ICT SKILLS ACQUIRED BY OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS FOR SELF-SUSTENANCE AND NATIONAL DEVELOPMENT IN TERTIARY INSTITUTIONS IN KWARA STATE

By

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Abstract

This paper empirically investigated the Information Communication and Technology (ICT) skills acquired by office technology and management students for self-sustenance and national development in Kwara State tertiary institution. Three research questions and one hypothesis were formulated for the study. The researcher adopted a survey research design for the study. The population for the study comprised 500 office technology and management students in Kwara State tertiary institutions. Random sampling techniques were used to collect information from the five selected institutions. Data for the study was gathered using structured questionnaire. Mean and standard deviation were used for data analysis while the hypothesis was tested using t-test at 0.05 level of significance. Finding revealed among others that office and management students in Kwara State possess a moderate level of computer application skills, desktop publishing skills, internet skills, ICT skills, and there was no statistical significant difference between male and female responses on ICT skills acquired for self-sustenance. This implies that male and female students acquired the same level of ICT skills. Among others it was recommended that office technology and management students should be well trained in basic ICT skills identified in this research and computer activities as well as ICT skills identified in this research that will make them employable or self-employed after graduation.

Keywords*: *ICT Skills, OTM, Self-Sustenance, National Development

Introduction

The world has turned to a global village and for this reason it has become a powerful tool to fight against poverty, providing developing countries with an unprecedented opportunities to meet vital needs of an individual's and national goals for sustainable development. With the knowledge of Information and Communication Technological (ICT) skills, the rate of unemployment in Nigeria has reduced to a minimal level compared to previous decades of technology decadence (Damkor, Irinyang, & Haruna 2015). Esene and Mgbonyebi (2015) affirmed that today's world of work which is ruled by ICT, is a complex one hence the need for the individual to obtain the kind of education that would equip him with knowledge, understanding and skills in order for him to be highly functional in the society. It was further said that the changing trend in the labour market profiles has increased the complexity of skills required by today's workforce. Applicability of these skills will go a long way in facing the present challenges and be able to compete in the labour market. This will not only reduce the rate of unemployment but will add value and the demand in the global labour market.

Education has long been recognised as a tool for national development as it serves to be the most important energy that moves a nation (Oladimeji, & Folayan, 2018). It creates human capital that brings about actualisation of industrial and service outputs. Also, education is confirmed to be the pivot on which the wheel of progress of the nation rotates. The development of ideas, scientific advancement, technological breakthrough, economic development, among others was the products of quality education (Oni, 2006). According to Lawal and Oluwatoyin (2011), national development is the overall development or a collective socio-economic, political as well as a religious advancement of a country or nation. For a nation to be regarded as a developed country there are certain qualities that are expected from such a nation. For example, a good nation is expected to add value to her economy. Regardless of ethnicity, religion, social status, and physiological condition, all lives would be equally valuable and not measured with money. It should be a nation where conservation of natural resources is not just a public relation exercise but birthed

out of deep conviction that saving the planet. Also, nation where wastages are hated in the form of unnecessary and unsustainable projects (Gahayu, 2004). For example, adequate knowledge and acquisition of ICT skills that will prepare the students to be self-reliant and bridge the vacuum of unemployment in the nation contributes to the development of a nation. The educational content should gear towards acquiring the rightful skills while in school; this should be purely practicable to meet both individual needs and industrial.

Statement of the Problem

In this era of modern technology it is observed by many scholars that the global changes in economic competitiveness for national developments are creating an increasing demand for ICT jobs for self-sustenance with the required skills (Damkor, Irinyang, & Haruna, 2015 & Oladimeji, & Folayan, 2018). The need for ICT skills by office technology and management students according to Unridden (2011) is highly demanding by employers of labour especially in the areas of national development. However, what are these ICT skills that could be needed by students for self-sustenance and national development. How these skills could be effectively attained and utilized. Taking cognizance of the resources that should be made available for teaching and learning ICT and how these resources could be utilized.

Despite the benefits of ICT in this contemporary society, resources that are accrued to it or that revolves around the world of ICT are still underutilized by the users. Therefore, it is pertinent to ask or investigate what could be the circumstances that generates these problems and how it could be resolved. The foregoing problems prompted this research in order to identify the missing link with the aim of proffering possible solution using empirical evidence.

