

Assessment of Regular Development and Implementation of OTM Curriculum in the South-South Polytechnics as a Strategy to Submerge Nigeria's Economic Challenges

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Abstract

This study investigated assessment of regular development and implementation of curriculum of OTM in the south-south polytechnics as a strategy to submerge Nigeria's economic challenges. Two research questions and two hypotheses were posed and formulated to guide the study. A survey research design and random sampling technique of 77% of the population of 130 lecturers drawn from the polytechnics was used. Two research instruments entitled VHRDC and VHLIC with a modified five point rating scale ranging Very High Regular Development (VHRD), High Regular Development (HRD), Regular Development (RD), Low Regular Development (LRD), Very Low Regular Development (VLRD) and Very High Level of Implementation (VHLI), High Level of Implementation (HLI), Low Level of Implementation (LLI), Very Low Level of Implementation (VLLI) and Very Very Low Level of Implementation (VVLLI) were used. Six lecturers validated the instruments and reliability tests re-test which yielded 0.88 and 0.89. Mean and Z-test were used to answer the research questions and test the hypotheses. The investigation revealed that there was low regular development and very low level of implementation with a grand mean of 2.38, 2.4 and 2.40, 2.26 for group A and B lecturers of the polytechnics. Any mean less than 4.00 point representing High Regular Development and High Level of Implementation is not accepted. Among other things, it was recommended that there should be regular development (review) of OTM curriculum to meet the trend of economic needs of the nation at most every ten years, adequate implementation of OTM curriculum content, training and retraining of lecturers and establishing and equipping of OTM laboratories with modern equipment, facilities should be embark on.

Keywords: Assessment, regular development, implementation, curriculum, OTM (Office Technology and Management).

Introduction

Most nations` strategies to submerge economic challenges and achieve success depend mostly on the regular holistic educational curriculum content development and adequate implementation, the case of Nigeria cannot be exceptional. Curriculum is the ground which students and lecturers cover in order to reach the goals and objectives of education, Robert (2014). It is the totality of all the experiences to be gotten by the students under the auspice or guidance of the lecturers. The National Board for Technical Education introduced the old secretarial studies curriculum for National Diploma and High National Diploma levels in 1989, Agbongiasede, (2014). The old curriculum was entirely dominated by shorthand (5units) and typewriting (4 units) courses with the inclusion of some management courses which did not help matters. The old curriculum became obsolete and begged for holistic review. It took NBTE about 27 years to introduce another curriculum content with a new name Office Technology and Management in 2006. The new OTM curriculum against the old one consist of courses like ICT, general studies/education, foundation courses, entrepreneurship education, supervision of industrial work experience(SIWES). Amiaya and Ovbiagele (2008) in Agbongiasede (2014) noted that there was remarkable improvement in the new OTM curriculum better than the old one. According to the NBTE curriculum and courses specification 2006 for OTM, the new courses for NDI first semester are as stated below:

| Course Code | Course Title | Course Unit |
|--------------------|----------------------------|--------------------|
| GNS 101 | Use of English | 4 |
| GNS 111 | Citizenship Education | 2 |
| BAM 111 | Introduction to Business I | 3 |
| OTM 111 | Shorthand | 4 |
| OTM 113 | ICT I | 8 |
| OTM 114 | Office Practice I | 4 |
| OTM 112 | Keyboarding | 4 |
| FRN 101 | French I | 2 |
| BAM 112 | Business Mathematics | 3 |

Second Semester NDI

| Course Code | Course Title | Course Unit |
|--------------------|----------------------------------|--------------------|
| GNS 102 | Communication in English | 4 |
| OTM 123 | ICT II | 8 |
| GNS 121 | Citizenship Education II | 2 |
| BAM 126 | Introduction to Entrepreneurship | 3 |
| BAM 113 | Principles of Law | 2 |
| BAM 125 | Career Development | 4 |
| OTM 121 | Shorthand II | 4 |
| OTM 124 | Modern Office Technology | 4 |
| OTM 122 | Keyboarding II | 4 |

NDII First Semester

| Course Code | Course Title | Unit |
|--------------------|---------------------|-------------|
| GNS 201 | Use of English II | 4 |
| GNS 228 | Research technique | 2 |
| OTM 211 | Shorthand III | 4 |
| OTM 214 | Office Practice | 4 |
| OTM 213 | Desktop Publishing | 6 |

| | | |
|---------|--------------------------|---|
| ACC 111 | Principles of Accounting | 4 |
| OTM 212 | Keyboarding | 2 |

