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Introduction

It gives me a great pleasure to make some remarks about the maiden edition of the *Federal University Oye Ekiti Journal of Education* (FUOYEJOE). Academic publications, of which journals are an essential component, play very crucial roles in the promotion of scholarship. This is because they provide avenues for scholars to make known the outcome of their research findings. Very reputable and scholarly journals are often repositories of knowledge within and among the academic community. Contributions from well researched articles would serve as pilot for educational policy formulation and implementation that would translate educational theories, research findings and scholarly opinions into practical realities. In order to achieve these purposes, the Faculty of Education, Federal University of Oye Ekiti has embarked on this giant stride to provide a unique platform for scholars in various disciplines of education to get their research work published.

When the idea of this journal publication was muted, the positive response from scholars in education both within and outside Nigeria provided the necessary impetus to kick-start its publication. Despite this enthusiasm, we ensured strict compliance with international best practice by insisting on rigorous blind peer review of journal articles before accepting them for publication. Through this method, only articles that have been adjudged as publishable by the external reviewers were accepted for publication.

This maiden edition is comprised of articles that cut across various disciplines in education. Most of the articles are empirical in nature while only few are theoretical /expository. The quality of these articles is a testimonial that Nigerian academics are well engrossed with research despite the not too conducive intellectual work environment.

The Faculty of Education wishes to solicit support from different agencies of government, corporate and educational organisations to ensure that FUOYEJOE is sustainable. With the publication of this Journal, the Faculty has been ablé to fulfill another aspect of her roles, that is, dissemination of intellectual knowledge and research findings. It is my hope that the contributions of scholars in this maiden edition will move forward, the frontiers of knowledge in the field of education both within and outside this country, Nigeria.

My sincere appreciation goes to the academic staff of this Faculty especially the Editor who worked tirelessly to ensure that the dream has come to fruition. I also want to thank our reviewers in various universities for turning in their assessment reports within the timeline stipulated by the Journal Publication Committee. It is equally gratifying to note the prompt responses from some eminent Professors who willingly volunteered to serve as Editorial Consultants to FUOYEJOE. Their acceptance no doubt confers additional credibility on the journal.

Thank You

Professor A.S Olorundare
Editor In Chief
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June, 2018

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Notes to Contributors

1.0 Introduction

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2.0 Organisation of Manuscript/Guidelines to authors

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This should contain the following information:

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The abstract should be written in English and must be between 150 to 200 words indicating five the keywords underneath.

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Modern Office Instructional Facilities in Office Technology and Management in Polytechnics and Insecurity Management in Nigeria

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Abstract

The paper assessed modern office instructional facilities in Office Technology and Management (OTM) in Nigeria Polytechnics and insecurity management. The study also examined whether the available instructional facilities have the capacity to provide 21st century skills needed to perform in the world of work. The study adopted descriptive survey research design. Two research questions were raised to guide the study. The population for the study comprised of 855 students and 18 lecturers. Random sampling technique was used to select 20% of students across the levels, given a total of 161 students used for the study. The whole population of the lecturers was used as respondents. Physical stock taking of the available modern office instructional facilities and a structured questionnaire based on 5 points Likert scale was used as instrument for data collection. Data collected were analysed using percentages and mean statistics to answer the research questions. The findings of the study revealed that modern office instructional facilities available in OTM were inadequate in line with the NBTE minimum requirement. These instructional facilities cannot provide the students with 21st century skills needed to function effectively in technological office. Based on these findings, it was concluded that Office Technology and Management Department, which is expected to be responsible for turning out modern secretaries and office managers lack some necessary modern office instructional facilities which are germane for training and acquisition of 21st century skills by the students. It was recommended among others that Office technology and management department in Polytechnics should be fully provided with modern office instructional facilities and that NBTE should be strict during accreditation to ensure that minimum standard of instructional facilities are met by Polytechnics.

Keywords: Modern Instructional facilities, Office Technology and Management, Insecurity management

Introduction

Office Technology and Management (OTM) is a branch of Business Education that is offered in the Polytechnics in Nigeria. It is a programme designed to train students to enter into secretarial profession to become a qualified secretary after graduation. Ogunmayi (2008) stated that it is a type of education that assists individuals to acquire skills, which they can apply to solve problems in business and office occupations. Office Technology and Management has the role of equipping students with skills that increase their chances of securing gainful employment after graduation. It also equips students with knowledge and skills they need to create jobs in order to become employers of labour.

