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LECTURERS' SKILLS AS CORRELATES OF OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS' ACADEMIC PERFORMANCE IN COLLEGES OF EDUCATION

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Abstract

The study was investigated the Lecturers Effective Communication and ICT Skills on Academic Performance of Office Technology and Management Students in Colleges of Education, Southwest, Nigeria. *The specific purposes are to determine the level of the Lecturers Effective Communication and ICT Skills on Academic Performance of Office Technology and Management Students in Oyo State Colleges of Education. The study adopted descriptive survey design based on correlational type. 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 Effective Communication and ICT Skills on Academic Performance of Office Technology and Management Students (LECICTSAPOTM). 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 analyze the data to answer the research questions. The two null hypotheses were tested using Persons Product Moment Correlation Coefficient statistics at 0.05 level of significance. Findings revealed that lecturers effective communication skills to a very high level (mean 3.49), and utilized ICT skills to a very high level (3.41). The findings revealed that there was no significant correlation between the mean responses of effective communication skills r (344) .048 (.716) p> 0.05 and ICT skills r (344) .048 (716) p> 0.05. It was concluded that lecturers' qualities and skills is very essential to make OTM students more valuable in the world of work. The study among others recommended that qualities and skills established by this study should be implemented for promoting quality teaching and learning in OTM programme.*

Keywords: Communication, Information and Communication Technology skills, Academic Performance

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.

Academic performance refers to how students perform in school examinations. It refers to performance in school subjects as depicted by scores or marks obtained in an achievement test. Eze (2017) explained further that performance refers to the learning outcomes of students in terms of acquisition of skills, knowledge and ideas needed for gainful employment in related fields or careers. These definitions suggest that academic performance is attainment of knowledge, skills and attitude of the learner on the successful completion of a specified course of study. The import of these views also suggests that academic performance represents learning outcomes that show the extent to which a person has accomplished specific goals that were the focus of activities or training of instructional environment particularly in schools. Academic performance of students could be high, average, low or poor in secondary schools. Poor academic performance could be regarded as a situation where a student falls below or failed to meet a criterion of acceptable standards. Some of the factors associated with poor academic performance of students still prevalent today includes: Lecturers qualities, teaching and learning methods, inadequate instructional facilities, students' lack of interest and motivation.

Office skills and practice expected to be acquired by Office Technology and Management lecturers include ability to use information and communication technology equipment for communication, ability to manage information at the right time, ability to recognize and utilize office automation, ability to communicate effectively using oral and written skills, ability to acquire Management and supervisory skills, knowledge in accounts, costing and preparing financial statement, ability to acquire the knowledge of law and ability to recognize trends such as technological trends and government action among others. The main aim of acquiring these skills by lecturers is to enhance Office Technology and Management students' academic performance.

In all the public and private institutions, communication plays significant roles. Communication enables lecturers and students to develop their abilities to think critically and creatively thus enhancing their language to express them, students become more authority at expressive, artistic, and logical thought, as well as problem solving and broaden their foundation of oral, written and representative language use. These are essential skills for independent and lifelong learning that develop as students' use of language to analyze their ideas and to move them from the personal to the public circle or domain.

Darling Hammond. (2020) defined communication as the sharing of information between different individuals; it includes the sharing of ideas, concepts, imaginations, behaviours and written contents. It is the transfer of information from one place to another. The receivers then decode the message and give feedback. Communication requires that all parties have an area of communicative communality. Effective communications enhance

students' academic performance in Office Technology and Management, where several courses are communication oriented. To enhance academic achievement, a student must have communication skill. All other courses must equally be communicated in one way or the other, no student will be able to excel in them without communicative skill. Hence, the department requires a high level of performance in ordinary level English language as entry qualification for Office Technology and Management courses. Watson (2016) noted that students that are poor in English Language often perform poorly in their studies.

The importance of communication skills in Office Technology and Management programme is reflected in the new focus of the programme and its component. Hence, the strong need to develop communications skills as a key to academic success in the various areas becomes imperative. Communication between lecturer and students plays a significant role in the classroom learning environment. Lecturer must communicate with students to achieve maximum learning. It is through the process of communication that lecturers translate the course into a symbolic code which can be decoded and interpreted by the students. However, in Office Technology and Management department, some students do communicate well thus recoiling themselves from classroom questioning that aids concept classification and concept integration. Personal observation equally buttresses this point. In fact, students in Office Technology and Management are able to communicate in the classroom and fully participate in the goings-on, like asking questions, giving feedback, expressing themselves and participating in general class discussions. Several of Office Technology and Management students learned more because they could even restructure the classroom presentation of information. Students with excellent performance receive higher evaluation from their performance. Additionally, Office Technology and Management students were able to make oral and written presentations and they ended up with brilliant performance in those courses.