ND II Second Semester

| Course Code | Course Title | Unit |
|-------------|------------------------------------|------|
| GNS 202 | Communication in English | 4 |
| OTM 222 | Records Management | 2 |
| BAM 114 | Principles of Economics I | 3 |
| OTM 223 | Web page Design | 8 |
| OTM 221 | Principles of Communication Skills | 4 |
| OTM 226 | SIWES | 2 |
| OTM 225 | Project | 4 |

At the HND level, there are courses like ICT Office Application I, Social Psychology, Professional Career Development, ICT Office Application II, Nigeria Labour Law, Human Capital Development, Database Management System, Oral Communication Skills, Element of Human Resource Management, Advanced Desktop Publishing, Management Information System, Professional Ethics and Social Responsibility, Entrepreneurship and Advanced Webpage Design, Agbongiasede, (2014).

The deliberate inclusion of ICT components, entrepreneurship, human resource management, social psychology, Nigeria Labour Law etc. Are to boost and equip OTM graduates as employees and employers in private and public sectors as well as to surmount the volatile economic challenges of Nigeria. According to National Board for Technical Education (2006), the general objectives of OTM curriculum are as stated below:

1. To equip students with the knowledge, competencies and specific skills that will enable them to successfully hold positions as secretaries, managers, administrative assistants in both private and public sectors of Nigeria economy.
2. To expose the students to the industrial work experience that will afford them an opportunity to practically carryout their skills.
3. To develop in them an occupation and intelligence that will make them versatile and adaptable to the change situation in the business world and
4. To develop their potential for further academic and professional pursuits.

Looking at the above objectives and role to play in the challenging economy, there is need for holistic implementation of the course content. An ailing economy as this Nigeria needs a regular development and strict implementation of the course content of OTM. The course mentioned in ND I and NDII, HNDI and HND II have the capacity to solve some major Nigeria economic challenges like unemployment, poverty, insecurity, corruption, gender inequality, child labour, cultism, youth unrest etc. A critical examination and scholarly interpretation of the ND and HND Programmes make it succinct that 70% of Nigeria's economic challenges would have drastically reduced. The oil economic doom can be diversifying into some entrepreneurship practical skills like clinic practice, drinks analysis, snacks technology, beverages, health products, industrial chemistry, electrometer, welding, ICT, Architecture, agro practice, horticulture, fine art, creative art, off-set print, music etc.

According to Isyaka (1999) in Agbonniasede (2014), we cannot talk about reforming the content of curriculum in institutions of higher learning without retraining the teachers and instructors involved at the various stages. The truth is that, those lecturers of 1980s including the new ones with inadequate knowledge of ICT as the drivers of the OTM are still in the system. It is one of the reasons the economic challenges continue.

When the implementers lack the knowledge and skills to transfer to knowledge and skills to

the students, the graduates and the economy suffer. Sincerely, one cannot give what he/she does not have. To solve economic challenges of Nigeria, we need to regularly develop and adequately implementation of our curriculum content.

Challenges confronting OTM curriculum

1. Irregular review of curriculum

The review of curriculum need to be regular at most every ten years. This will enable economic issues to be properly addressed. The first OTM curriculum for ND and HND was introduced in 1989 and reviewed in 2006. This was too long waiting time. A constant review is needed so as to meet the economic trend globally.

2. Low level of implementation

One thing is to craft and develop an appropriate curriculum content another thing is to see that it is implemented to the later. The low level of implementation of OTM curriculum can be seen as stated and explained below:

Inadequate funding

One of the major challenges of OTM in Nigeria is inadequate funding. Most of the OTM programmes have not been adequately funded which has incapacitated the performance of the departments and in an extension the institutions. Most schools do not have computer laboratory, modern office practice laboratory, keyboarding pool and shorthand studio. Most of the available laboratories are in a sorry state without modern equipment. Most institutions do not accord OTM programmes the expected priority in terms of funding. It is a major challenge.

Dearth of trained teachers

The truth is that, most teachers are not moving as fast as the technological trend including OTM department. According to Okoji (2008) in Fadare (2014) secretarial teachers in polytechnics are not trained with modern office equipment so how could they be in position to teach their students with the equipment they never saw, not to talk about handling them. Ekpenyong and Nwabusi (2002) in Fadare noted that inadequate manpower supply has for a long time been recognized as a major factor militating against the successful and effective implementation of Business Education programmes at both secondary and tertiary levels in Nigeria. The supply of manpower is inadequate in quantity, knowledge, skills and experience. The calibre of teachers (implementers) who will teach the new courses content of Office Technology and Management curriculum in the current economic challenges constitute major challenge. It is one of the reasons for half-baked graduates of OTM who cannot handle modern office equipment let alone to solve economic problems. Teachers of OTM should be trained and retrained.

