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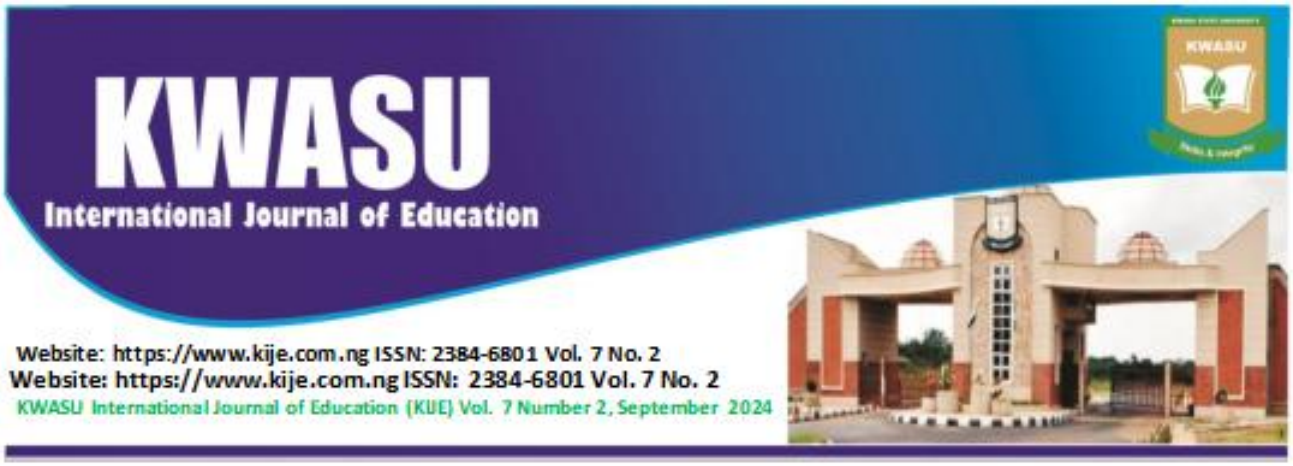
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LECTURERS' QUALITIES AS CORRELATES OF ACADEMIC PERFORMANCE OF OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS IN OYO STATE COLLEGES OF EDUCATION

BY

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Abstract

Office Technology and Management is a practical way of developing knowledge, ability and skills in learners. As such this study therefore, investigated lecturers' qualities and skills as correlates of academic performance of Office Technology and Management in Colleges of Education, Oyo State. The specific purposes are to determine the level of the knowledge of the subject matter, lecturers' qualifications, teaching strategies on students academic performances. The population of the study was 71 OTM lecturers and 410 NCE III students. The study sample consisted of 46 OTM lecturers and 300 NCE III students. The instrument used for data collection was a structured questionnaire titled Lecturers Qualities and Skills as Correlates of Academic Performance of Office Technology and Management (LQSCAPOTM). The instrument was validated by three expert lecturers and reliability coefficient of 0.83 was obtained for the instrument using Kuder Richason reliability method. Mean and standard deviation was employed to answer the research questions. The two null hypotheses were tested using Persons Product Moment Correlation Coefficient statistics at 0.05 level of significance. The findings revealed that

there was significant correlation between the mean responses of lecturers' knowledge of the subject matter and academic performance (r ({344]) .064 (.625) p> 0.05, between lecturers qualifications r ([344] .134 (.308) p> 0.05, lecturers teaching strategies r (344) .130 (.321) p> 0.05. The study concludes that lecturers' qualities of knowledge of subject matter and qualifications would help improve the students' academic performance. The study among others recommended that lecturer's qualities should be enhanced through training established for enhancing academic performance and promotion of quality teaching and learning in OTM programme.

Keywords: Lecturers' Qualities, Academic Performance, Office Technology and Management

Introduction

Education is a major determinant that brings about the development of any nation. The successes of an education programme and improvement in education standard depend on the quality and effectiveness of lecturers. Lecturers translate the aims and objectives of the education into action in the classroom. The success of any human endeavor is closely related to the quality of skills the person who performs the task demonstrates, hence, it could be said that the quality of education is a reflection of her lecturers.

