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# PEDAGOGICAL ORIENTATION COMPETENCY NEEDS OF OFFICE TECHNOLOGY AND MANAGEMENT LECTURERS FOR THEIR JOB EFFECTIVENESS IN POLYTECHNICS IN SOUTH EAST NIGERIA

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## ABSTRACT

*This study was carried out to determine the pedagogical orientation needs of OTM lecturers for job effectiveness in polytechnics in south east Nigeria. One research question guided the study, and one null hypothesis was tested at 0.05 level of significance. It was a descriptive survey. The population of 65 OTM lecturers of polytechnics in Southeast Nigeria were used for the study. Data was collected through the use of validated questionnaire administered to the respondents. The reliability was established using Cronbach Alpha. The overall reliability coefficient of 0.82 was realized. Mean statistic was used to answer the research questions, while t-test was used to test the hypothesis at 0.05 level of significant. The findings of the study revealed that pedagogical orientation competencies were highly needed by OTM lecturers for their job effectiveness. It was concluded that OTM lecturers of polytechnics in Southeast Nigeria need to engage themselves in self-improvement training in order to beef up the existing gap. It was recommended that management of polytechnics should assist by sending the lecturers to workshops, seminars and conferences so as to enable them acquire the relevant skills.*

**Keywords:** Office Technology and Management, Lecturers, Polytechnics, Pedagogical orientation

## Introduction

Pedagogical knowledge enables the teacher to have a good knowledge of and an understanding of the learners. It refers to the art and science of teaching people. They are skills the lecturers need to impart specialized subject areas to the students. Samba and Odo in Michael (2015) stated that the following are some of the pedagogical competencies, ability to:

a. Provide learners with clear tasks, goals and requirements and inform them of progress made
b. Promote students participation through problem solving, questioning and discussion.
c. Treat all students questions seriously without intimidation and ridicule

d. Use regular informal assessment strategies, including questioning, observation and reasoning.
e. Understand individual differences in learning abilities of students

A lecturer as explained by Rosmaladewi, Abdul and Basari (2020) is one who teaches students and carries out research activities in a college or university. The Federal Government of Nigeria, (FGN), (2013) in the National Policy on Education defines a lecturer as a person who had undergone approved professional training in education at appropriate levels and is capable of imparting knowledge, skills and attitudes to learners. Isiwu and Okonkwo (2013) describe lecturers as individuals who have completed a lecturer preparatory programme in the university and obtained a teaching role with the responsibility of imparting knowledge, skills and attitudes to students in a specific subject.

Like the focus on building lecturers' capacity in knowledge and skills, improving the curriculum and instruction to reflect the present day global economy, serves as an essential strategy for bridging the gap in Nigerian educational system. In Nigerian school system today, some lecturers have continued to adhere to the traditional pedagogical orientations that are based on learning skill. Some have not changed their orientation of role performances as simply transmitting their official knowledge to students, stressing that they are mandated to teach. Sometimes those who want to adopt empowering strategies as routine practices are constrained by lack of the pedagogical knowledge to do so (Egbo, 2011). Lecturers should be seen as facilitators in classrooms thereby providing opportunities for students to construct their own learning.

Capacity building of lecturers goes with the availability of infrastructure for the lecturers to teach effectively. For quality delivery of educational goals and sustainable development of Nigerian school system, the availability of modern infrastructure to meet the standard based reforms is imperative. Most of the facilities and educational infrastructure in most of the Nigerian institutions are dilapidated and absolute. Although a lot of improvements have been made by some state governments to upgrade the infrastructure, much are still needed, especially in most of public owned schools in local/rural areas where some lecturers have no chairs, tables, staffrooms, equipped laboratories, libraries, lack of ICT's, agricultural farms and lack of electricity etc. Building lecturers' capacity means that policy makers/stakeholders in education must provide the necessary resource materials that are required to teach effectively by the Lecturers. Given the prevailing learning conditions of our educational institutions, it should not be surprising that there is a gap in educational policy and practice in Nigerian educational system.

Human resource is the key input in the process of organizational production and skill development. Human resource constitutes the life-wire of every organizational activity for improved productivity and upliftment. It is the human agents that participate in the day to day activities and functions of the organization to accommodate expansion, improvement and achievement of organizational goals. Human capacity building in educational institutions

entails the professional training and development of teaching staff and non-teaching staff for individual and institutional growth as well as societal development (Madumere-Obike, Ukala & Nwabueze, 2015). Human capacity building needs in ICT for quality delivery of education include: staff qualification, training and development on the related ICT programmes in education industry, teaching, research and participation in conferences/workshops. Staff of any organization needs to be qualified with good grades, involve in staff training and continually updates his knowledge and skills for improved instructional competitiveness (Madumere-Obike, Ukala & Nwabueze, 2017).