Inadequate modern office equipment

Otobo and Makeri-yahaya (2002) in Fadare (2014) argued that the automated office uses sophisticated equipment which provides information faster even though it is expensive but it is inevitable in technological acquisition and utilization. We cannot continue with the equipment of the OTM curriculum of 1980s. Challenges in the economy have advanced faster so the need for acquisition and proper use of modern facilities and equipment like computers, overhead projectors, reprographic machines(digital sharp), refrigerator, long span magnetic board, laminating machines etc. by OTM teachers and learners to surmount the challenges.

Inappropriate/inadequate instructional strategies

Instructional strategy is a method you would use in your teaching in the classroom, online, or in some other medium to help activate students' curiosity about a class topic, to engage the students in learning, to probe critical thinking skills, to keep them on task, to engender sustained and useful classroom interaction, and in general, to enable and enhance the learning course content, University of Regina (2016). Instructional strategies are techniques or method that the teacher adopts to meet the various learning objectives. These instructional strategies help students to walk on the path of independent learning and become strategic learners. They equip teachers to make learning fun and help students to awake their desire to learn. Instructional strategies focus not only on the education content but also on the methods and environment of the teaching and learning process. Students' developmental level, interest and experience are considered while choosing particular instructional strategies so that they can self-accomplish their goals, Richa, (2014).

The truth is that, many of OTM lecturers lack the appropriate and adequate knowledge of instructional strategies and its classrooms implications for curriculum content delivery. Choosing wrong instructional strategies kills students' interest and makes teaching and learning ineffective, it is a great challenge. This has impeded the implementation of OTM curriculum content.

Therefore, the urgent need for training and retraining to get teachers acquainted with a combination of methods like lecture, discussion, case study, excursion, independent study, project method, group method, team method, discovery with skills like questioning, focusing, controlling, conflict management etc.

Inadequate technical manpower

At present, only few polytechnics can boast of having technical manpower to maintain, repair, and service manual and electronic machines. This means that the damaged and non-functional facilities and equipment will always clog the implementation process during teaching and learning process.

Inadequate motivation

Komolafe (2008) in Fadare (2014) observed that the change in the economy also affects teachers' ways of life too, and knowledge that used to be power in those good days is no more recognized and respected, rather, wealth is now power and given recognition. The author stressed further that in Nigeria these days a man is adjudged not by his knowledge and experience but his wealth (whether acquired legally, illegally or through gratification). He added that teachers are also human beings and they too want to be recognized and respected by the society. Therefore, they must be adequately rewarded on earth with condition of service comparable to, if not better than their counterparts in other sectors of the economy. Staff in OTM department and other institutions of learning at every cadre deserved a better reward or motivation and for adequate implementation of the curriculum.

Irregular power supply

Modern facilities and equipment like computers, overhead projectors, air conditioners etc. cannot function without electricity. Most time, the practical sessions are interrupted by constant power outage (irregular power supply); this is a great challenge affecting the implementation of OTM curriculum.

High cost of facilities/equipment

The cost implication of acquiring ICT facilities and equipment by Polytechnics and teachers are capital intensive. The high cost is affecting the purchasing abilities negatively. This is

affecting the implementation of OTM curriculum.

Statement of the problem

Institutions are to train people to solve economic problems. The knowledge to be acquired is deriving from the curriculum of the programme. Irregular development and low level of implementation of curriculum content of OTM department in Nigeria cannot solve her economic challenges. Therefore, the need for assessment of regular development and implementation of curriculum of OTM in the south-south polytechnics as a strategy to submerge Nigeria economic challenges.

Purpose of the study

The purpose of this study is to

1. Determine the rate of regular development of OTM curriculum
2. Examine the level of implementation of OTM curriculum content

Research questions

The under stated research questions are posed to guide this study

1. What is the rate of regular development of OTM curriculum?
2. What is the level of implementation of OTM curriculum content?

Hypotheses

The following null hypotheses are advanced to test the research questions.

1. There is significant difference at the rate of OTM curriculum development and the regularity of the development
2. There is also significant difference at the level OTM curriculum is developed and how its content is implemented.

