

STRATEGIES CONSIDERED EFFECTIVE BY OFFICE TECHNOLOGY AND MANAGEMENT EDUCATORS FOR QUALITY ASSURANCE IN OFFICE TECHNOLOGY AND MANAGEMENT PROGRAMME IN DELTA AND EDO STATE TERTIARY INSTITUTIONS

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Abstract

The study was conducted in Delta and Edo State to determine the strategies considered effective by office technology and management educators for quality assurance. Four research questions guided the study and four hypotheses were tested. The population of the study was 48, survey research design was used in the study. The instrument that was used to elicit information from the respondents was thirty five (35) items statement questionnaire. It was validated by two experts from Department of Office Technology and Management, Delta State Polytechnic, Ogwashi-Uku who were not part of the population. The test-retest method was used to determine the reliability of the instrument. The data collected was analysed using mean and standard deviation. Hypotheses 1 and 3 were tested with z-test while analysis of variance (ANOVA) was used for hypotheses 2 and 4 at 0.05 level of significance. The findings revealed that regular accreditation, moderations of examinations, in-service training and infrastructure facilities are necessary indicators for quality assurance in office technology and management programme. It was recommended that the government should provide enough fund to enable tertiary institutions achieve quality delivery services in education.

Keywords: Strategy, Quality Assurance, Moderation, Accreditation, Infrastructural Facilities and In-service Training.

Introduction

Education in Nigeria is undergoing significant structural, organisational and funding changes, in order to be more responsive to the emerging demands for skill acquisition in the world of work, most especially with the advent of

information and communication technology in the 21st century. These high demands of relevant and employable skills has created new expectations among stakeholders in academic and professional circle. Institutions of learning and students as well as courses and academic programmes are made to leave up to standard in-terms of production of high qualified employable workforce that can compete and meet the global standard of the industry.

In order to be able to achieve this, lofty objective, it becomes imperative that office Technology Educators, should be able to ensure and maintain quality assurance in their various educational programmes. Office technology and management is an integral part of vocational technical education. It serves as an offshoot of business education. It is designed to provide student general education in addition to relevant employable competencies in practical skills, office application, management information systems, shorthand and other ICT related courses.

According to Vostrikov&Nikitina (2000), the appropriateness of the organizational culture prevailing in higher education institutions with the organizational culture that meets the requirements of the entrance to quality and accreditation management, and at the level of the various organizational cultural dimensions, namely; leadership, structures, systems, continuous improvement and innovation.

Quality assurance in office technology and management is of great importance in the sense that the emerging technologies in ICT is a strategy that will enable Teacher's and managers to determine quality management system, assessment adequacy of the various programmes, audit of operations as well as review of the system itself for minimum acceptable standard in quality assurance to be achieved. Teachers and managers in OTM are expected to maintain strategic skilled in line with principles that will require regular accreditation of courses, moderation of examination, infrastructural evaluation, in-service training/workshop and seminar, adequate funding and adherence to stipulated carrying capacity level. Utoware and Karan Kedi (2013) asserted that if the quality of office technology and management is to be guaranteed, emphasis should be placed on quality of teaching and learning. Ile (2011) in his view stated that educational programme assumes quality when it provides graduates with minimum skills that will enable them be self-reliant and useful to the society.

Statement of the Problem

Quality assurance in office technology and management can be described as the attained level of quality teaching and learning of the course contents,

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timing, location, method of delivery and assessment of the programme, that can produce graduates with relevant employable and self-reliant skills and knowledge in office technologies and tools that is required in the 21st century world of work. Oladipo, Adeosun and Oni (2009) asserted that the quality of educational programme could be measured in terms of quality of input, content, process context and output. This implies that in office technology and management, embraces all functions and activities of the institution such as the competency and efficiency of the teacher's in-terms of their service delivery, the adequacy and accessibility of facilities and materials for effective teaching and learning as well as the level of competency skills of the graduates for self-reliance and employability.

Critical conflict theory (CCT) provides explanation for poor quality of TVET and its inability to stimulate economic growth, employment and national development. It strengthens the functionalist's perspective and identifies the sources of conflict in education. The need for using two contrasting theories is premised on the statement of Ball (1994) that; no one interpretational mode or set of theoretical tools or interpretational stance is adequate or exhaustive of the analytical possibilities of policy analysis. The same data can be subjected to very different types and levels of interpretation. Furthermore, the critical conflict theory argues that educational institutions have failed to actualize the set goals and objectives because political elites starved education of funds. The disbursement of funds is a critical component to the perpetuation of social inequalities. Despite increasing awareness on the importance of TVET, funding has been a big issue (King, 2011). To resolve this state of affairs, the education sector must undergo a fundamental restructuring in order to redress the issue of funding with a view to creating equal opportunities for all students irrespective of social status (Kendall, 2010).