Human capacity building involves the provision made to educate and improve the performance of staff from initial employment to retirement stage, which makes the staff functional and productive in his subject-area. That is, it is a long-term educational process which managerial personnel learn conceptual and intellectual knowledge for specific and general purpose. Thus, human capacity building is aimed at equipping the lecturers with new knowledge and the skills required to discharge their professional responsibility effectively and efficiently in ascertaining quality education. In other word, capacity building of lecturers is aimed at providing knowledge and skills (both conceptual and intellectual) to staff members for organizational effectiveness and structural improvement.

Lecturers go into teaching profession with a body of knowledge and skills received from training; but must continue to update these knowledge and skills for effective functional performance and students' productivity. Schools are playing an increasing role in the capacity building of staff to maintain proper coaching of staff for improved functional performance and regular growth of the institution. The school can be a source of learning and training for academic staff on their respective courses to enhance their academic task performance that can promote students' productivity and institutional growth. As the lecturers take up teaching works in schools, from then on, it is likely to affect the way that the lecturers learn for many years, from initial recruitment throughout the professional career growth of the lecturer in the school organization (Rosmaladewi, Abdul and Basari, 2020).

Human capacity building needs of educational lecturers could be seen as the modern trends in educational development needed to improve their instructional effectiveness, task performances, institutional growth and students' productivity. These capacity building needs of lecturers may include: knowledge of ICT application, social networking, internet browsing to source for information, virtual presentations at conferences, and oral presentation of papers using power point and laptops.

## Statement of the Problem

It is believed that lecturers' qualities, such as qualification, educational background, experience, age, skills and competences affect students' academic performance, because a lecturer's vital role is to impart knowledge and skills to the students and to bring improvement in education.

Unfortunately the above statement appears not to be always the case. For a lecturer to be deemed effective in his job, the

students he/she taught should be seen not only to be passing well in their examinations, but also be seen to be getting and maintaining good jobs or even being self-employed as well as employing others when they graduate. Instead of these, the graduates according to Ihiokhan and Akhigbe (2022) do not possess the basic skills required to utilize computer based skills like word processing, e-mail and the internet. Those who may be able to operate the computer very well may have learnt to do so by going extra mile to learn from the 'roadside' computer centres or institutes.

It is because of the situation above that Dolors in Ihiokhan and Akihigbe stated that many of the lecturers who teach these students have little or no knowledge of the usage of the computer and its packages. This is worrisome because no one can give what he has not. The question therefore remains "what are the pedagogical orientation competency needs of OTM lecturers for their job effectiveness in polytechnics in south east Nigeria?

## Purpose of Study

The purpose of this study was to determine the pedagogical competency needs of OTM lecturers for their job effectiveness in polytechnics in Southeast Nigeria.

In specific terms the study determined:

1. Pedagogical orientation competency needs of OTM lecturers for job effectiveness in polytechnics in southeast Nigeria.

## Research Question

1. What is the level of pedagogical competency needs of OTM lecturers for their job effectiveness in polytechnics in south east Nigeria?

## Hypothesis

OTM lecturers in Polytechnics in Southeast Nigeria do not differ significantly in their ratings on their level of pedagogical competency needs for job effectiveness based on location

## Research Method

The study was a descriptive survey. The population of the study was 65 OTM lecturers in polytechnics in south east Nigeria. There was no need for sampling as the population size was manageable. A five point structured questionnaire was used to collect data from the respondents. The questionnaire was validated by three experts. Cronbach Alpha was used to determine the internal consistency of the instrument and a Reliability coefficient of 0.82 was got. Data collected were analyzed using mean to answer the research questions and standard deviation was also used to determine the closeness of the mean ratings of the respondents. The decision on the research questions was based on the cluster mean relative to the real limits of numbers on a five point scale thus:

| Response | | Options Ratings | Real Limit of Numbers |
|---|---|---|---|
| Very highly Needed | (VHN) | 5 points | 4.50 – 5.00 |
| Highly Needed | (HN) | 4 points | 3.50 – 4.49 |
| Moderately Needed | (MN) | 3 points | 2.50 – 3.49 |
| Rarely Needed | (RN) | 2 points | 1.50 – 2.49 |
| Not Needed | (NN) | 1 point | 1.00 –1.49 |

The inferential statistics of t-test was used to test the hypotheses at 0.05 level of significance. A null hypotheses was rejected where the p-value is less than the significant value, otherwise the null hypotheses was not rejected. The data analysis was carried out using statistical package for social science, (SPSS), version 25.