Lecturers' quality has been of interest to the policy makers, educators and parents. The qualities are measured by students' academic performance in both internal and external examinations. It is generally believed that students' academic performance in an examination depends on the lecturers' qualities and skills acquisition. Research so far has shown that lecturers' qualities have influence on the students' academic attainment (Afe, 2014). Locally, it is so because lecturers are the facilitators in the teaching and learning process. There is no doubt that the future of Office Technology and Management as disciplines depend on the readiness of Office Technologist and Managers. Lecturers to impart the knowledge and skills of technology into Office Technology and Management students. The need for Office Technology and Management lecturers to acquire modern office technology skills is therefore, indispensable if lecturers are to impart these skills to the students so that they would be adequately prepared for the demands of the current technological innovations in business offices (Omeje, 2018).

Lecturers interpret the theory into practice during interaction with the students. The Office Technology and Management lecturers are increasingly becoming the focus of interest because of the key role they play in the delivery of quality teaching and skills to the learners (Tang, 2018). This seems to suggest that lecturers in Office Technology and Management are agents of change from old secretarial studies to Office Technology and Management and such are critical in students' academic performance.

It is the responsibility of lecturers to impart knowledge, skills and encourage student's social development. This is strengthened in the employment contract and explicitly defined in their job description. In addition to cultivating knowledge and skills and attitudes, lecturers are expected to help the students to identify and develop their potentials. Azih and Ama (2019) asserted that lecturer of Office Technology and Management plays a critical role in helping the students to direct their potentials to achieve their destiny. Office Technology and Management students need to be prepared for these challenges of industry experience, proficiency in technology and add various value change in economic development of the nation. This is secured in the idea that our world need a generation of lecturers who aim to develop learners to become

independent (Learning to Learned) to avail learners to acquire skills, knowledge and competencies that could make them self-reliant and self-sustaining.

Lecturers of Office Technology and Management used several techniques to assist students improve their achievement; they evaluate, assess and provide for students with special needs. Lecturers are evaluators at classroom level for quality and standard. Lecturers attend to students work during lessons, provide tutorial, mark students' homework and give feedback. This builds students' competencies, and academic performance improves. In addition, lecturers evaluate the curriculum, materials, equipment, education programmes that are in place for the sustainability of students learning Office Technology and Management. Federal Republic of Nigeria in the National Policy on Education(NPE ,2013) summed up to produce highly motivated lecturers who are efficient and creative and can fit into the larger society and to provide lecturers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situation. It then implies that lecturers' education program must be fashioned to include the content and method of teaching for effective delivery of Office Technology and Management in this era of digitalization.

Oladejo (2020) asserted that lecturers' qualities are the overall characteristics of the lecturers in terms of communication skills, qualifications, teaching strategies, pedagogy, experience, emotions and intelligence. He described lecturer qualities as the ability to raise students' performance in tests as well as skills and relate cordially with school management for the purpose of raising the performance of the students. Lecturers' qualities entail effective and excellent teaching to improve students learning and satisfaction. It also ensures that learners possess adequate knowledge, skills and competences that are appropriate for their areas of responsibility that would meet the needs of labour workforce. A quality lecturer in other words means a lecturer who masters the subject he teaches and how to teach it to the students, has good communication skills, is emotionally stable, possesses required qualification, understands how students learn and what to do when they are having difficulties and should be able to use effective teaching methods for those who have special needs. To produce higher academic performance in Office Technology and Management, lecturer qualities and skill acquisition are germane. In the view of Komolafe and Agani (2012), Office Technology and Management is a work-oriented education programme that aims at skill acquisition in order to enhance academic performance of Office Technology and Management students.

Academic performance is the extent to which a student, lecturer or institution has achieved their short or long term educational goals. Cumulative grade point average and completion of educational bench marks such as secondary, certificates diplomas and bachelor's degrees represent academic performance. Academic performance is commonly measured through continuous assessment and examinations which is one of the major goals and objectives of an institution. The outcome indicates the extent to which a person has accomplished specific goals that were focus of activities in instructional environment, specifically in Schools, Colleges, Polytechnics and Universities. Agwi and Ogwueleka (2018). Academic performance which is measured by the examination results is one of the major goals of a school. Academic performance represents outcome that indicates the extent to which a person has accomplished specific goals that were focus of activities in instructional environment, specifically in schools, colleges and universities. Nju (2017) asserted that academic performance of students can only be achieved through lecturer's mastery of the subject matter. Several literature agreed mastery of the subject matter is the most singular variable affecting student's academic performance.

Subject mastery is the possession or display of great skill, technique or knowledge that makes one a master of a subject. Subject mastery is the lecturer's knowledge of his subject. The mastery of subject matter empowers the lecturer with knowledge for critical thinking and the capacity to help their learners to grasp the appropriate knowledge, skills, attitudes and values. The lecturer's knowledge of the subject matter should go beyond the limits of the curriculum for them to be able to explain to the learners. According to Edokpolor and Owenublugie (2017), it is of necessity that lecturers master the subject matter before imparting it to learners since it enables the lecturers to adequately prepare for content delivery.