The National Board for Technical Education (2004) highlighted among others the objectives of Office Technology and Management as a programme designed to equip students to acquire self- reliant and employable skills in various fields of endeavour; provide managerial skills which are very essential in everyday interaction in business situations. In line with this, Miller, Crossdale-Ovwido, Ayemhenre and Mordi (2012) cited Adelakin (2006) stated that, one of the objectives of the course is to provide the business world with highly skilled knowledge workers who manage information and efficiently equipped with

comprehensive range of skills including managerial, technological (multimeda) and communication.

Office Technology and Management is a new nomenclature for Secretarial Studies. The changes in the name of the programme was borne out of the review of the curriculum by the National Board for Technical Education (NBTE) in 2004.this was done in order to make Secretarial Studies programme to be more Information and Communication Technology compliant. Office Technology and Management previously known as Secretarial Studies was defined by Ohaegbulem (2007) in Agoha (2011) as the education or training given to a person to equip him/her with secretarial skills. These skills include information processing for example (analysing, synthesizing, keyboarding, printing) etc. There is also reprographic skill (typing, duplicating, photocopying, scanning, man folding) etc. He further stated that the contemporary skills expected of Office Technology and Management graduates are those that would make them well-fitted, competent and independent in the technologies of the 21st Century. The new technologies are knowledge that will reflect in the effective use of modern office equipment and machines to perform varieties of office occupation. Examples of the technologies are computer, internet, e-mail, hand phone etc. Ohaegbulem (2007) cited in Agoha (2011) enumerated the following secretarial skills expected of Office Technology and Management students in order to operate businesses that offer secretarial services as well as function effectively in any modern office environment. These are: acquisition of keyboard dexterity, sufficient typewriting skills, adequate knowledge of word for accuracy, ability to operate duplicating machines, photocopy document, effective use of communication skills and good knowledge of records management, ability to interpret the concepts, terms and abbreviations, effective filling, operate computer, effective use of telephone services and manners, browse the Internet and carry-out office functions, ability to index list of names, good knowledge of new technologies, etc.

In this same vein, Asuquo (2005) opined that Secretarial education as an integral part of vocational business education is a programme for office careers through initial refresher and upgrading education leading to employability and advancement in office occupations. He further stated that the programme prepares the students with knowledge and skills to function effectively in any office situation (private or public). This implies that Office Technology and Management as a programme of study cannot be taught in abstract like Business or Public Administration etc. The recipients are required to be taught with provision of adequate teaching and learning modern instructional facilities that will enable students to be exposed to practical acquisition of knowledge, skills and competences that will match the ability to function well in the present technological office of 21st century. No wonder, Jimoh (2013) stated that organizations and the world of work today is not interested in the quality of your certificate but the practical skills and competences you can demonstrate by training the head and hand. This shows that, modern instructional facilities such as office equipment, machines and devices that is expected to be used and operated in the course of the performances of office duties and functions by secretaries as obtained in the technological office of 21st century must be provided in the teaching and learning of OTM students.

In view of the foregoing, it could be deduced that modern office instructional facilities are germane to the teaching and learning/training of Office Technology and Management students. The importance of instructional facilities to the overall success of any educational programme is not contestable (Olufunwa, Waziri & Olorunmolu 2013). Students are supposed to be trained with modern office equipment, machines and devices like computer, telecommunication and electronic gadgets so as to meet job demand after school. Modern Instructional facilities in Office Technology and Management refer to various office equipment, machines and devices which can be used as tools for imparting and training of the students. It also involves provision of conducive and stimulating learning environment where effective teaching and learning could take place such as well furnished Manual and Electronic Keyboarding laboratories, ICT/Computer laboratories, Shorthand laboratories and Model Office Practice Room. These instructional facilities serve as the basis for which students can acquire the expected knowledge, skills, and competences to function as a responsible individual and office managers after school.

Uche, Okoli, and Ahunanya (2011) affirmed that educational facilities are the physical infrastructures that contribute directly or remotely to the teaching and learning process in the educational system. The instructional facilities and physical environment give educational institutions their appropriate shape and atmosphere for teaching and learning. These facilities portray the

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quality of the institutions in terms of their staff/students friendliness, attraction to outsiders, aesthetics, currency and relevance (Okorie & Uche, 2004). Availability of appropriate facilities enhances student learning by allowing them to be involved in demonstrations and practice which would continue to build their skills. However, most of the Polytechnics in Nigeria have been forced to perform below standard due to purported non availability, poor management or utter neglect of the required facilities for effective training of OTM students. At present, the caliber of students that graduate from business education, especially office education according to Amoor (2008) have the problem of inadequate exposure to modern office technology, information systems and the rudiments of office administration. This situation can pose a great insecurity challenges to OTM students after graduation.

