions)	2.77	1.16	Agreed
49	Too much emphasizes on theories than practical	3.26	0.17	Strongly Agreed
50	Lack of raw materials	3.36	0.81	Strongly Agreed
51	Poor maintenance for the existing once	3.50	0.88	Strongly Agreed
52	Inadequate infrastructural support.	3.25	0.93	Strongly Agreed
53	Ratio of students out run the numbers of equipment	3.62	0.77	Strongly Agreed
	<b>Weighted Average</b>	<b>3.15</b>	<b>0.81</b>	<b>Strongly Agreed</b>

Data in table 2 reveal that the respondents strongly agreed, that 14 items with mean rating ranging from 3.37 to 3.62 with standard deviation ranging from 0.43 to 0.93 are digital office skills challenges faced by OTM graduates for decent work performance in civil service in Borno state. A cluster mean of 3.15 indicate that insufficient fund allocation, poor lecturers' qualities (not professionals of



business in the field), absence of laboratories (shorthand lab, office equipment, studios and model office), lack of computers laboratory, lack of computer systems (desktop and lap-top, word-processing machines, lack of internet facilities, mode of teaching aids by lecturers, lack of scanning machines, lack of media facilities, shortage of electricity supply amongst others are the digital office skills challenges faced by OTM graduates from decent work performance in civil service in Borno state.

### Test Hypotheses

Ho<sub>1</sub>: There is no significant difference between the mean ratings of state directors and federal directors on digital office skills required of OTM graduates for decent work performance in civil service in Borno state

**Table 3: Summary of sample independent t-test on the ratings of state and federal directors on digital office skills**

Group	N	Mean	SD	Df	t <sub>cal</sub>	T <sub>criq</sub>	Decision
State Directors	137	3.03	0.84	238	0.236	1.972	Not Rejected
Federal Directors	103	2.77	0.94				

The Table 3 revealed that the calculated value is less than table value, therefore the Ho<sub>1</sub> that states that there is no significant difference between the mean ratings of state directors and federal directors on digital office skills required of OTM graduates for decent work performance in civil service in Borno state is retained or not rejected.

Ho<sub>2</sub>: There is no significant difference between mean ratings of state directors and federal directors on digital office skills challenges faced by OTM graduates for decent work performance in civil service in Borno state

**Table 4: Summary of sample independent t-test on the ratings of state and federal directors on digital offices skills challenges**

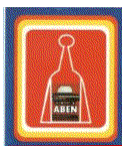
Group	N	Mean	SD	Df	t <sub>cal</sub>	t <sub>criq</sub>	Decision
State Directors	137	2.84	0.99	238	0.044	1.972	Not Rejected
Federal Directors	103	3.32	S0.86				

As follow: 1.972), therefore the Ho<sub>2</sub> that states that there is no significant difference between the mean ratings of state directors and federal directors on digital office skills challenges faced by OTM graduate from decent work performance in civil service in Borno State is retained or not rejected.

### Discussion of Findings

The findings of this study are discussed based on the research questions as follows: The findings of this study regarding digital office skills required of OTM graduates shows that





respondents agreed that the OTM graduates required the thirty – three identified digital office skills. The identified digital office skills required includes: mastery of word-processing packages/software, ability to create and organize computer files and folders, ability to use storage devices (hard disk, diskette, CD, flash etc) for storing and sharing files, Creating an e-mail account, opening and composing mail online, sending and receiving mail with attachment, uploading information into the internet, ability to communicate with colleagues and clients online, among others. Similarly, in table 3 the grand mean of the calculated-value of 0.236 less than the critical-t value of 1.972 the null hypothesis 1 was retained. Meaning there is no significant difference between the mean ratings of state directors and federal directors on digital office skills required of OTM graduates for decent work performance in civil service in Borno state. This finding explains the value of digital office skills to both both state directors in state ministries and Federal directors in the Federal ministries.

The findings on digital office skills required agreed with the findings of Adozoga and Massnawain Ezeonwurie (2017), who identified computer skills required of OTM graduate is to be proficient in a number of word-processing spreadsheet and desktop publishing software including sending and receiving electronic mail (e-mail) and browsing the world wide Web (www) that is the internet. Berger and Frey (2016) asserted that as new technologies emerge, narrow technical skills become insufficient for many emerging jobs while the demand for higher level digital office skill increases. Digital skills needed by graduates of office technology and management in the modern workplace to give a decent work can include information and data skill, digital safety skill, cloud computing skills, word processing skills, spreadsheet skills, and internet skills. Offili (2017) stated that a digitally skilled employee that want a decent work in the office, should have the skills to use computer, desktop and laptop computers and other electronic devices to complete office tasks. The employee should also be able to objectively analyze facts to form accurate judgement, think critically develop the ability to engage in online community meetings and social media network and possess the capacity to understand the emerging societal issues caused by the evolution of digital technologies.