Statement of the Problem

In this era of 21st century of global competition, Office Technology and Management requires manipulation of skills and knowledge through internet connectivity to enhance academic performance, graduates employability and self reliant prowess. It is widely known that good academic performance will provide opportunities to secure meaningful job and enhance self employment upon graduation. It is also widely acknowledged that graduates especially Office Technology and Management without good academic performance in the college may not be able to solve employment tasks by applying required knowledge and qualities in the work place environment However, inability to acquire perquisite knowledge and qualities in Office Technology and Management has been blamed on` the ineffective and inefficient delivery system of the lecturers required of the program of the study. Consequently, products of the programme according to the findings of Adebayo (2021), Umoru (2019) and Ademiluyi (2022) are ill-equipped and short of the necessary needed skills for self realization and national development. Also, relevant records and literatures consulted showed that academic performance of Office Technology and Management students are not encouraging as evident in the rate at which Office Technology and Management students failed in Colleges of Education, hence becoming a serious concern to stakeholders. This questions the essence of the programme among stakeholders. For instance, the Cumulative Grade Point Average (CGPA) of various Colleges of Education Southwest Nigeria under study in 2023/2024 academic session among Office Technology and Management students shown in Appendix I revealed that most of the students scores in Cumulative Grade Point was between 2.00 to 1.00 which indicated that the academic performance in skills courses were below the average which also rubb on other courses culminating in students not graduating and obtain NCE certificate in Office Technology and Management at record time of three years.

The poor academic performance has become a challenge because it would hinder their ability to perform well in the real world of work. Regrettably, parents, policy makers and educational stakeholders usually shift the blame of poor academic performance on lecturers' qualities, skills and methods of teaching. To stem the trend, lecturers in Colleges of Education have stepped-up to acquire Ph.D, M.Sc. M. Ed. TETFUND sponsorship to improve their qualities and teaching techniques in order enhance academic performance of their students. They equally attend seminars, workshops, conferences to enhance their service delivery, yet poor academic performance and mass failure are still unabated.

Researcher's personal experience during the interaction with students on the field of Office Technology and Management courses show that most students believe they do not acquire enough knowledge and skills to perform well academically and grossly unprepared for the real world of work. Specifically, students complain that most courses of Office Technology and

Management that involve practical skills were taught theoretically which made the class to be dull, boring, not interesting, and unattractive. Although, many studies have been carried out on reasons for poor academic performance in Accounting and Marketing options of Business Education, few empirical studies are also available on lecturers qualities and skills as correlates of academic performance of Office Technology and Management students in Southwest Nigeria, to the best knowledge of the researcher.

The question now is, what is the correlation between lecturers' qualities and academic performance of Office Technology and Management students in Colleges of Education in Oyo State, Nigeria. Therefore, the study investigated the lecturers' qualities as correlates of academic performance of Office Technology and Management students in Oyo State, Nigeria

Purpose of the Study

The main purpose of this study was to examine lecturers' qualities as correlates of academic performance of Office Technology and Management students. Specifically, the study examined;

1. Lecturers' knowledge of the subject matter as correlates of academic performance of Office Technology and Management in Colleges of Education, Oyo State, Nigeria.
2. Lecturers' qualifications as correlates of academic performance of Office Technology and Management in Colleges of Education, Oyo State, Nigeria

Research Questions

The following research questions guided the study;

1. What is the level of knowledge of subject matter of lecturers teaching Office Technology and Management in Colleges of Education is Oyo State, Nigeria?
2. What are the qualifications of lecturers' teaching Office Technology and Management students in Colleges of Education, Oyo State, Nigeria?
3. What is the level of academic performance of Office Technology and Management students in Colleges of Education, Oyo State, Nigeria?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

H_o1: There is no significant correlation between lecturers' knowledge of the subject matter and academic performance of Office Technology and Management students in Oyo State Colleges of Education.

H_o2: There is no significant correlation between lecturers' qualification and academic performance of Office Technology and Management students in Oyo State Colleges of Education.