As a result of rapid growth in Nigeria's population with the corresponding increase in the establishment of tertiary institutions to accommodate the high demand for tertiary education, there seem to be a shift on the emphasis from qualitative education to quantity in our educational system due to population explosion. Okebukola (2006) decried the quality of graduates produced in Nigeria tertiary institutions in the past ten year's shutdown the quality of those that will graduate in three years' time. This ugly situation has resulted in a massive drift of Nigerians to Europe, Asia, America and Some African countries for admission for tertiary education.

It is against this background that necessitated the need to assess the opinion of office management educator's perception on the strategies for quality assurance

in office technology and management programme in tertiary institutions in Edo and Delta State.

Purpose of the Study

The main purpose of the study is to identify the strategies considered effective by office technology management educators for quality assurance in office technology and management programmes in tertiary institutions in Delta and Edo State. Specifically, the study determined the perception of office technology and management educators in:

1. The effectiveness of moderation of examination as a strategy for quality assurance.
2. The effectiveness of regular accreditation of course contents and programme as a strategy for quality assurance.
3. The effectiveness of infrastructural and facility evaluation as a strategy for quality assurance.
4. The effectiveness of in-service training given to career academic staff as a strategy for quality assurance in office technology and management programme in Delta State.

Research Question

The study was guided by the following research questions.

1. How effective is moderation of examination as a strategy for quality assurance in office technology and management programmes in tertiary institutions in Delta State?
2. How effective is regular accreditation of course content as a strategy for quality assurance in office technology and management programmes in tertiary institutions in Delta State and Edo State?
3. How effective is regular accreditation of course content as a strategy for quality assurance in office technology and management programme in tertiary institutions in Delta and Edo State?
4. How effective is in-service training for career academic staff as a strategy for quality assurance in office technology and management programme in tertiary institutions in Edo and Delta state.

Research Hypothesis

The following null hypothesis will be tested at 0.05 level of significance.

1. There is no significant difference in the mean rating of male and female office technology and management Educators' perception on the effectiveness of moderation as strategy for quality assurance in office technology and management in polytechnics in Delta and Edo State tertiary institutions.

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2. There is no significant difference in the mean rating of office technology and management Educators perception on the effectiveness of regular accreditation of course contents and programmed as strategy for quality assurance in Delta and Edo State.
3. Office technology and management Educators do not differ significantly in their mean rating on the effectiveness of infrastructural facility evolution strategy for quality assurance in office technology and management in programs in delta and Edo state tertiary institutions.
4. There is no significant difference in the mean rating of office and management Educators perception on the effectiveness if in-service training given to academic staff as strategy for quality assurance in office technology and management in tertiary institution in Delta and Edo State.

Methodology

Descriptive survey research design was used in the study. According to Nwirgn (2006), this type of design seeks the opinion of a population. Similarly, Collins and Hussey (2003) noted that this type of description survey design aims at ascertaining what exist at the time of research in their natural setting. The study was carried out in three polytechnics in Delta State namely: Delta State Polytechnic, Ogwashi-Uku and Otefe-Oghera as well as Federal Polytechnic, Auchi, Edo State Polytechnic, Usen, Delta State University, Abraka and University of Benin, Benin City, Edo State. The population of the study is 54. There was no sampling because of the small size. The instrument that was used to elicit data for this study is a structured questionnaire titled Strategies for Quality Assurance in office technology and management in tertiary institution in Edo and Delta state.

For data collected section A at the instrument deal to with biographic data while section B focused on the variable of the study on a 5 point rating scale. The instrument was validated by 3 experts in Delta State University, Abraka, Delta State Polytechnic Ogwashi-uku and College of Education Agbor respecting the text re-text method and person product moment correction was applied to the instrument which yielded reliability co-efficient of 0.96. Delta collected was analysed using inferential statistical tools. The decision rule was based on 3.50 and above.

The z-test statistical tool was usual to test hypotheses I and Z at 0.05 level of significance and degree of freedom of 52. The decision rule is to reject a null hypothesis if the calculated Z value is greater than or equal to the critical Z value

and to accept the null hypothesis where the calculated Z value is less than the critical Z value.

Results

Research Question 1: How effective is moderation of examination as a strategy for quality assurance in office technology and management program in tertiary institution in Edo and Delta state?