Insecurity as a concept has been defined differently by different authors. Achumba, Ighomereho and Akpor-Robaro (2013) explained that the concept of insecurity would be best understood by first presenting the concept of security. In the view of Ibidapo-obe (2008) security refers to the situation that exists as a result of the establishment of measures for the protection of persons, information and property against hostile persons, influences and actions. It is the existence of conditions within which people in a society can go about their normal daily activities without any threats to their lives or properties. It embraces all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, businesses and the nation against sabotage or violent occurrence (Ogunleye, Adewale, Alese & Ogunde 2011). According to Igbuzor (2011) security demands safety from chronic threats and protection from harmful disruption. Security can also be described as stability and continuity of livelihood (stable and steady income), predictability of daily life (knowing what to expect), protection from crime (feeling safe) and freedom from psychological harm (safety or protection from emotional stress which results from the assurance or knowing that one is wanted, accepted, loved and protected in one's community or neighbourhood and by people around. It focuses on emotional and psychological sense of belonging to a social group which can offer one protection). This description structured the concept of security into **four dimensions.** However, these dimensions can be weaved together to give a composite definition of security as the protection against all forms of harm whether physical, economic or psychological. It is generally argued however that security is not the absence of threats or security issues, but the ability to rise to the challenges posed by these threats with expediency and expertise.

Insecurity, on the other hand, is the antithesis of security. However, because of the very many ways in which insecurity affects human life and existence, the concept of insecurity has usually been given different interpretations in association with the various ways which it affects individuals. Some of the common descriptors of insecurity include: need for safety; danger; hazard; uncertainty; want of confidence; doubtful; inadequately guarded or protected; lacking stability; troubled; lack of protection; and unsafe, to mention a few. All of these have been used by different people to define the concept of insecurity. These different descriptors, however, run into a common reference to a state of vulnerability to harm and loss of life, property or livelihood. Beland (2005) defined insecurity as the state of fear or anxiety stemming from a concrete or alleged lack of protection. It refers to lack or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, which can lead to other forms of insecurity such as economic security and social security.

Two views are of essence to this paper. These are (1) Insecurity as the state of being open or subject to danger or threat of danger, where danger is the condition of being susceptible to harm or injury, and (2) Insecurity as the state of being exposed to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. A major point about insecurity implied in these definitions is that those affected by insecurity are not only uncertain or unaware of what would happen but they are also not able to stop it or protect themselves when it happens. It is in this view that this paper described insecurity as: 'not knowing, a lack of control and inability to take defensive action against forces that portend harm or danger to an individual or group, or what make them vulnerable'. 'Vulnerability' is the situation that we do not know and we cannot face or anticipate. It is also something we may know would happen but we are not able to face it.

Consequent to the above assertion, if adequate modern office instructional facilities for teaching and learning OTM are not provided for students in the course of their study while in school, students can be exposed to uncertainty; doubtful; inadequate or lack of confidence; and troubled to face the world of work. This implies that schools would be

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producing half baked graduates who will not be able to live a responsible life, fit properly into and contribute meaningfully to the society. Such graduates would not be able to perform effectively in the office of the 21st century and also would not be able to be confident to go for any self-employment opportunities for self- reliance.

However, if graduates cannot involve themselves in a useful activities based on their incompetence and inadequate skills, it means that the energy and attention that supposed to be used and engaged in positive activities may be diverted to criminal activities that may be detrimental to the peace of the society. It is against this that the study was conducted to examine modern office instructional facilities in office technology and management in polytechnics as a means to insecurity management in Nigeria.

Statement of the Problem

Nigeria society has been faced with a lot of security challenges mostly coming from the youths. A lot of solutions have been proffered but yet the problem persists. The problem bore down to employment issues and because graduates has not been given the necessary needed skills and competences in schools which will make them to be employable either in paid or self employment and succeed after graduation. In line with this, the study examined modern office instructional facilities in Office Technology and Management in Polytechnics and insecurity management in Nigeria.

