



UTILIZATION OF EDUCATIONAL RESOURCES FOR TEACHING AND LEARNING OFFICE TECHNOLOGY AND MANAGEMENT COURSES IN NIGERIAN POLYTECHNICS

¹Ademiluyi, Abosede, B.Ph.D, ²Akande, Risikat A. and ³Alao, Kamila. O.

Department of office technology and management,
osun state polytechnic, iree,
Osun state, nigeria

boseluyi@gmail.com, akandeadeolarsk@gmail.com, alaokamila1968@gmail.com

Abstract

The role of educational resources in achieving educational goals and objectives for the development of a nation cannot be over emphasized. The study examined utilization of educational resources for teaching and learning Office Technology and Management courses in Nigerian polytechnics. Descriptive survey design was used for the study. Two research questions guided the study. The population of the study comprised 24 OTM lecturers and 178 HND II students of Office Technology and Management Department 2022/2023 Academic Session in the two tertiary institutions in Osun State offering HND OTM programme. Census survey was employed for the study. A structured questionnaire with 30 items was used to collect data from the respondents. The instrument was validated by two experts. Mean and standard deviation were used to analyze the data collected in order to answer the research questions. Based on the findings of the study, it was concluded that human ((mean=3.23, SD=0.84) and material resources (mean=3.33, SD=0.87) were indispensable tools for achieving educational goals and objectives in institutions of learning. It was recommended among others that government should recruit competent personnel to handle OTM courses and they should be utilized optimally while management of institutions should provide adequate equipment and facilities to cater for OTM programme and ensure those materials are utilized effectively so that the laudable objectives of OTM programme may be realized.

Key Words: Educational resources, OTM courses, Teaching and Learning and Polytechnics

Introduction

It is inevitable that education is the bedrock of any nation and the development, progress and survival of a nation depends on the quality of its educational system. Education is also an essential part of human development and being educated requires series of activities both mentally and physically. One of the goals of education is the development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society (NPE, 2015). In order to achieve the goals of education, educators need to use a wide variety of resources, which can enrich the learning environment and ensures knowledge and skills are acquired appropriately. These skills when acquired would make learners employable and self-reliant. However, effective utilization of educational resources may aid acquisition of these skills. Therefore, it is pertinent to examine the availability, adequacy, quality and effective utilization of educational resources in order to achieve educational goals.

Resources are indispensable tools that aid teachers to teach and students to learn. It helps to evaluate the effectiveness of teaching and learning process and it fosters improvement in the system of education (Mugure, 2012). However, the system of education is determined by availability and optimal utilization of resources. Some of the resources that need to be taken into consideration are: human resources, material resources, financial resources and physical resources among others. Therefore, effective utilization of resources is essential for the achievement of educational goals.

Educational resources refer to all human, materials and nonmaterials available in academic environment to facilitate administration and simplify teaching and learning process (OECD, 2019). The purpose of educational resources is to make teaching and learning processes attractive, interesting, active and to ensure development of different skills and adoption of desirable values and attitudes of students (Murillo & Roman, 2013). Educational resources are used in a learning environment to assist learner's development and facilitate learning and knowledge acquisition. They are designed to reinforce learning and also allow learners to test their knowledge. Educational resources are also designed to support teachers to plan, deliver and evaluate learners. Effective educational resources are clearly written and designed to understand and use. They incorporate learning supports that help learners to understand key



concepts. They also organize materials as clearly as possible to avoid overloading learners. Therefore, a good educational resource must be accurate, consistent, relevant, coherent and useful in order to meet the needs of learners.

The role of educational resources cannot be over emphasized in the achievement of educational goals. These include: provision of learning experience, assisting the process of interaction between students and teachers during teaching and learning process, helps to identify and meet individual learner's needs; boost learners morale; encourages learner's to utilize available resources; provides opportunity to use different resources; reinforcing learning; motivating learning; help learners to build knowledge; meeting different learning needs; fostering independent learning among learners and developing different learning strategies in terms of values, attitudes, skills and laying solid foundation for teaching and learning process (Pearls, 2016).