Table 1: Mean ratings on moderation of examination.

S/N	Means of Examination Moderation	Mean	SD	Result
1	Moderation of examination question	4.60	1.06	Rating Effective
2	Moderation of marketing scheme	3.76	1.20	Highly effective
3	Moderation of Answer scripts	4.48	1.22	HE
4	Moderation of continuous assessment	4.39	1.05	HE
5	scores	3.89	1.45	HE
6	Moderation of examination Result	3.60	1.70	HE
	Moderation of student's research project.	4.87	1.55	Effective
	Grand mean			

From the data in table 1, all the items have mean rating above 3.5 which is an indication at office technology and management educators in Delta and Edo state tertiary institution consider moderation of examination effective for quality assurance.

Research Question 2: How effective is regular accreditation of course content as a strategy for quality assurance in OTM programmer in tertiary institution in Delta and Edo state?

Table 2: Mean Rating On Regular Accreditation.

S/N	Regular Accreditation	Mean	SD	Remarking
7	Specification of admission requirement	4.05	1.90	effective
8	Supervision of guidelines for mounting programmer	3.75	1.43	effective
9	Compulsory exposure of students to leaching practice	3.72	1.32	effective
10	Compulsory exposure of students to SIWES	4.04	1.07	effective
11	Establishing and maintaining minimum academic Staff requirement	3.98	0.96	effective
12	Collaborative efforts in curriculum review	3.59	1.40	effective

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13	Exposure of students to machines and tools obtainable in real work situation	4.29	1.25	Effective
Grand Mean		3.59	1.51	effective

From the data in table 2 all the items have mean rating above 3.2 which is an indication that office technology and management educators in Delta State and Edo consider regular accreditation course and programmers effective for quality assurance.

Research Question 3: How effective is infrastructure facility evaluation as a strategy for quality assurance in office technology and management programmer in Delta and Edo state tertiary institutions?

Table 3: Respondents Mean Rating on Infrastructural Facility Evaluation.

S/N	Infrastructural Evaluation	Mean	SD	Remark
14	Adequate and computer classroom	4.20	1.20	effective
15	Well-equipped computer laboratory	3.8	1.05	effective
16	State of the art model office	4.72	1.60	effective
17	Well-furnished staff office	4.48	1.23	effective
18	Well-equipped library	4.20	1.00	effective
19	Research laboratory	4.29	1.87	effective
20	Auditorium	3.90	1.75	effective
21	Multimedia support gadget	3.82	1.48	effective
22	Lecture/Examination Hall	3.64	1.20	effective
23	Students lounge	4.20	1.20	effective
24	Canteen/cafeteria	3.80	1.05	effective
25	Online communication	3.72	1.60	Effective
26	Air conditioning	4.30	1.00	effective

From the data in table 3 all the items have mean rating above 3.50 which is an indication that office technology and management educators in Delta and Edo state tertiary institutions consider infrastructural facility evaluation effective for quality assurance.

Research Question 4: How effective is in service training for career academic staff as a strategy for quality assurance in office technology and management program in tertiary institutions in Edo and Delta State?

Table 4: Mean rating of respondents on in service training for career academics.

S/N	In-service training	Mean	SD	Remark
27	Conferences	4.77	0.87	Effective
28	Seminars	3.74	1.03	Effective
29.	Workshops	3.72	1.52	Effective
30	Summit	4.34	1.25	Effective
31	Train the trainer program	3.80	1.40	Effective
32	Demonstration lesson	3.69	1.22	Effective
33	Part-time/sandwich courses	3.58	0.78	Effective
34	Intellectual debates	3.70	1.00	Effective
35	Academic events (inaugural lecture)	3.51	0.88	Effective
	Grand Mean	3.69	1.21	Effective

From the data in table 4, all the items have mean rating above 3.5 this is an indication that in-service training is considered effective quality assurance by office technology and management educators in tertiary institutions in Edo and Delta State.

Testing Of Hypotheses

Hypothesis 1: There is no significant in the mean ratings of male and female office technology and management perception on the effectiveness of moderation of examination as a strategy for quality assurance in office technology and management programs in Delta and Edo State.

Table 5: Summary of Z-Test Analysis of Hypothesis 1

Gender	N	X	SD	Z-Cal	A	Df	Z-Crit	Remark
Male	28	4.22	0.86	1.36	0.05	52	1.96	Retained
Female	24	3.65	1.79					

Table 5 shows that at 0.05 significant level. The Z- calculated value of 1.36 is greater than Z- critical of 1.69 at DF of 52 is an indication that there is no significant difference between the mean rating of male and female office technology and management educators with respect to moderation of examinations in OTM programmer in do and delta state tertiary instruction the hypothesis is therefore retained.