Purpose of the Study

1. Determine the level at which computer application skills is acquired by office technology and management students for self-sustenance and national development in tertiary institutions in Kwara State.
2. Examine the level at which desktop publishing skills is acquired by office technology and management students for self-sustenance and national developments in tertiary institutions in Kwara State.
3. Identify the level at which internet skills is acquired by office technology and management students for self-sustenance and national developments in tertiary institutions in Kwara State.

Research Questions

1. What is the level of computer application skills acquired by office technology and management students for self-sustenance and national developments in tertiary institutions, Kwara State?
2. What is the level of desktop publishing skills acquired by office technology and management students for self-sustenance and national development in tertiary institution, Kwara State?
3. What is the level of internet skills acquired by office technology and management students for self-sustenance and national development in tertiary institutions, Kwara State?

Research Hypothesis

$H_{O1:}$ There is no significant difference in the male and female response on ICT skills acquired by office technology and management students for self-sustenance and national development in tertiary institutions, Kwara State.

Literature Review

Information and Communication Technology (ICT) skills involve practical works and knowledge application that lead to particular opportunities or occupation. Information and Communication Technology has brought about tremendous improvement into development of this nation. However, Okereke and Ndinechi (2005) observed ICT as the scientific means and processes which involve in obtaining, packaging and communicating information. United Nations Educational, Scientific and Cultural

Organization (UNESCO) (2010) pointed out that even the air we breathe seems to have been literally saturated with different types of information signals, the technologies by which these signals are detected, interpreted and exchanged can be regarded as ICTs. Therefore, it is one of the economic development pillars to gain national competitive advantage and give a big help in improving the quality of human life (Gahayu, 2004).

Technology is the most attractive tool and infrastructure for the younger generation to facilitate the awareness and actual craftsmanship in business for local communities. In order to make this process happen, the traditional education goals should migrate toward gaining locally relevant goals, skills and most importantly establishing networks for economic partnerships. Information and communication technology can be referred to as a revolution that involves the use of computers, projector, internet, and other telecommunication techniques in every aspect of human's life. Aromolaran (2010) defined ICT as the technologies used in collecting, storing, editing, transacting and passing information in various forms. ICT in office technology and management prepare students for a world of business, work and communication that relies on electronic technology. Ajisafe (2014) explained that ICT is all forms of technology used to create, store, process and use information in its various form (data, voices, image, multimedia presentations and other forms including those not yet conceived) and which help to facilitate and support communications while Okute (2010) described ICT as the use of computer, e-mail, internet and other office automated equipment. ICT therefore encompasses a wide range of technology, including telephones, fax machines, televisions, video recorders, CD players, CD-ROMS, personal organisers, programmable and remote operated toys, radio, computers etc. The importance of ICT cannot be overemphasised in Office Technology and Management (OTM) programmes and this has been documented by various scholars such as Akindolu (2002) and United Nations Development Programme (UNDP) (2006), Ajisafe (2014). Among the various points highlighted by these authorities are that ICT promotes learning, motivates and empowers the learners as well as facilitates the job of the teachers.

Skill is the ability to use one's knowledge effectively and readily in execution of performance, technical expertness, a power or habit of doing any particular thing competently (Ekpenyong, 2007). Skill is the ability and capability acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry complex activities or job functions involving ideas (cognitive skills) things (technical skills) and people (interpersonal skills). Okoli (2013) viewed skills as the economic tools with which entrepreneurs acquire and solve societal problems. Informational and communication technology skills refers to ability needed to use efficiently the elementary functions of information and communication technologies to retrieve, assess, store, produce, present and exchange information, so as to communicate and participate in collaborative networks via the internet. Ehirheme (2014) stated that the invention of computer and internet technology has reduced the world to a global village where people buy from the same market, the same computer language and travel on the same information "super-highway". He further said that as a result of the new demand in the labour market, there has been consistent global call for tertiary institutions to equip students with ICT skills by integrating the skills into their curriculum that enable them face the challenges of labour market. Chigbuson and Timya (2018) pointed out that there are vast businesses opportunities opened for graduates whereby they can earn a living and contribute maximally to national development. That is, they can engage in computer networking, web site design, programming and maintenance and servicing the computers and other ICT facilities and can even serve as consultants to the governmental and non-governmental organisations. Also, they can operate a computer/business centre where all correspondence is printed out to meet peoples' needs.