Availability, adequacy and utilization of educational resources in schools are important in actualizing educational goals. Students learning outcome is influenced by appropriate utilization of educational resources. James and Sanders (2016) assert that resources in schools are important in education because learning takes place through discovery, exploration, and interaction with the internal and external environments. Provision of educational resources is the key to ensuring that schools become environment where students learn from their teachers, each other and benefit from a supportive school environment and consequently achieve their full learning potentials. United Nations Scientific and Cultural Organization (2012) reports that educational resources provided in schools influence not only the students/teachers but also the educational outcomes. In addition, student learning outcomes in schools is largely dependent on availability and appropriate utilization of resources, because students acquire skills using these resources. Effective utilization of resources in education especially human resources stimulates and motivates students and consequently brings fruitful learning outcomes and aids achievement of educational goals (Collins & Thompson, 2017). The Organization for Economic Co-operation and Development (2015) posits that inadequacy, over-utilization and under-utilization of resources hinder instructions and reduces students' performances. In addition, inequalities in student's educational performance often reflect disparities in the resources provided in schools. Furthermore, some schools do not only lack the resources to meet the educational requirements of their students, but may also have fewer resources to train their students. Lyons (2012) observes that poor academic performance may also be attributed to poor learning environment, inadequate and inappropriate utilization of educational resources which may hinder knowledge and skill acquisition. According to Reedy (2013) availability and appropriate utilization of material resources and the overall atmosphere in which learning takes place contribute to the quality of knowledge and skills students' acquire in schools.

Human resources are the most valuable resource in achieving educational goals because it involves individuals' who constitute the workforce within an organization based on their qualifications, experiences, knowledge, skills, attitudes, morals, values and abilities among others (Ollor, 2018). An educational institution's human resources consist of lecturers, instructors, technologists, technicians, administrative officers and other supporting staff who engage in the process of teaching and learning and ensure all academic and non-academic activities are properly coordinated. The educators are the ones, who are vested with the responsibility of putting into operation the teaching-learning resources in an effectual manner. It is essential for them to possess the needed educational qualifications, skills, and abilities that are necessary to create a positive impact upon the academic achievement of students (Mugure, 2012). The primary duty of human resources in educational institutions especially educators is to impart knowledge and ensures students' acquire the necessary skills needed to function effectively in today's global world. They also ensure tasks and activities are properly carried out. They need to remain updated in terms of technology, scientific and innovative methods that are taking place in today's educational field (Amaele, 2012).

Material resources are indispensable tool to quality education. According to Morris (2014) appropriate utilization of material resources in schools is a key determinant of students' academic achievement. Material resources assist educators to provide up-to-date information to students as well as achieve academic goals. These materials are in accordance to the needs and requirements of the students, courses, educational standards, learning abilities of the students and academic outcomes. Dangara (2016) asserts that material resources have a significant effect on student's academic achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning. The researcher stresses further that when material resources are inadequate, education becomes compromised and this inevitably is reflected in low academic achievement, high dropout rates, bad behaviors, poor lecturer motivation and unachieved educational goals. Furthermore, Dolan (2014)



observes that educational outcomes in schools are closely linked to adequacy and optimal utilization of material resources. The author admits that poor utilization, underutilization, unqualified educators brings forth low educational achievement which may hinder acquisition of skill and knowledge among students. In order to achieve the goal of education, material resources need to meet at least three criteria. First, material resources need to be available where they are most needed and in sufficient quantity, Secondly, available material resources need to be of an appropriate quality and type to meet students' needs and thirdly, material resources need to be used effectively. The availability and quality of material resources, do not guarantee better learning; schools and teachers must be able to use these resources to enhance teaching and learning (OECD, 2015). Material resources needed in educational institutions include: textbooks, handouts, computers, laptops, lecture halls, auditorium, laboratories, whiteboards, internet, scanner, projector, photocopier, flash drive, printer, generator, stabilizer, audio recorder and Uninterrupted Power Supply (UPS) among others.

Teaching is the process of imparting knowledge of concepts and skills in business education courses using different methods and materials to ensure students acquire the skills, attitudes, values and knowledge needed to function optimally in the contemporary world of work and business. Learning involves acquisition of knowledge in business competencies to become conversant with the world of work and business.

Office Technology and Management programme is designed at National Diploma (ND) and Higher National Diploma (HND) levels to equip students with skills, knowledge, attitudes and competencies required to function optimally and excel in the contemporary world of work and business. The objectives of the OTM curriculum are the acquisition of Information and Communication Technology skills, general education, entrepreneurship and laying foundation for advanced studies. Office Technology and Management graduates (ND/HND) are also expected to fit into any computerized office and perform professionally the functions of manager, assistant manager and secretary among others. In a similar vein, OTM courses include: Keyboarding, Shorthand, Webpage Design, Desktop Publishing, Database Management System, Management Information System, ICT Office Applications, Office Practice, Practice and procedures of meetings, Record Management, Modern Office Technology, Peoples' Communication Skills, Professional Ethics and Career Development among others (NBTE, 2004: NBTE, 2007). That is why this study is focused on utilization of educational resources for teaching and learning OTM courses in Nigerian polytechnics.