A lecturer's ability to communicate effectively is critical in the transmission of education, classroom Management and contact with pupils in the classroom. Effective communication entails selecting the optional communication channel for a given task, having technical skills to utilize the channel effectively, presenting information in a way that is appropriate for the target audience and response from others. There are several factors which can contribute to students' poor academic performance. These are communication skill barrier, lecturer qualification and experience, teaching strategies and emotional interest of the lecturer which greatly affect students' academic performance in schools. Communication skills are used for testing students' mastery of the subject content and in the examination.

Information and communication technology can be referred to as a revolution that involves the use of computers, projector, the Internet, and other telecommunication technologies in every aspect of human's life. Aromolaran (2010), defined ICT as the technologies used in collecting, storing, editing, transacting and passing information in various forms, ICT in Office Technology and Management prepare students for a world of business, work and communication that relies on electronic technology. Ajisafe (2014) explained that ICT is all forms of technology used to create, store, process and use information in its various form (data, voices, image, multimedia presentations and other forms including those not yet conceived) and which help to facilitate and support communications while Okate (2010) described ICT as the use of computer, e-mail, internet

and other office automated equipment. ICT, therefore, encompasses a wide range of technology, including telephones, fax machine, televisions, video recorders, CD players, CD-ROMS, personal organizers, programmable and remote operated toys, radio, Computer among other. The importance of ICT cannot be overemphasized in Office Technology and Management (OTM) programmes aid this has been documented by various scholars such as Akindolu (2002) and United Nations Development programme (UNDP 2006; Ajisafe, 2014).Among the various points highlighted by these authorities are that introduction of computers promotes learning, motivates and empowers the learners as well as facilitates the job of the lecturers.

Ehirerre (2014) stated that the invention of computer and internet technology in information and communication technology has reduced the world to a global village where people buy from the same market, the same computer language and travel on the same information "super-highway". He further said that as a result of the new demand in the labour market, there has been consistent global call for tertiary institutions to equip students with ICT skills by integrating the skills into their curriculum that enable them face the challenges of labour market. Chiobuson and Timya (2018) pointed out that there are vast businesses opportunities opened for graduates whereby they can earn a living and contribute maximally to national development. That is, they can engage in computer networking, website design, programming and maintenance and servicing the computers and other ICT facilities and can ever serve as consultants to the governmental and non-governmental organizations. Also, they can operate a computer/business center where all correspondence is printed out to meet people's needs.

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 skills in the work place environment

However, inability to acquire perquisite knowledge and skills 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 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 rub 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' 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 Effective Communication and ICT Skills on Academic Performance of Office Technology and Management Students in Colleges of Education, Southwest, Nigeria. Therefore, the study investigated the Lecturers Effective Communication and ICT Skills as correlates of Academic Performance of Office Technology and Management Students in Colleges of Education, Southwest, Nigeria.

Research Questions

The following research questions guided the study;

1. What is the level of communication skills of lecturers teaching Office Technology and Management students in Colleges of Education, Southwest, Nigeria?
2. What is the level of Information Communication Technology skills of lecturers teaching Office Technology Management in Colleges students of Education, Southwest, Nigeria?

Research Hypotheses

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

$H_0$1: There is no significant correlation between lecturers' Communication Skills and academic performance of Office Technology and Management Students in Southwest Colleges of Education.

$H_0$2: There is no significant correlation between Information and Communication Technology skills and academic performance of Office Technology and Management students in Southwest Colleges of Education.

Methodology

Descriptive research design correlational type was adopted for the study. The entire population of the study consisted of 71 Office Technology and Management lecturers and 410 NCE III students offering Office Technology and Management from 12 Colleges of Education in Southwest Geo-political Zone of Nigeria. Purposive sampling technique was used to select four out of six States that is Oyo, Ogun, Lagos, and Ondo States in the Southwest Nigeria and nine Colleges of Education out of 12 Colleges of Education in southwest, Nigeria. The sample size for this study was made up of 46Office Technology and Management lecturers and 300 NCE III Office Technology and Management Student purposively selected from nine Colleges of Education in Southwest Nigeria. The analysis of the sample for the study consist of 30 male and 16 female lecturers, 87 male and 213 female students. The instrument for data collection for the study was a structured questionnaire developed by the researcher titled "lecturer Qualities and Skills Questionnaire (LQSQ) and Academic Performance Test for Office Technology and Management Students (APTOTMS)". The instrument was 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 instrument was administered on 95 lecturers and NCE III students. Pearson's moment correlation coefficient was used to correlate the two set of scores. The result yielded a reliability coefficient of 0.83. The researcher, with the aid of one research assistant administered the questionnaire to both the lecturers and the OTM students' Southwest Nigeria overall 346 copies of the questionnaire were administered. Frequency percentage was used to analyze the demographic data of the respondents while mean and standard deviation were used to analyze data collected to answer the research questions. 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 1

What is the level of communication skills of lecturers teaching Office Technology and Management students?