Hypothesis 2: There is no significant difference in the mean ratings of OTM educator's prevention on the effectiveness of regular accreditation of course contents and program as a strategy for quality assurance in tertiary institutions in Edo and Delta State.

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Table 6: Summary of Z-Test Analysis of Hypothesis 2

Ownership of Institution	N	X	SD	Z-Cal	A	Df	Z-Crit	Remark
Federal	22	3.07	1.00	1.20	0.05	52	1.96	Retained
State	30	3.10	1.20					

Table 6 shows that at 0.05 level of significance the Z-calculated is 1.20 which is less than the Z critical value of 1.96 at 52° of freedom. The null hypothesis is therefore retained which means that there is no significant difference in the mean rating of OTM educators perception in federal and state owned tertiary institution on the effectiveness of regular accreditation visit as a strategy for quality assurance.

Hypothesis 3: Office technology and management educations do not differ significantly in their mean ratings on the effectiveness of infrastructural facility evaluation as strategy for quality assurance in office technology and management programs in Edo and Delta State tertiary institutions.

Table 7: Summary of Analysis Of Variance of Hypothesis 3

Years of exp	SS	Df	Ms.	F-Ratio	F-Lab	a	Remark
Between Group	11.99	2	3.86	5.44	5.68	0.05	Retained
With Group	126.99	50	8.08				
Total	6.29	52					

Table 7 shows that even though experience may differ over time but the above statistical value of F-calculated is F-cal is 5.44, F-critical is 5.68 at 2150 at 0.05 level of significance. Since the F-cal is less than the F-tab this is an indication that there is no significant difference among the office technologies and management educator on the extent to which infrastructural evaluation as strategy for quality assurance in OTM programme in Delta and Edo state tertiary institutions. This result is in line with Uchendu, Ekanem and Jonah (2013) that stated one of the fundamental ways of ensuring the optimum utility of available resources is through maintenance culture. Maintenance culture of any school speaks much about such an institution. Okebukola (2010) who noted that apparent under-funding of the universities has overtime, led to the deterioration of existing structure and the lack of additional structures to match the phenomenal rise in student populations. More than that, it has caused a decline in the quantity and quality of the wide array of teaching facilities that would normally enhance the practical aspects of training.

Hypothesis 4: Respondents do not differ significantly in their mean ratings on the effectiveness of In-service training giving to career academics as a strategy for quality assurance in office technology and management programmes in tertiary institutions in Delta and Edo state.

Table 8: Summary of Analysis of Variance for Hypothesis 4

Qualification	SS	Df	Ms.	F-Ratio	F-Lab	a	Remark
Between	4.99	2	2.49				
				5.41	3.68	0.05	Retained
With Group	6.9	50					
Total	6.27	52	0.49				

The result in table 8 indicate that from the ANOVA Statistical Values F-Cal 5.41, F-Crit 3.68 at DF of 2/50. Since f-calculated is less than F-Tab value. The null hypothesis. There is no significant difference among office technology and management educators perception on in-service training as tracery for quality assurance. The hypothesis is therefore retained

Discussion

The findings from the answers to research 4 questions and the analysis of the result from the 4 hypothesis it was discovered that the regular accreditation, is a strategy for achieving quality office technology educators do not differ significantly in moderation of examination as a strategy for quality assurance. Thirdly infrastructural evaluation is an effective strategy for quality assurance in OTM Programme while In-service training is also essential quality assurance is to be achieved in office technology and management programme in Edo and Delta State tertiary institutions. This finding is in agree with the view at Dill(2003) who asserted that accreditations exercise strengthened institutions as it enables OTM instructional human and materials in place for quality teaching and learning.

Conclusion

In conclusion, for office technology and management programme to be effective and the graduates of the programmebe relevant in the social economic system. The principle of quality assurance should be taken as a matter of great importance in its programme.

Recommendation

Based on the findings of this study the followings recommendation were made.

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1. There should be moderation of all the exams by the department, school, and external examiners in all courses in office technology and management.
2. Accreditation and reaccreditation of the courses in the department to be carried as at when due.
3. Government should provide enough fund for the required infrastructures and facilities for office technology and management in order to ensure quality teaching and learning.
4. In-service training and retraining of office technology and management education should be encouraged for self-improvement of the department.

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