Methodology

Descriptive research design correlational type was adopted to determine the lecturers' qualities and skills acquisition of academic performance of Office Technology and Management Students in Oyo State Colleges of Education. Correlational research design type explores a wide variety of different relationship in the same study. It can also obtain the degree of relationship

between variables using the correlation coefficient to compare the measurement of lecturers' qualities and skills acquisition of lecturers and how it correlates the academic performance of Office Technology and Management students. This type of research design allow for a variety of methods to explore respondents to collect data and utilize various strategies of instrumentation organs. A survey involves the selection of respondents to determine and report their prediction on the way things are. This design was considered appropriate for the study as the study solved to collect data on the opinion of Office Technology and Management lecturers and students in College of Education Oyo State Nigeria on qualities and skills acquisition as correlates the academic performance of Office Technology and Management Students. The study was established the lecturers qualities and skills acquisition as correlate of academic performance of Office Technology and Management students to determine whether there is any significant correlation between the independent variables and dependent variable and to establish composite relative contributions of the independent variables (lecturers qualities and skill acquisition) in predicting dependent variable (academic performance) of Office Technology and Management students. The entire population of the study consisted of 26 Office Technology and Management lecturers and 110 NCE III students offering Office Technology and Management from three Colleges of in Oyo State

The sample size for this study was made up of the entire population because its manageable. The instrument for data collection for the study was a structured questionnaire developed by the researcher titled "lecturer Qualities Questionnaire (LQQ) and Academic Performance Test for Office Technology and Management Students (APTOTMS)". The questionnaire items were generated based on the literature reviewed and it was divided into part one and two. Part one of the instrument sought personal information of the lecturers. Part two contains 20 items divided into two sections . Section A covers research question one and consists of 10 items which were used to determine the knowledge of the subject matter, Section B covers research question two and consists of 10 items which were used to determine the lecturer's qualifications. Academic performance Test was designed by the researcher using Office Management, ICT, and Word Processing courses. Academic performance test consists 40 of multiple choice questions each question carries 1 mark given a total of 40 marks. Lecturers' qualities as correlates of academic performance of Office Technology and Management students was face and content validated by three experts in the Departments of Business and Entrepreneurship Education and Test and Measurement Kwara State University, Malete The reliability of the instrument was determined by statically analyzed data collected from the Pilot study using Kuder Richarson (KR20). . The result yielded a reliability coefficient of 0.83. This coefficient is high and positive, therefore, the instrument is adjudged stable and reliable. Mean and standard deviation were used to answer two research questions that guided the study.. The two null hypotheses were tested using person's product moment correlation coefficient statistic. The Pearson Correlation coefficient was used to examine the linear correlation between two outcome varieties. All the hypotheses were tested al 0.05 level of significance.

Results

Research Question One

What is the level of lecturers' knowledge of the subject matter in teaching of Office Technology and Management students?

Table 1: Mean the level of lecturers' knowledge of the subject matter in teaching of Office Technology and Management

S/N	Items	Mean	SD	Remarks
1.	I can provide examples of how to apply the knowledge in teaching and learning	3.15	0.36	High Level
2	I can adapt my teaching to gap misconception in my students	3.40	0.49	Very High Level
3	I can rate the level of understanding of how the students learn in the course area	3.41	0.67	Very High Level
4	I use technology approach to enhance the assessments and evaluation	3.20	0.40	High Level
5	I use assessment data to provide students learning outcome	3.33	0.51	Very High Level
6	I am familiar with the major technologies and. innovations strategies	3.32	0.50	Very High Level
7	I adapt recent instance of teaching to address the knowledge gap of the students	3.38	0.49	Very High Level
8	I can analyze and apply technology and innovation concept to real life situation	3.50	0.68	Very High Level
9	I ensure that the instruction is aligned with the curriculum standard and learning objectives	3.68	0.83	Very High Level
10	I can differentiate instruction to meet the need of the .students	3.55	0.59	Very High Level
	Grand Weighted Mean	**3.40**	**0.55**	**Very High Level**

Source: Field survey, 2024

Analysis of data in Table 8 reveals the mean and standard deviation of the respondents regarding the level of lecturers' knowledge of the subject matter in teaching of Office Technology and Management students. Their responses indicated that lecturer can provide examples of how to apply the knowledge in teaching and learning to a high level (mean = 3.15). lecturers' can adapt his teaching to gap misconception of his students to influence the teaching and learning of Office Technology and Management courses to a very high level (mean =3.40). The respondent also indicated the level of understanding of how students learn in the course areas which facilitate the acquisition of knowledge, skills and values to a very high level (mean =

3.41), also lecturers' knowledge builds the students confidence and develop understanding of the subject matter to a high level (mean = 3.20). Equally, the analysis in the Table reveals that; lecturers use several technology to enhance the assessment and evaluation to gives students the opportunity to learn how to acquire and discover new information to a very high level (mean = 3.33), lecturers' knowledge helps the students to develop the skills and value they will need to function as a free and just society (mean = 3.32). The analysis in table 5 reveals further that; lecturers' knowledge ensures and maintain higher standard in Office Technology and Management, lecturers' knowledge determine the quality of the lecturers' input and that lecturer's knowledge determines the level of adequacy of the facilities available for quality control to a very high level (mean = 3.38; 3.50 and 3.68) respectively. Their responses also indicated that lecturers' knowledge determines the effective evaluation system to a very high extent (mean = 3.55).