The findings in table 2 identified the digital office skills challenges faced by OTM graduates from decent work performance in civil service in Borno state to include insufficient fund allocation, poor lecturers' qualities (not professionals of business in the field), absence of laboratories (shorthand lab, office equipment, studios and model office), lack of computers laboratory, lack of computer systems (desktop and lap-top, word-processing machines, lack of internet facilities, mode of teaching aids by lecturers, lack of scanning machines, lack of media facilities, shortage of electricity supply. Others Lack of projectors or existence of cybercafe lack of linkages between industries and academia (excursions),too much emphasizes on theories than practical, lack of raw materials, poor maintenance for the existing once, inadequate infrastructural support and ratio of students out run the numbers of equipment. Table 4 revealed that all the items were agreed to and the grand mean value of the calculated-t value 0.044 was less than the critical-t value of 1.972, the null hypothesis 2 was retained.  $H_0$  that states that there is no significant difference between the mean ratings of state directors and federal directors on digital office skills challenges faced by OTM graduate from decent work performance in civil service in Borno State is retained or not rejected.

This finding aligned with the findings of Clinebell and Clinebell, (2015) who state that, the major challenges affecting OTM graduates while in school are numerous, that OTM is in a stage of turmoil. They posited that recent studies conducted indicated that business education (OTM inclusive) is facing various issues ranging from lack of relevance to business practice, Shortage of qualified faculty (lecturers), with terminal degree and lack well qualified digital skills. Buttrussing the above finding, Njoku (2015) find out that the absence of proper funding does not only hamper implementation of OTM programme but also affect the quality of students produced, the operational mode of the institutions, the attitudes of teachers and infrastructural development of the institution. the training given to office technology and management (OTM) students does not seem to reflect the



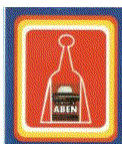
wave of digital technological change. These has created disparity between what is imparted to OTM students in terms of abilities and the needs of the industries. Azih (2013s observed that the performances of some OTM graduates fall short of acceptable practices in modern digital office technologies. This suggests that they have not adequately acquire the skills needed for effective use of digital modern office technologies during their training. Consequently, some functions supposed to be handled by OTM graduates are thus given to graduates of other disciplines. Where OTM workers lack skills to use efficient and effective working tools, productivity is definitely bound to unimpressive. If these OTM graduate are exposed to a variety of digital office skills, they might become more effective on their jobs. It then appears that the institutions producing the OTM graduates are not quite sure of the exact digital office skills needed by the employers of labour. The problem of skill mis-match suggests that the institutions are not satisfying employers in terms of the digital office skills expected of OTM graduates.

### **Conclusion**

Based on the findings, it was concluded that Office Technology and Management (OTM) graduates (Business education graduates) highly requires digital office skills for employment in the global market. Acquisition of relevant digital office skills in the 21<sup>st</sup> century office is essential especially now that technology continue to play dominant role in defining required skills to manage a decent work performance in the office. Office technology and management graduates are saddled with a lot of responsibilities and organization expect nothing but the best from them due to the dynamic nature of the office which have gone highly electronic. In line with this, the graduates needs to be adequately equipped with relevant knowledge, attitudes and competencies in mastery of word-processing packages/software, electronic spreadsheet skills, databased management skills, power-point presentation skill, desktop publishing skills, ability to create and organize computer files and folders, ability to use storage devices (hard disk, diskette, CD, flash etc.) for storing and sharing files, internet application skills: Creating an e-mail account, opening and composing mal online, sending and receiving mail with attachment, uploading information into the internet and ability to communicate with colleagues and clients online, among others, so that they can be better equipped to meet up the challenges waiting for them in their places of work. However, certain factors like insufficient fund allocation, poor lecturers' qualities (not professionals of business in the field), absence of laboratories (shorthand lab, office equipment, studios and model office), lack of computers laboratory, lack of computer systems (desktop and lap-top, word-processing machines, lack of internet facilities, mode of teaching aids by lecturers, lack of scanning machines, lack of media facilities, shortage of electricity supply. inadequate infrastructural support and ratio of students out run the numbers of equipment amongst others stand as challenges faced by OTM graduates from decent work performance in the 21<sup>st</sup> century digital office. It is therefore imperative that efforts are put in place by the stakeholders to mitigate these challenges.

### **Recommendations**

- 1 curriculum planners should recognize and appreciate the trend in technology and to examine local, global and inter—cultural issues that may be of benefit to training students in order to accommodate the required digital office skills identified in this study in the curriculum for training office Technology and Management students. This will enhance skill acquisition of students for decent work performance in digital office.
- 2 There should be adequate provision of digital-based instructional materials by government and stakeholders so as to support the effective acquisition of digital office skills required office technology and management graduates to cope with changing work in the office. There should be provision of enabling environment for the application of the activity-based and digital -based teaching—learning mode by government, school managers and other stakeholders.



- 3 The Office Technology and Management curriculum should be constantly reviewed, revised and adjusted by specialist in the field of Business education by collaboration with the industries. This is necessary to enable graduates fit properly competently in the electronic work place of the 21s century.

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