Purpose of the study

The general purpose of this study is to examine modern instructional facilities in Office Technology and Management in Polytechnics and insecurity management in Nigeria. The specific objectives are to:

1. assess adequacy of modern instructional facilities in OTM departments in line with the NBTE minimum requirement
2. determine whether the available instructional facilities have the capacity to provide 21st century skills needed at the technological office

Research Questions

The following research questions are formulated for the study

1. How adequate are the modern instructional facilities in OTM departments in line with the NBTE minimum requirement?
2. To what extent do the available instructional facilities have the capacity to provide 21st century skills needed at the technological office?

Population and Sample

The population for the study comprised of 805 students and 18 lecturers of the Department of Office Technology and Management, Kwara State Polytechnic, Ilorin and Federal Polytechnic Offa. *Random sampling technique was used to select 20% respondents across the levels to give a total of* 161 students in the departments distributed as follows: ND I thirty eight (38) students, ND II fifty (50) students, HND II forty three (43) students and HND I thirty (30) students. This was done to enable the researcher make a fair representation of students' at every level. All the 18 lecturers were used a respondents.

Research Instrument

The instrument used for data collection for research question one was stock taking of teaching and learning instructional facilities in OTM department of the two Polytechnics. These were compared with the minimum requirement of NBTE. A structured questionnaire tagged "Modern Office Instructional Facilities" (MOIF) which has 18 items structured in 5 Likert rating scale of Strongly Agree (5); Agree (4); Undecided (3); Disagree (2) and Strongly Disagree (1) was used to collect data to answer the research question two. The validity of the instrument was determined by experts in OTM department of the two Polytechnics used for the study. The instrument has Cronbach Alpha reliability coefficient of 0.81.

Techniques of data Analysis

The first research question was analysed using percentages to determine the adequacy of instructional facilities in the polytechnic in line with the NBTE minimum standard. The second research question was analysed using mean. For RQ 1, any item with a percentage of 50% and above was considered adequate. For RQ 2, the weighted mean here is 3.00 but since this value coincides with the value for undecided, the upper limit of 3.00 was used which was 3.50. Any mean above 3.50 was accepted as agreed while any mean below 3.50 was accepted as disagreed.

Research Question one: How adequate are the modern instructional facilities in OTM departments in line with the NBTE minimum requirement?

The data to answer research question one were presented in Table 1.

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Table 1. Frequency and Percentage of office instructional facilities in OTM departments in line with the NBTE minimum requirement

S/N	Description of Laboratories	Number Required by NBTE	Number Available	
			Offa Poly	Kwara Poly
1.	One Manual Typewriting/ Keyboarding laboratory	1	1(100%)	1(100%)
2	Number of Manual Typewriters/ Keyboard in the laboratory	35	(0%)	(0%)
3	**One Electric/Electronic laboratory**	1	1(100%)	1(100%)
4	Number of Electric/Electronic Typewriters in the laboratory	35	25 (71%)	30 (86%)
5.	One Computer laboratory	1	1(100%)	1(100%)
6	Number of Computers in the laboratory	35	60 (171%)	25 (71%)
7	Personal Computer/Laptop with internet ready/computer accessories	6	(0%)	(0%)
8	**Office Practice Room**	1	1(100%)	1(100%)
9	Variety of typewriters (Manual/ electronic, Long and Short carriage)	5	(0%)	(0%)
10	Ink duplicator	1	1(100%)	1(100%)
11	Photocopier	1	1(100%)	1(100%)
12	4 drawer Steel cabinet	1	3(300%)	2(200%)
13	Shredding machine	1	(0%)	(0%)
14	Personal Computers with word processing equipment	2	2(100%)	2(100%)
15	Electronic desk calculators	2	2(200%)	1(100%)
16	Telephone equipment and hand set with refill cards,	1	1(100%)	1(100%)
17	Fax machine	1	(0%)	(0%)
18	Franking machine	1	(0%)	(0%)
19	Letter opener	1	(0%)	(0%)
20	Guillotine	1	(0%)	(0%)
21	Scanner	1	(0%)	(0%)
22	Addressing machine	1	(0%)	(0%)
23	Hand Stapler	1	3(300%)	4(400%)
24	Giant Stapler	1	2(200%)	1(100%)
25	Punch machines	1	2(200%)	2(200%)
26	Radio cassette player,	1	(0%)	(0%)
27	Coloured TV	1	1(100%)	(0%)
28	Video machine/video vcd,	1	(0%)	(0%)
29	Magic board multimedia projector system	1	(0%)	(0%)
30	Slides	1	(0%)	(0%)
31	Microfilming camera	12	(0%)	(0%)
32	Digital camera,		(0%)	(0%)
33	Floppy diskettes, CDs	1	1(100%)	1(100%)
	Shorthand laboratory for speed development	1	(0%)	(0%)
35	Central transmitting unit	1	(0%)	(0%)
36	Transistor	1	(0%)	(0%)
37	Receiver	3-4	(0%)	(0%)
38	Multi-selection channels	31	(0%)	(0%)
39	Headphone,	31	(0%)	(0%)
40	Microphones	30	40(133%)	45(150%)
41	Cubicles to accommodate 30 students	1	1(100%)	1(100%)
42	Furnished with rug	1	(0%)	(0%)
43	Air conditioner	1	1(100%)	1(00%)
44	Generating set			