The use of ICT skills enhance efficient and effective delivery of services both in public sector and tertiary institutions. For example it enables the graduates that are efficient to acquire gainful employment in the labour market. Acquisition of ICT skills among our youth of this 21st century will be brings a great transformation in their lives and this will reduce the rate of unemployment this present situation. Information and communication technology (ICT) is that form of education and that will equips

individuals with the appropriate skills, abilities and competencies as equipment for the individual to live in and contribute to the development of the society and to the nation at large. Information and communication technology (ICT) skills will serves as a means of developing the youth or an individual to engage in productive work either for himself or for an employer. By this, it brings about changes in the society and reduces the rate of unemployment and crime that is common among the youth today. Acquisition of this skill will serve as saleable skills in students so that they can become easily employable after schooling.

Office Technology and Management (OTM) curriculum is aimed at producing graduates that would be able to effectively manage the electronic office and be equipped with secretarial and office skills for employment in various fields of endeavour. The National Board for Technical Education (NBTE) lays emphasis on computer and computer related courses. The design of the new programme demands that ICT tools for teaching skills must be utilized if the desired objective must be achieved. Okoro (2003) said that the design of OTM course appears to be responsible to a global initiative with an objective that portends new academic direction in favour of ICT. The goal of Office Technology and Management is to develop skilled for the national development. However, OTM programme is designed to equip students with the competencies required to work in a modern office environment.

Development is a multi-dimensional process involving changes in structures, attitudes and institutions as well as the acceleration of economic growth, the reduction of inequality and eradication of absolute poverty. It can also be defined as a process of societal transformation from a traditional to a modern society and such transformation is also known as modernization or ways of acquiring a sustained growth of a system's capacity to cope with new continuous changes towards the achievement of progressive political, economic and societal objectives. Therefore, development is nothing but improving the welfare of the individuals which is usually measured in terms of providing infrastructural facilities that could afford them a chance for better life. Improving the standard of living, education, health and opening out new and equal opportunities for richer and varied life are all important ingredient of development. The primary goal of development is to improve man and his environment.

Igboke and Akandu (2018) opined national development as a concept which explains the encompassing nature of living standard of a country. Therefore, national development of a nation could only be achieved subject to putting some proper plan in machinery for example curbing or waging war against corruption, adequate planning strategies, adequate citizen welfare packages but to mention a few. Ogonu and Okejim (2018) identified national development as the primary and totality of a nation's growth vis-à-vis growth in the national income and the material well-being of the people. Furthermore, described it as the development of a nation as a whole and all round and balanced development of different aspects and facets of the nation such as political, economic, social, cultural, scientific and technological. Geneva (2015) identified national development as a means by which people welfare can be improved by eliminating literacy, ignorance and poverty and providing amenities like education, transportation and health care. This can be done by the use of ICT which helps in achieving development and economy and ensuring progress in others sectors such as health, education, banking and agriculture. Umezulike (2015) identified national development in four broad categories namely: economic system, education/technological state, legal/political framework and socio-cultural settings. Also, that the process of national development is therefore the pursuit of a collective enhancement in all the four spectrums of activity. Information and Communications Technology (ICT) is a vital tool that prepares learners to participate in a rapidly changing world in which work.

Learners use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and without discrimination. They learn how to employ ICT to enable rapid access to ideas, information and experiences from a wide range of sources. One major vision of ICT is to develop teachers and learners in school to become confident users of ICT so that they can develop the skills, knowledge and

understanding which enable them to be confident, creative and independent learners and teachers in order to become relevant in the society they find themselves.

Self-sustenance can be referred to as a means of livelihood, support, nourishment by an individual. That is, the ability to explore, exploit and utilise the available resources at their disposal, to initiate understandings that would be economically rewardable for self-dependence. This will enable an individual to use the knowledge and skills acquired to earn their living in this challenging world of work. However, to understand the meaning of self-sustenance is in line with the aims of ICT which enable learners to: (a) develop ICT capability in finding, selecting and using information; (b) use ICT for effective and appropriate communication; (c) monitor and control events both real and imaginary; (d) apply hardware and software to creative and appropriate uses of information; (e) apply their ICT skills and knowledge to their learning in other areas; and (f) use their ICT skills to develop their language and communication skills (Chigbuson & Timya, 2018). These stated aims and objectives cannot be achieved in isolation without adequate and effective monitoring by the educational administrators.