Statement of the Problem

Educational resources are essential instruments in determining the quality of graduates. It should be noted that no educational system can rise above the quality of its resources. However, it was observed that most institutions of learning do not have adequate resources and those that have do not utilize them effectively due to some reasons; these include: lack of knowledge, unqualified staff, lack of maintenance culture, lack of finance, inappropriate methods of teaching and inappropriate teaching and learning materials among others (Ugwuanyi, 2013). Moreover, Quality education is based on availability, adequacy and appropriate utilization of educational resources, because students acquire skills using these resources. Morris (2014) states that availability and effective utilization of resources determines students' academic performance. However, it was observed that most of these resources are rarely available for usage and where available they are often obsolete, over-utilized or under-utilized. This indicates that these resources have not been optimally utilized for teaching and learning particularly OTM courses. This may affect knowledge acquisition among OTM students resulting in the production of half-baked graduates for the world of work. The implication of poorly trained workmen manning offices in the age of rapid changes in office technology is of great concern to the researchers, hence the need for this study.

Purpose of the Study

The main purpose of this study was to examine utilization of educational resources for teaching and learning OTM courses in Nigerian polytechnics. Specifically, the study sought to:

1. Determine the extent to which human resources are utilized for teaching and learning OTM courses in Nigerian polytechnics.
2. Investigate the extent to which material resources are utilized for teaching and learning OTM courses in Nigerian polytechnics.

Research Questions

The following research questions guided the study:



1. To what extent are human resources utilized for teaching and learning OTM courses in Nigerian polytechnics?
2. To what extent are material resources utilized for teaching and learning OTM courses in Nigerian polytechnics?

Methods

Descriptive survey design was adopted because the study sought the opinions of respondents on utilization of educational resources for teaching and learning OTM courses in Nigerian polytechnics. The study was conducted in the two polytechnics offering HND Office Technology and Management programme in Osun State namely: Osun State Polytechnic, Iree and Federal Polytechnic, Ede. The population comprised OTM lecturers and HND II OTM students 2022/2023 Academic Session of the two institutions. The student population in Osun State Polytechnic, Iree 83 while Federal Polytechnic, Ede 95, totaling 178. The lecturers' population comprised 9 in Osun State Polytechnic, Iree and 15 in Federal Polytechnic, Ede. The total student population was 178 while lecturers were 24 totaling 202. Census survey was employed for the study. The instrument used for data collection was a 30-item structured questionnaire titled: Utilization of Educational Resources for Teaching and Learning OTM Courses Questionnaire (UERTLOCQ) generated from the research questions and reviewed related literature. The questionnaire was divided into two sections. Section A sought the respondents' demographic data while section B consisted of questions designed to extract information needed on the research questions. The questionnaire was face - and content - validated by two experts in the Department of Business and Entrepreneurship Education, Kwara State University, Malete, Kwara State. The instrument was designed to elicit the ratings of respondents on a 4-point modified Likert-rating scale of: Very High Extent (VHE) - 4 points, High Extent (HE) -3 points, Low Extent (LE) -2 points and Very Low Extent (VLE) -1 point.

Two hundred and two copies of the questionnaire were distributed by the researchers, out of which 174 were returned representing 86% return rate. Mean and standard deviation were used to analyze the data collected. The research questions were adjudged on the following basis: 0.50 - 1.49 Very Low Extent (VLE), 1.50 - 2.49 Low Extent (LE), 2.50 - 3.49 High Extent (HE) 3.50 - 4.00 Very High Extent (VHE).

Results

Research Question 1

1. To what extent are human resources utilized for teaching and learning OTM courses in Nigerian polytechnics?

Table 1 Mean and standard deviation of responses on extent of utilization of human resources for teaching and learning OTM courses

S/N	ITEMS	Mean	SD	Remarks
1.	Lecturers effectively teach ICT I and II	3.68	0.92	VHE
2.	Lecturers effectively teach Keyboarding I, II and III	3.52	0.89	VHE
3.	Lecturers appropriately teach Shorthand I, II and III	3.54	0.90	VHE
4.	Lecturers appropriately teach Advanced Transcription I and II	3.36	0.87	HE
5.	Lecturers effectively teach Desktop Publishing and Advanced Desktop Publishing	3.23	0.84	HE
6.	Lecturers effectively teach Webpage Design and Advanced Webpage Design	3.14	0.81	HE
7.	Lecturers effectively teach Management Information System	2.47	0.74	LE
8.	Lecturers effectively teach Database Management System	2.44	0.71	LE
9.	Lecturers, Instructors and Technologists supervise SIWES	3.31	0.85	HE
10.	Lecturers, Instructors and Technologists supervise projects	3.58	0.91	VHE
11.	Lecturers, Instructors and Technologists supervise seminar	2.46	0.69	LE
12.	Lecturers, Instructors and Technologists organize workshop, conferences and field trips for students	3.47	0.86	HE