**Presentation of Results**

. What is the level of pedagogical competency needs of OTM lecturers for job effectiveness in polytechnics in south east Nigeria?

**Table 1: Mean and Standard Deviation on the Pedagogical Competency Needs of OTM Lecturers in Polytechnics**

| SN | Item Statement | Mean | Std. Dev. | Remark |
|---|---|---|---|---|
| 1 | Ability to create favourable conditions at the school, for the realization of the freedom and individual rights of students | 4.02 | 1.041 | HN |
| 2 | Ability to create awareness of a hierarchical system of values in the development of personality. | 4.02 | .975 | HN |
| 3 | Ability to imbibe the principle of ensuring continuity in the development of personality. | 4.00 | .931 | HN |
| 4 | Ability to inculcate a sound personality-oriented education in the students | 4.15 | .963 | HN |
| 5 | Ability to be creative | 4.11 | 1.018 | HN |
| 6 | Ability to create conditions for psychological support for the development of student's personality. | 4.07 | .936 | HN |
| | **Aggregate** | **4.06** | **.798** | **HN** |

Data presented in Table 1 shows the mean and standard deviation of responses on the pedagogical competency needs of OTM lecturers for job effectiveness in polytechnics. The result shows that the mean responses range from 4.00 to 4.15, which depicted that the six items of pedagogical competency are highly needed; while the standard deviation range from 0.931 to 1.018, depicting relative homogeneity of responses among the respondents. The aggregated mean of 4.25 therefore shows that OTM lecturers highly need pedagogical competency for job effectiveness in polytechnics in south east Nigeria.

**Hypothesis 1:** OTM lecturers in polytechnics in south east Nigeria do not differ significantly in their mean ratings on their level of pedagogical competency needs for job effectiveness based on location.

**Table 2: The t-test on Pedagogical Orientation Competency needs of OTM Lecturers in Polytechnics based on Location**

| Location | N | Mean | Std. Dev. | Df | t-value | p-value | Decision |
|---|---|---|---|---|---|---|---|
| Urban | 28 | 4.25 | .594 | 57 | 1.777 | .081 | Not Significant |
| Rural | 31 | 4.89 | .914 | | | | |

Table 2 shows that the pedagogical competency needs of OTM lecturers in polytechnics located in urban areas have a mean rating of 4.25 with standard deviation of 0.594, while those in the rural areas have a mean rating of 4.89 with a standard deviation of 0.914. The table also shows a t-value of 1.777 and a p-value of 0.081, which is greater than 0.05 significant value. This implies that OTM lecturers in urban areas do not differ significantly from those in the rural areas in their mean ratings on their level of pedagogical orientation competency for job effectiveness.

**Discussion of Findings**

The findings of this study revealed that OTM lecturers highly needed pedagogical competency for their job effectiveness in Polytechnics in South-East Nigeria. This finding agrees with the finding of Oyinloye and Umoru (2022), which stated that pedagogical skills are highly needed for effective online teaching and learning. In the same vein, the findings of the study is also a little in line with the findings of Garba (2021), which concluded that teacher-centered teaching method was moderately suitable for enhancing skill acquisition among OTM students, whereas, students-centered teaching strategy was suitable for the same purpose.

The findings of the study also revealed that OTM lecturers do not differ significantly on their mean ratings on their level of pedagogical competency needs for job effectiveness based on location. This findings is supported by the findings of Ejeka and Mgbonye (2021), Ukata and Silas-Dikibo (2021) and Garba (2021), which all indicated that OTM lecturers, male and female all do not significantly differ in their belief that lecturers need to improve on their pedagogical competency needs for their job effectiveness.

**Conclusion**

Based on the findings of the study, it was concluded that OTM lecturers highly require technological and social competences for their job effectiveness in polytechnics in South East, Nigeria. In fact today's OTM lecturers require very highly versatile and competent skills to be able to produce their quality graduates.

**Recommendations**

1. Lecturers of OTM should engage themselves in self-improvement programmes so as to get the necessary competencies they need to do their job effectively, this could be in terms of going for workshops, both at home and abroad, arranging training in weak areas for themselves etc.
2. Management of polytechnics should endeavor not only to allow lecturers to go for workshops but also to organize the workshops themselves in order to help the lecturers come up in the necessary competency areas.

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