Methodology

The study adopted descriptive survey research designed since it involved eliciting information from respondents. The population for the study comprised 500 office technology and management students in Kwara Tertiary Institutions. Random sampling techniques were used to select194 students from the five selected institutions. A 25 items questionnaire was the instrument used for data collection which was structured in 4-point rating scale of strong agree 4-ponts, agree 3-points, disagree 2-poins a d strongly disagree 1-point. Data generated was analysed using mean and standard deviation. Any item with mean ratings 4 and above was regarded as high, while items with mean ratings of 2-3 as moderate and below 0-1 as low. The null hypothesis was tested with t-test analytical tools at 0.05 level of significance.

Result

Research Question 1: **What is the level of computer application skills acquired by office technology and management students for self-sustenance tertiary institutions, Kwara State?**

Table 1: Level of Computer Application Skills Acquired by Office Technology and Management Students for Self-sustenance

Computer Application Skills	N	Mean	Std. Dev.	Rank
1. Ability to use word processing	194	3.45	.755	1st
2. Ability to use Microsoft excel for data visualization	194	3.20	.865	2nd
3. The ability to use excel package to perform calculation and data analysis	194	3.11	.935	5th
4. Use power point presentation to create slides	194	2.99	.908	6th
5. Ability to navigate and access the computer	194	3.14	.881	4th
6. Ability to design using Corel draw application software	194	2.87	1.004	7th
7. Ability to prepare slides using power point presentations	194	2.85	1.026	8th
8. The ability to type effectively and accurately	194	3.23	.734	3rd
Average	**194**	**3.10**	**.678**	

Decision Rule: **Low = 0-1, Moderate = 2-3, High = 4 >**

Table 1 revealed that office and management students in Kwara State tertiary institutions possess a moderate level of computer application skills required for self-sustenance and national development. This implies students of the sampled tertiary institutions acquired average level of computer appreciation skills, that is, average level of basic computer skills.

Research Question 2: **What is the level of desktop publishing skills acquired by office technology and management students for self-sustenance tertiary institutions, Kwara State?**

Research question two was answered based on data gathered from the sampled responses as shown in Table 2 using descriptive statistic of mean rating.

Table 2: Level of Desktop Publishing Skills Acquired by Office Technology and Management Students for Self-sustenance

Desktop Publishing Skills	N	Mean	Std. Dev.	Rank
9. Use data base management	194	2.60	1.074	7th
10. The ability to edit , create and save documents using Microsoft word package	194	3.16	.810	1st
11. The ability to layout and construct document	194	2.48	1.044	8th
12. The ability to create graphic designs	194	2.45	1.068	9th
13. The ability to modify colors of text, lines and spaces on a slides	194	2.86	.879	3rd
14. The knowledge of web design useful for designing pages	194	2.86	1.001	3rd
15. The ability to combine text and numerical data	194	2.89	.892	2nd
16. Use publishing software to create document and presentations on financial reports	194	2.64	.994	6th
17. Use publishing software to create layout designs	194	2.83	1.032	5th
Average Mean	**194**	**2.74**	**.660**	

Decision Rule: **Low = 0-1, Moderate = 2-3, High = 4 >**

Table 2 showed a moderate level of desktop publishing skills acquired as indicated by the students of Office Technology and Management (OTM) students as part of ICT skills acquired for self-sustenance after graduation. This implies that the students have a moderate level of desktop publishing skills which could enable them to be self- sustenance after the completion of their programmes from their institutions.

Research Question 3: **What is the level of internet skills acquired by office technology and management students for self-sustenance tertiary institutions, Kwara State?**

Research question three was answered based on data gathered from the sampled responses as shown in Table 3 using descriptive statistic of mean rating.

Table 3: Level of Internet Skills Acquired by Office Technology and Management Students for Self-sustenance

Internet Skills	N	Mean	Std. Dev.	Rank
18. Download files from the internet	194	3.19	.739	4th
19. Ability to analyze data using web analytic tool	194	2.72	.980	8th
20. Use search engine to source for information via the internet	194	3.05	.844	5th
21. Source for information using search engines	194	3.04	.820	6th
22. Attach files to outgoing mails	194	3.02	.919	7th
23. Ability to send, receive messages via the Internet	194	3.33	.709	2nd
24. Have the ability communicate via the internet websites	194	3.27	.790	3rd
25. Have the ability to use the internet for research purpose	194	3.35	.734	1st
Average Mean	**194**	**3.09**	**.533**	

Decision Rule: **Low = 0-1, Moderate = 2-3, High = 4 >**

Table 3 showed a moderate level (Mean=3.09) of internet skills acquired by the students of office technology and management as part of ICT skills acquired for self-sustenance after completion of their programmes. This implies that the students have a moderate level of internet skills acquired which could enable them to be self- sustenance after the completion of their programmes from their institutions.