The standard deviations of all ten item of the construct range from 0.36 to 0.83. This indicates that the respondents' responses are not widely dispersed, as they are near their respective mean scores. The table shows a calculated weighted average mean of 3.40 and a standard deviation score of 0.55. This indicates that the respondents expressed a very high level in rating all the constructs. This implies that the lecturers teaching Office Technology and Management students possessed high level knowledge of the subject matter. (mean = 3.40, SD = 0.55)

Research Question Two

What is the qualification of lecturers teaching Office technology and Management Students?

Table 2: Mean of the level of Qualification of Lecturers Teaching Office Technology and Management

S/N	Items	Mean	SD	Remarks
11.	All lecturers in this college have academic qualifications to teach the students most OTM courses	3.33	0.57	Strongly Agreed
12	Lecturers have minimum level of academic qualifications in the field of specializations	3.53	1.11	Strongly Agreed
13	Lecturers academic qualification are determinant of their quality	3.55	0.65	Strongly Agreed
14	Lecturers with first and/or higher degrees are more effective in delivery the skill courses	3.50	0.65	Strongly Agreed
15	Lecturers receive regular training or certification in teaching and learning as well as skills in software	3.85	0.61	Agreed
16	Lecturers with professional teaching	3.22	0.90	Strongly Agreed

	qualification have better skills to impact knowledge to students			
17	Majority of the lecturers in the colleges have of at least masters degree in relevant area	3.38	0.58	Strongly Agreed
18	Lecturers with at least Ph.D can do better to disseminate knowledge to their students	3.68	0.75	Strongly Agreed
19	Male lecturers in the College of Education have better knowledge and skills than female lecturers	3.50	0.68	Disagreed
20	Lecturers qualifications enhance his delivery of the skill courses	3.47	0.72	Disagreed
	Grand Weighted Mean	**3.50**	**0.72**	**Strongly Agreed**

Source: Field survey, 2024

Analysis of data in Table 9 reveals the mean and standard deviation of the respondents regarding the qualification of lecturers teaching Office Technology and Management students. The respondent's responses revealed that; All lecturers in this College have academic qualification to teach the student most office Technology and Management Courses to a strongly agreed (mean = 3.33), lecturers academic qualification influence the students academic achievement to a strongly agreed (mean = 3.53) and that lecturers academic qualifications are determinant or new quality was strongly agreed (mean = 3.55). The analysis in Table 9 reveals further that; lecturers with first and/or higher degree are more effective in class room not majority of lectures in the College of Education have professional teaching and teacher certificate was strongly agreed (mean = 3.50 and 3.85) respectively. Equally, their responses indicated that lecturers with professional teaching qualification have better skills or impact knowledge to student was agreed (mean = 3.22). Similarly, the respondents rated the following construct with strongly agreed: Majority of lecturers in College of Education have at least five years teaching experience, Lecturers with at least 10 years experience do better to disseminating knowledge to their students. It was disagreed most male lecturers in college of education have better knowledge and skills than female lecturers and the quality of female lecturers is reflection of academic achievement to subtends.. (mean = 2.38; 2.68 and 2.50) respectively. The respondents also rated strongly agreed that; appropriate academic achievement, award and publication have impact full knowledge and practical activities in the learner (mean = 3.47)

The standard deviations of all ten item of the construct range from 0.57 to 0.90. This indicates that the respondents' responses are not widely dispersed, as they are near their respective mean scores. The table shows a calculated weighted average mean of 3.50 and a standard deviation score of 0.72 This indicates that the respondents expressed a very high level in rating all the constructs. This implies that lecturers teaching Office Technology and Management students are highly qualified (mean = 3.50, SD = 0.72).

$H_0$1: There is no significant correlation between lecturers' knowledge of the subject matter and academic performance of Office Technology and Management students in Southwest Colleges of Education.