13.	Instructors and Technologists conduct practicals	3.55	0.90	VHE
14.	Technicians monitor students during practicals	3.59	0.91	VHE
15.	Technicians repair equipment and ensure proper arrangement of computer chairs and tables	3.09	0.79	HE
Grand Mean		3.23	0.84	HE

Source: Field Survey, 2023

Table 1 analysis shows that 6 items out of the 15 items were utilized to a very high extent, 6 items were also utilized to a high extent while the remaining 3 items are utilized to a low extent. The standard deviation ranges from 0.69 to 0.92 which suggests that respondents were close to one another in their mean responses. The Grand mean was 3.33 which indicates that in the respondents' opinions, human resources are utilized for teaching and learning OTM courses in Nigerian polytechnics to a high extent.

Research Question 2

- To what extent are material resources utilized for teaching and learning OTM courses in Nigerian polytechnics?

Table 2 Mean and standard deviation of responses on extent of utilization of material resources for teaching and learning OTM courses

S/N	ITEMS	Mean	SD	Remarks
16.	Computer systems and accessories are utilized regularly for teaching and learning OTM courses	3.76	0.94	VHE
17.	Projectors are used effectively for teaching and learning OTM courses	3.60	0.90	VHE
18.	Generator is used effectively for teaching and learning OTM courses	3.65	0.92	VHE
19.	Computer laboratories are used regularly for teaching and learning OTM courses	3.57	0.89	VHE
20.	Language laboratory is appropriately utilized for teaching and learning Shorthand and Advanced Transcription	3.52	0.87	VHE
21.	Textbooks, journals and handouts are utilized effectively for teaching and learning OTM courses	3.54	0.88	VHE
22.	Printers are used regularly for producing hard copies	3.59	0.90	VHE
23.	Office Practice room is used effectively for teaching and learning Office Practice	2.78	0.79	HE
24.	Uninterrupted Power Supply (UPS)/Stabilizers are used effectively for teaching and learning OTM courses	3.32	0.84	HE
25.	Tape recorders are used appropriately for teaching and learning OTM courses	3.25	0.81	HE
26.	Internet facilities are used effectively for teaching and learning OTM courses	2.26	0.74	LE
27.	Whiteboards are utilized regularly for teaching and learning OTM courses	3.58	0.89	VHE
28.	Lecture halls are used regularly for teaching and learning OTM courses	3.69	0.93	VHE
29.	Flash drives/CDs are used effectively for storing information and instructional materials	2.18	0.71	LE
30.	Computer chairs and tables are used regularly for teaching and learning OTM courses	3.72	0.91	VHE
Grand Mean		3.33	0.87	HE



Source: Field Survey, 2023

Table 2 analysis shows that 10 items out of the 15 items were utilized to a very high extent, 3 items were also utilized to a high extent while the remaining 2 items are utilized to a low extent. The standard deviation ranges from 0.71 to 0.94 which suggests that respondents were close to one another in their mean responses. The Grand mean was 3.33 which indicates that in the respondents' opinions, material resources are utilized for teaching and learning OTM courses in Nigerian polytechnics to a high extent.

Discussion of Findings

The study examined utilization of educational resources for teaching and learning OTM courses in Nigerian polytechnics. Findings from research question one indicates that human resources are utilized for teaching and learning OTM courses to a high extent. This finding is in agreement with the views of Collins and Thompson (2017) that effective utilization of human resources stimulates and motivates students' and consequently brings fruitful learning outcome and aids achievement of educational goals. The finding also corroborates the position of Dolan (2014), who stated that positive educational outcomes in schools are closely linked to adequacy and optimal utilization of human resources. The author further explained that poor utilization, underutilization, unqualified educators brings forth low educational achievement which may hinder acquisition of skill and knowledge among students.

Findings from research question two revealed that material resources are utilized for teaching and learning OTM courses to a high extent. This finding corroborates with the study of Morris (2014) who reported that appropriate utilization of material resources in schools is a key determinant of students' academic achievement. The finding is also in consonance with the position of Dangara (2016) who asserts that material resources have a significant effect on student's academic achievement, since they facilitate the learning of abstract concepts and ideas and discourages rote-learning. The researcher stresses further that when material resources are inadequate, education becomes compromised and this inevitably is reflected in low academic achievement, high dropout rates, bad behaviors, poor lecturer motivation and unachieved educational goals. In order to achieve the goal of education, educational resources especially material resources need to be sufficiently available, be of good quality and be used effectively.