Hypothesis Testing

Ho: **There is no significant difference between male and female students in the level of ICT skills acquired in office technology and management course for self-sustenance**

An independent-sample t-test was conducted on the responses from students of the sampled institutions as revealed in Table 5.

Table 4: Gender Differences in the Level of ICT Skills Acquired of Office Technology and Management

Gender	N	Mean	SD	SEM	T	Df	p-value	Decision
Male	87	3.05	.467	.050	1.57	192	.117	Accepted
Female	107	2.93	.554	.054				

Significant @ ρ < .05

Table 4 revealed that there was no statistical significant difference between male and female responses on ICT skills acquired for self-sustenance $\tilde{x}$ = (3.05; 2.93), t (1.57) = .117 ρ >.05. Since the p-value was greater than.05 thresholds, the hypothesis was therefore accepted. It is implies that male and female students acquired the same level of ICT skills that could enable them to be self-sustenance after graduation.

Discussion of Findings

Findings from Table 1 revealed that office technology and management students in Kwara State possess a moderate level of computer application skills required by office technology and management students for self-sustenance and national development. This shows how important these skills are for successful business enterprise. This is in line with Obora (2008) who stated that graduates who do not have ICT skills cannot be employed in the present world of work. Also, Nwosu, Anaka and Eleoba (2003) observed that skills acquisition is vital for any economy so as to favourably compete and grow, particularly in an era of economic integration, diversification and technological change.

Finding from Table 2 revealed that office technology and management students in Kwara State possess a moderate level of desktop publishing skills. This implies that the students have a moderate level of desktop publishing skills which could enable them to be self- sustenance after the completion of their programmes from their institutions. This is consistent with the findings of Obunadike in Edna and Baba (2017) who observed that acquisition of practical knowledge and skills, which are impacted simultaneously for self-sustenance, self-employment and self-reliance.

Table 3 revealed that office technology and management students in Kwara State have a moderate level of internet skills acquired which could enable them to be self- sustenance after the completion of their programmes from their institutions. This corroborate the findings of McCloud (2005) who stated that students need basic online skills such as the ability to protect sites from hijackers and ability to create web site and make business transactions amongst others. These ICT skills will help students attain economic growth and self-sustain, improves the quality of lives and contribute to the economy.

Finally, the hypothesis tested in table 5 revealed that there is no significant difference in male and female students' level of ICT skills acquired in office technology and management course for self-sustenance. The finding supported the result of Muflih, & Jawarned in Rehimetu (2014), that there was no significant difference between the female and the male respondent in their level of possession of ICT and the degree of adoption of these technologies. Also, Olagunju and Asogwa, (2019) who were of the opinion that there is need for the OTM students to acquire the competencies in ICT especially in word processing, data processing, computing, micrographic, electronic office communication skills.

Conclusion

The finding of the study has statistically provided the basis for the researcher to conclude that there was no significant difference between male and female students level of ICT skills acquired in office technology and management course for self-sustenance. Furthermore, the students all acquired a moderate level of information and communication technology skills for their self-sustenance and national development. This will reduce the rate of poverty, unemployment among the youth and encourage them to be self-reliant with the acquisition of necessary skills to standout and to meet the challenges in the labour market.

Recommendations

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

1. There should be improvement in the training of office technology and management Students in Kwara State basic ICT skills and computer activities via regular practical exposure and collaboration with ICT expertise from outside the school.
2. ICT skills identified in this research should be made practicable to students of office technology and management students so as to make them employable or self-employed after graduation.
3. The government should see to the provision of necessary facilities that would enhance the teaching and learning of ICT skills in the various institutions in Kwara State.
4. There should be training and retaining of academic staff of office technology and management departments in Kwara State to enable them acquire and update their skills in order to teach the students effectively.
5. To meet international standards, tertiary institutions should make adequate provision for the type of ICT skills that will enable the students to graduates with employable skills so as to enable them to be self-sustained after graduation

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