Table 3: Pearson correlation of lecturers' knowledge of the subject matter and academic performance of Office Technology and Management students in Southwest Colleges of Education.

Variable	N	Mean	SD	r-value	Sig	Decision
Lecturers' knowledge of the subject matter	46	13.39	0.36			**$H_0$1**
				.064	.625	Retained
Academic Performance	300	27.70	7.44			

Source: Field survey, 2024 *p > 0.05*

Table 3 summarizes the Pearson correlation coefficient between lecturers' knowledge of the subject matter and academic performance of Office Technology and Management students in Southwest Colleges of Education. The result indicates a very weak positive correlation between lecturer's knowledge of subject matter and academic performance and the correlation was not significant, *r ([344]) = .064] (.625), p > 0.05).* Therefore, the null hypothesis which states that there is no significant correlation between lecturer's knowledge of subject matter and academic performance of Office Technology and Management students in Southwest Colleges of Education was retained. This further meant that there is a very weak positive correlation between lecturer's knowledge of subject matter and academic performance which is not statistically significant.

$H_0$2: There is no significant correlation between lecturer's qualification and academic performance of Office Technology and Management students in Southwest Colleges of Education.

Table 4: Pearson correlation of lecturers' qualification and academic performance of Office Technology and Management students in Southwest Colleges of Education.

Variable	N	Mean	SD	r-value	Sig	Decision
Lecturers' qualification	46	13.70	0.33			**$H_0$2**
				.134	.308	Retained
Academic Performance	300	27.70	7.44			

Source: Field survey, 2024 *p > 0.05*

Table 4 reveals the Pearson correlation coefficient between lecturer's qualification and academic performance of Office Technology and Management students in Southwest Colleges of Education. The result indicates a perfect positive correlation between lecturer's qualification of subject matter and academic performance and the correlation was not significant, *r ([344]) = .134] (.308), p>0.05).* Therefore, the null hypothesis which states that there is no significant correlation between lecturer's qualification and academic performance of Office Technology and Management students in Southwest Colleges of Education was retained. This further meant that

there is a weak positive correlation between lecturer's qualification and academic performance of Office Technology and Management students in Southwest Colleges of Education which is statistically significant.

Discussion of Findings

The finding from research question one in table 1 reveals that lecturer's knowledge of the subject matter in teaching of Office Technology and Management students in Oyo State Colleges of Education was to a very high level. This finding corroborated with the earlier findings of Olise and Ikinephan (2018) that good knowledge of the subject matter helps the lecturers to teach learners effectively; Okoro and Arejoh (2018), that the lecturers must have motivation of the subject matter motives making teaching and learning process more effective in areas of teaching. The lecturer knowledge of the subject matter is germane for the process of achieving the lessons objectives and acquisition of appropriate skills. NPE (2014) The Policy shows clearly the government intention to include the building of sufficient knowledge and qualities to enhance capacity among the citizens of the country profession. The findings on research question two in table revealed that the qualification of lecturers teaching Office Technology and Management in Southwest Colleges of Education possess the required academic qualifications to teach the skills courses in Office Technology and Management to a strongly agreed.

This finding corroborated with the findings of Voss, Kunter and Boument (2020) a well-qualified lecturer is one who is fully certified and holds the equivalent of a major degree in the field of studies being taught. Lecturers should be able to inculcate in the learners knowledge and skills needed for career opportunities in skill courses in Office Technology and Management. Akphan (2020), Adesayo (2020) Corroborated this assertion that students taught by lecturers with relevant and higher qualifications with experience performed better than students taught by lecturers with lower qualifications. Base on the opinions of expert it can be concluded that teachers with relevant higher qualifications with experience bring awareness and facilitate student's skills and ability to manipulate the skills in word processing, computer application and computer appreciation through understanding the skill concept.

Conclusion

Based on the findings of the study, it was concluded based on the findings that, lecturers' qualities of knowledge of subject matter and qualifications would help improve the students' academic performance. It can therefore be deduced that lecturer's qualities have a positive correlation with students' academic performance in colleges of education in Southwest, Nigeria. From empirical results a lecturer with the required academic qualification will be able to impart necessary skills into the students and thereby enhance their academic performance.

Recommendations

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

1. The Office Technology and Management lecturers should possess adequate knowledge of the subject matter build students' confidence and understanding of the subject matter to help them perform better.
2. Lecturers in Colleges of Education in Nigeria should possess the required academic qualifications to teach the relevant knowledge and skills in courses in Office Technology and Management which will in turn improve the academic performance of the students.

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