Method

This study used sample survey research design. The population was 130 OTM lecturers from the polytechnics in the south-south. 77% (100) of the population as sampled and the lecturers grouped in A and B as sated below:

Group A

| State | Name of the Institution | No. of Lecturers |
|--------------|-----------------------------|------------------|
| Rivers | Port-Harcourt Poly, Rumuola | 10 |
| Rivers | Ken Saro Wiwa Poly, Bori | 10 |
| Delta | Ozoro poly | 10 |
| Delta | Ugwashi-uku Poly | 10 |
| Edo | Auchi Poly | 10 |
| Total | | 50 |

Group B

| State | Name of the Institution | No. of Lecturers |
|--------------|--------------------------------|------------------|
| Akwa Ibom | Ukana Ikot Ntuen poly | 10 |
| Akwa Ibom | Ikot Osurua (Ikot Ekpene) Poly | 10 |
| Bayelsa | Fed. Poly, Ekewen | 10 |
| Bayelsa | College of Arts & Science | 10 |
| Cross River | Poly, Calabar | 10 |
| Total | | 50 |

A total of 100 questionnaires was administered and successfully retrieved. A moderated five points rating scale of Very High Regular Development(5points), High Regular Development(4 points), Regular Development (3 points), Low Regular Development (2 points), Very Low Regular Development (1 point), and Very High Level of Implementation(5 points), High Level of Implementation (4 points), Low Level of Implementation(3 points), Very Low Level of Implementation (2 points) and Very Very Low Level of Implementation (1 point) were used to gather data from the respondents. Six lecturers validated the instruments with a test re-tests which yielded correlations of 0.88 and 0.89. Mean and Z-test were used to answer the research questions and test the hypotheses. Grand mean less than 4.00 and 4.00 are seen as low regular development and low level of implementation and they are not accepted. Any calculated Z-test less than the table value is rejected and the null hypotheses accepted.

Presentation of results

Table 1

RQ1. What is the rate of regular development of OTM curriculum?

Regular development of curriculum as rated by lecturers of group A and B in the south-south polytechnics

| | Group A lecturers rating | | | | | Group B lecturers rating | | | | | |
|------|--|-----|----|-----|------|--|-----|----|-----|------|--------------|
| | How do you rate the regular development of OTM curriculum? | | | | | How do you rate the regular development of OTM curriculum? | | | | | |
| | VHRD | HRD | RD | LRD | VLRD | VHRD | HRD | RD | LRD | VLRD | DECISION |
| S/NO | | | | | | | | | | | |
| 1 | | | | 2 | | | | | | 1 | Not Accepted |
| 2 | | | | | 1 | | | | 2 | | NA |
| 3 | | | | 2 | | | | | | 1 | NA |
| 4 | | | | | 1 | | | | 2 | | NA |
| 5 | | | | | 1 | | | | 2 | | NA |
| 6 | | | | | 1 | | | | 2 | | NA |
| 7 | | | | | 1 | | | | 2 | | NA |
| 8 | | | | | 1 | | | | | 1 | NA |
| 9 | | | | | 1 | | | | | 1 | NA |
| 10 | | | | | 1 | | | | | 1 | NA |
| 11 | | | | | 1 | | | | | 1 | NA |
| 12 | | | | | 1 | | | | | 1 | NA |
| 13 | | | | | 1 | | | | | 1 | NA |
| 14 | | | | | 1 | | | | | 1 | NA |
| 15 | | | | | 1 | | | | | 1 | NA |
| 16 | | | | | 1 | | | | | 1 | NA |
| 17 | | | | | 1 | | | | | 1 | NA |
| 18 | | | | | 1 | | | | | 1 | NA |
| 19 | | | | | 1 | | | | | 1 | NA |
| 20 | | | | | 1 | | | | | 1 | NA |
| 21 | | | | | 1 | | | | | 1 | NA |
| 22 | | | | | 1 | | | | | 1 | NA |
| 23 | | | | | 1 | | | | 2 | | NA |
| 24 | | | | | 1 | | | | 2 | | NA |
| 25 | | | | 2 | | | | | | 1 | NA |
| 26 | | | | 2 | | | | | 2 | | NA |