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The result in table 1 showed that there are adequate laboratories in OTM departments of the two polytechnics in line with the NBTE minimum requirement. This was based on the percentage score of 100% for all laboratories in the table. On the other hand, many of the instructional facilities are not provided such as internet facilities, shredding machine, fax machine, franking machine, scanner, addressing machine and others. Some of those that were provided are not the most important. For example electronic desk calculator, telephone equipment, ink duplicating machine, punch machine, hand and giant stapler.

Research Question Two:
To what extent do the available instructional facilities have the capacity to provide 21st century skills needed at the technological office?
The data to answer research question two were presented in Table 2

Table 2: Mean ratings of the responses of students and lecturers on whether the available instructional facilities have the capacity to provide 21st century skills

S/N	Instructional facilities	Lecturers mean	Students mean	Aggregate mean
1.	Manual typewriters	3.40	3.35	3.36
2.	Shorthand laboratory with necessary gadgets	3.70	3.00	3.35
3.	Electronic typewriters	3.58	3.76	3.67
4.	Computers/word processors	3.60	3.70	3.65
5.	Photocopier and Ink duplicator	3.56	3.82	3.69
6.	Internet facilities (I.S.P./Modem)	3.23	2.56	2.90
7.	Digital Telephone and handset	3.52	3.82	3.67
8.	Shredding and Addressing Machine	2.45	2.76	2.61
9.	Fax, Telex and E-mail	2.66	2.35	2.51
10.	Scanner and Laminating Machine	2.80	2.87	2.84
11.	Floppy Diskette, CDs, Flash Drive	3.25	2.90	3.01
12.	Franking and Stamping Machine	3.10	2.90	3.00
13.	Multimedia Projector System	2.45	3.20	2.81
14,	Electronic Bulletin Board	3.23	2.94	3.09
15.	Micro Filming Camera	2.21	3.12	2.67
16.	Teleconferencing and Teleprocessing	3.27	2.40	2.84
17.	Letter Opening and Envelopes sealing Machine	3.30	2.84	3.07
18.	Collating, Folding and Inserting Machine	2.95	3.08	3.01

The result in table 2 showed that, many of the available instructional facilities in the two polytechnics have no capacity to provide 21st century skills to Office Technology and Management students. Out of 18 instructional materials in table 2, it was revealed that only four instructional materials have capacity to provide graduates with 21st century skills based on the opinions of students and lecturers. This is because these four items have their means score above the fixed decision value of 3.50. This implies that, students were not taught how to use most of these modern office instructional facilities they are most likely going to meet in the 21st century offices.

Discussion of Findings
The data presented in table 1 showed that, there were adequate laboratories in OTM departments of the two polytechnics in line with the NBTE minimum requirement. However, many of the instructional facilities that are supposed to be provided in these laboratories were not found. For example manual typewriters laboratory that was expected to house thirty five (35) manual typewriters had none. This was because students are always asked to come along with their own potable manual typewriter at the time of entry into the schools. This was revealed in item 2 of the table 1 where both the polytechnics sampled had 0%. Most of the modern office instructional facilities that were very important to train students were absent in office practice room, shorthand laboratory and computer laboratory. Such as Internet, fax, telex, scanner, shredding and laminating machine are not provided for the department for students use. This finding supports the earlier finding of Ugwuanyi and Eze (2008) who stated that Office Technology and Management programme as an academic project can only be effectively implemented with adequate

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