Generally, the research results affirm that human and material resources are germane in achieving educational goals and objectives. These resources have been identified as one of the requisites to achieve institutions ultimate goal of providing the best standard of the teaching-learning process and producing high-quality graduates who will function optimally and succeed in the contemporary world of work and business. The researchers are of the view that those educational resources should be provided in good quality, quantity and be utilized effectively so that students may acquire the needed knowledge and skills which would make them relevant and excel in today' global world.

Conclusion

The study concluded that educational resources especially human and material resources are indispensable tools in institutions of learning. These resources play a paramount role in the teaching and learning process and inevitably students' academic performance. It was also discovered that availability, adequacy and effective utilization of these resources have improved the quality of students' academic outcome in OTM programme. Therefore, these resources should be adequately provided and utilized optimally in order to ensure students particularly OTM students acquire the needed knowledge and skills so as to function optimally in the contemporary world of work and business.

Recommendations

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

1. Government and school management should recruit competent personnel to handle OTM courses and they should be optimally utilized in order to achieve educational goals.
2. Management of institutions should make provision for facilities, equipment and buildings to cater for OTM programme and ensure those materials are effectively utilized so that the laudable objectives of OTM programme may be realized.

References

- Amale, S. (2012). *Teachers Education and Teachers Profession in Contemporary Society*. Port Harcourt: Stepson Publishing House.
- Collins, M. & Thompson, P. (2017) Impacts of Instructional facilities on Students' performance in Higher Institutions. *Journal of Education Review*, 5(9), 13-28.



- Dangara, U. (2016). Educational Resources: An Integral Component for Effective School Administration in Nigeria. *Journal of Research in Humanities and Social Sciences*. 6(13), 18- 39.
- Dolan, k. (2014). Synthesizing the effect of Educational Resources on Students academic performance. *Journal of Research on Technology in Education*, 8(1), 42-57.
- Federal Republic of Nigeria (2015). *National policy on education*. Lagos: NERDC Press.
- James, J. & Sanders, M (2016). Education's most Basic Tools: Access to Textbooks and Instructional Materials in public Schools. *Journal of Psychological Science*, 25(6), 159-168.
- Lyons, A. (2012). Workers of Tomorrow's Education in Progress. *Journal of Education and Scientific Research* 3(2), 186-198.
- Mugure, N (2012). Impact of Resource Utilization in Education as Perceived by Teachers In Secondary Schools in Kenya. Accessed from <https://irlibrary.ku.ac.ke/bitstream/handle/123456789/6463/Ngure%20Shelmith%20Mugure.pdf?sequence=3&isAllowed=y> on 2nd September, 2023.
- Morris, B. (2014) Technology and Education Change: Focus on Student Learning. *Journal of Research on Technology in Education*, 2 (3), 285-307.
- Murillo, F. & Roman, M. (2013). School Infrastructure and Resources: Analysis of the incidence of School Resources on the performance of Students. Accessed from <https://www.researchgate.neton> 10th September, 2023.
- National Board for Technical Education (2004). *Higher National Diploma in Office Technology and Management Curriculum and Course Specifications*. Kaduna: Atman Press.
- National Board for Technical Education (2007). *National Diploma in Office Technology and Management Curriculum and Course Specifications*. Kaduna: Atman Press
- Ollor, A. N. (2018) Educational Resources Utilization for Effective Teaching and Learning in Public Secondary Schools in Rivers State. *International Journal of Innovative Development and Policy Studies* 6(2), 50-58.
- Organization for Economic Co-operation and Development (2015). Responsive School Systems: Connecting Facilities, Sectors and Programmes for Student Success, OECD Reviews of School. Accessed from <https://www.wikipedia.org.comon> 23rd July, 2023.
- Organization for Economic Co-operation and Development (2019) Digital Education at a Glance 2019: OECD Indicators, OECD Publishing, Paris
- Pearls, A. (2016). Open Education Resources. Centre for Educational Research and Innovation. Accessed from https://www.wikipedia.org/wiki/open_education_resources on 18th August, 2023.
- Reedy, T. (2013). Teaching and Learning in Digital Era: Analysis of how Educators use Technology to improve Student Learning. *Journal of Research on Technology in Education*, (4)8, 218-231.
- Ugwuanyi, M. O. (2013). Strategies of improving Educational Resources in Office Technology and Management Departments in the Polytechnics. *Business Education Journal*, 8(2), 99 – 109.
- United Nations Scientific and Cultural Organization (2012). Educational Resources in Tertiary Institutions. Report of UNESCO on Instruction