| | | | | | | | | | | | |
|-----------|-------------------|--|--|------------|---|--|--|--|------------|---|----|
| 27 | | | | 2 | | | | | | 1 | NA |
| 28 | | | | 2 | | | | | | 1 | NA |
| 29 | | | | 2 | | | | | | 1 | NA |
| 30 | | | | 2 | | | | | 2 | | NA |
| 31 | | | | 2 | | | | | 2 | | NA |
| 32 | | | | 2 | | | | | 2 | | NA |
| 33 | | | | 2 | | | | | 2 | | NA |
| 34 | | | | 2 | | | | | 2 | | NA |
| 35 | | | | 2 | | | | | 2 | | NA |
| 36 | | | | 2 | | | | | 2 | | NA |
| 37 | | | | | 1 | | | | 2 | | NA |
| 38 | | | | | 1 | | | | | 1 | NA |
| 39 | | | | 2 | | | | | 2 | | NA |
| 40 | | | | | 1 | | | | 2 | | NA |
| 41 | | | | 2 | | | | | 2 | | NA |
| 42 | | | | 2 | | | | | | 1 | NA |
| 43 | | | | | 1 | | | | | 1 | NA |
| 44 | | | | | 1 | | | | | 1 | NA |
| 45 | | | | 2 | | | | | | 1 | NA |
| 46 | | | | 2 | | | | | | 1 | NA |
| 47 | | | | 2 | | | | | 2 | | NA |
| 48 | | | | 2 | | | | | 2 | | NA |
| 49 | | | | 2 | | | | | 2 | | NA |
| 50 | TOT AL | | | 119 | | | | | 120 | | |

Group A Mean = 119, Grand Mean= 2.38

Group B Mean = 120, Grand Mean=2.4

Summary table1 of group A and B lecturers rating opinions of regular development of OTM curriculum in the south-south polytechnics

| Group A lecturers | Mean | SD | N | df | SE | Z-cal | Z-tab |
|--------------------------|-------------|-------------|-----------|-----------|-------------|--------------|--------------|
| | 2.38 | 1.55 | 50 | | 0.21 | 0.21 | |
| | | | | 98 | | | 1.96 |
| Group B lecturers | 2.4 | 1.54 | 50 | | 0.21 | 0.21 | |
| | | | | 98 | | | 1.96 |

Decision

The grand mean for group A and B lecturers are 2.38 and 2.4 which are below the accepted 4.00 points of High Level of Development. Also since the Z-test calculated values of 0.21 for group A and B are less than the table value of 1.96 at 0.05 significant, the null hypothesis is accepted. This means that there is significant difference at the rate of OTM curriculum development and the regularity of the development.

**Table2: RQ2. What is the level of implementation of OTM curriculum content?
Lecturers rating level of OTM curriculum development and its content implementation
of group A and B in the south-south polytechnics**

| S/NO | Group A lecturers rating level | | | | | Group B lecturers rating level | | | | | |
|------|---|-----|-----|------|-------|---|-----|-----|------|-------|--------------|
| | How do you rate the level of OTM curriculum development and how its content is implemented? | | | | | How do you rate the level of OTM curriculum development and how its content is implemented? | | | | | |
| | VHLI | HLI | LLI | VLLI | VVLLI | VHLI | HLI | LLI | VLLI | VVLLI | DECISION |
| | | | | | | | | | 2 | | Not Accepted |
| 1 | | | | 2 | | | | | | 1 | NA |
| 2 | | | | | 1 | | | | | 1 | NA |
| 3 | | | | 2 | | | | | 2 | | NA |
| 4 | | | | | 1 | | | | 2 | | NA |
| 5 | | | | | 1 | | | | 2 | | NA |
| 6 | | | | | 1 | | | | 2 | | NA |
| 7 | | | | | 1 | | | | | 1 | NA |
| 8 | | | | | 1 | | | | | 1 | NA |
| 9 | | | | | 1 | | | | | 1 | NA |
| 10 | | | | | 1 | | | | | 1 | NA |
| 11 | | | | | 1 | | | | | 1 | NA |
| 12 | | | | | 1 | | | | | 1 | NA |
| 13 | | | | | 1 | | | | | 1 | NA |
| 14 | | | | | 1 | | | | | 1 | NA |
| 15 | | | | | 1 | | | | | 1 | NA |
| 16 | | | | | 1 | | | | | 1 | NA |
| 17 | | | | | 1 | | | | | 1 | NA |
| 18 | | | | | 1 | | | | | 1 | NA |
| 19 | | | | | 1 | | | | | 1 | NA |
| 20 | | | | | 1 | | | | 2 | | NA |
| 21 | | | | | 1 | | | | 2 | | NA |
| 22 | | | | | 1 | | | | 2 | | NA |
| 23 | | | | | 1 | | | | | 1 | NA |
| 24 | | | | | 1 | | | | | 1 | NA |
| 25 | | | | 2 | | | | | | 1 | NA |
| 26 | | | | 2 | | | | | | 1 | NA |
| 27 | | | | | 1 | | | | | 1 | NA |
| 28 | | | | | 1 | | | | | | NA |
| 29 | | | | 2 | | | | | | 1 | NA |
| 30 | | | | | 1 | | | | | 1 | NA |
| 31 | | | | | 1 | | | | | 1 | NA |
| 32 | | | | 2 | | | | | 2 | | NA |
| 33 | | | | | 1 | | | | 2 | | NA |
| 34 | | | | | 1 | | | | 2 | | NA |
| 35 | | | | | 1 | | | | 2 | | NA |
| 36 | | | | | 1 | | | | 2 | | NA |
| 37 | | | | 2 | | | | | 2 | | NA |
| 38 | | | | | 1 | | | | | 1 | NA |
| 39 | | | | | 1 | | | | | 1 | NA |
| 40 | | | | | 1 | | | | | 1 | NA |

| | | | | | | | | | | |
|--------------|--|--|-----------|---|--|--|--|-----------|---|----|
| 41 | | | | 1 | | | | | | NA |
| 42 | | | 2 | | | | | | 1 | NA |
| 43 | | | 2 | | | | | | 1 | NA |
| 44 | | | | 1 | | | | | 1 | NA |
| 45 | | | | 1 | | | | | 1 | NA |
| 46 | | | 2 | | | | | | 1 | NA |
| 47 | | | | 1 | | | | | 1 | NA |
| 48 | | | | 1 | | | | 2 | | NA |
| 49 | | | 2 | | | | | | 1 | NA |
| 50 | | | 2 | | | | | | 1 | NA |
| Total | | | 64 | | | | | 56 | | |

Group A Mean = 64, Grand Mean= 1.28

Group B Mean = 56, Grand Mean=1.12

Summary of table2 of group A and B lecturers rating opinions of regular development of OTM curriculum in the south-south polytechnics

| Group A lecturers | Mean | SD | N | df | SE | Z-cal | Z-tab |
|-------------------|------|------|----|----|------|-------|-------|
| | 1.28 | 1.13 | 50 | | 0.15 | 0.03 | |
| | | | | 98 | | | 1.96 |
| Group B lecturers | 1.12 | 1.05 | 50 | | 0.14 | | |
| | | | | 98 | | 0.03 | 1.96 |

Decision

The grand mean of group A and B lecturers are 1.28 and 1.12 representing Very low level of implementation which is not accepted because they are below the accepted 4.00 points of High Level of Implementation. Also since the calculated Z-test of 0.03 for group A and B are less than the Z-test table value of 1.96 at 0.05 significant levels, the null hypothesis which stated that there is significant difference at the level OTM curriculum is developed and how its content is implemented is accepted.

Discussion of results

The reason for this study was to assess the regular development and level of implementation of OTM curriculum in the south-south polytechnics. It was noted that National Board for Technical Education NBTE introduced the old curriculum for ND and HND in 1989 and it took NBTE about 27 years to improve on the content and introduce the new one, Agbongiasede (2014). This is about ten years nothing has been done. This is a high irregular development. The sorriest aspect of it is the very low level of implementation in the areas of inadequate manpower, inadequate facilities, equipment/laboratories, inadequate funding, and low level of training and retraining of staff.

Robert (2014) also supported that OTM curriculum should be constantly reviewed, revised and adjusted by specialists in the academic and industries to enable graduates fit properly and competently in the workplace. He also added that NBTE should insist that minimum standards prescribed are rigidly observed, obeyed, followed and not compromised, and that all OTM departments in the polytechnics are fully equipped with relevant and modern machines/equipment to enable the students have access and use them. This is the only way to acquire values, knowledge, skills and competencies needed in this competitive world of work so as to submerge the economic challenges

Recommendations

1. There should be stipulated regular/period development (review) of OTM curriculum to meet with the trend of the current economic challenges of every five years.
2. There should be strict monitoring to ensure adequate implementation of OTM curriculum content
3. Lecturers should be trained and retrained on the use of modern office facilities, equipment and combination of instructional strategies.
4. NBTE should monitor polytechnics and sanction anyone seen deviating from minimum standard of laboratories, equipment, and facilities and staffing.

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