Table 1: Mean responses of the respondents on the level of communication skills of lecturers teaching Office Technology and Management students

S/N	Items	Mean	SD	Remarks
1	My ability is clearly articulate complex in OTM communication skill concept to Students	3.20	0.40	High Level
2	I develop students communication skills through public speaking	3.33	0.57	Very High level
3	I help students with the chance of working together to avoid communication skill distraction	3.63	0.69	Very High Level
4	I ensure that verbal communication is effective in engaging students and promote learning	3.48	0.68	Very High Level
5	I use verbal communication to facilitate student understanding and participation.	3.61	0.72	Very High Level
6	I ensure that interpersonal communication is effective in addressing students questions	3.40	0.62	Very High Level
7	I have the ability to build rapport with students to create positive learning environment	3.47	0.60	Very High Level
8	I use communication skills to establish group interaction to avoid break down communication	3.55	0.60	Very High Level
9	Communication skills encourage students collaborative knowledge creation with the lecturers and among students	3.52	0.60	Very High Level
10	I use written communication approach to provide feedback to student	3.67	0.63	Very High Level
	Grand Weighted Mean	**3.49**	**0.61**	**Very High Level**

Source: *Field survey, 2025*

Analysis of data in Table 1 reveals the mean and standard deviation of the respondents regarding the level of communication skills of lecturer teaching Office Technology and Management students. The respondent indicated a high level of effective communication

skills affect the active listening of Office Technology and Management students (mean = 3.20). Their responses also indicated a very high level in the following constructs: students' lecturer communication help students with the chance of working together to avoid communication skills distraction and develop students communication through public speaking and communication skills encourage interaction among students and teachers regardless of distance (mean = 3.33; 3.63 and 3.48) respectively. Similarly, the analysis of data in table 9 reveals further on the mean responses of the respondents that; communication skills help the student to have deeper knowledge in oral and written communication to a very high level (mean =3.61), communication skills establish group interaction to avoid communication breakdown (mean = 3.40), and that enable lecturers to have feedback from the students communication skills (mean = 3.47). Similarly, communication skills encourage students collaborative knowledge creation with the lecturers and among students to a very high level (mean = 3.55), communication skills help students to have deeper knowledge in oral and written communication (mean = 3.52) and that communication skills can be used to find jobs and business opportunities (mean = 3.67).

The standard deviations of all ten item of the construct range from 0.40 to 0.72. 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 3.49 and a standard deviation score of 0.61. 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 highly level of communication skills (mean = 3.49, SD = 0.61).

Research Question 2

What is the level of ICT skills of lecturers teaching Office Technology Management students?

Table 2: Mean responses of the respondents on the level of ICT skills of

Lecturers Teaching Office Technology and Management Students

S/N	Items	Mean	SD	Remarks
11	I use computer and basic software application to teach skill courses	3.31	0.60	Very High Level
12	I use educational software and application to enhance teaching and learning	3.25	1.01	Very High Level
13	Lecturers of Information and Communication Technology provide with new source of information and knowledge	3.41	0.59	Very High Level
14	The level of Information and Communication Technology usage creates greater technology style for learning	3.32	0.57	Very High Level

15	I use email and online communication tools effectively in the classroom teaching	3.52	0.62	Very High Level
16	The use of Information and Communication Technology to provide learners with online educational material	3.45	0.67	Very High Level
17	I integrate ICT into teaching and learning to enhance students performance.	3.50	0.72	Very High Level
18	The level of Information and Communication Technology support effective media literacy	3.48	0.62	Very High Level
19	Information and Communication Technology skills encourage motivation and interest	3.43	0.65	Very High Level
20	Information and Communication Technology skills provide prompt feedback on student's assignment	3.40	0.64	Very High Level
	Grand Weighted Mean	**3.41**	**0.67**	**Very High Level**

Source: *Field survey, 2025*

Analysis of data in Table 2 reveals the mean and standard deviation of the respondents regarding the extent of ICT skills of lecturer teaching Office Technology and Management students. Their responses indicated a very high extent in the following constructs: ICT skill is useful in providing learners' knowledge, comprehension, practical and presentation skills (mean = 3.31), Information and Communication Technology optimized lecturers delivery of information and adds value to the process of learning (mean = 3.25) the use of ICT provides lecturers with new sources of information and knowledge (mean = 3.41) and it create greater technology style in processing which influence skills development in office Technology (mean = 3.32). The analysis indicated further that; ICT usage create greater technology style for learning, ICT provide teaching and learning attitude towards ICT integration, ICT provide learners with online education material (mean = 3.52; 3.45 and 3.50) Equally, respondents further indicated that; ICT skills provide motivation for critical thinking discussion among students to a very high extent (mean = 3.48), various ICT support through effective media literacy and provides prompt feedback (mean = 3.43) and that ICT support through effective media literacy (mean = 3.40). The standard deviations of all ten items of the construction range from 0.59 to 0.72. 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 3.41 and a standard deviation score of 0.67. This indicates that the respondents expressed a very high level in rating all the constructions. This implies that the lecturers teaching Office Technology and Management students possessed a high level of ICT skills (mean = 3.41, SD = 0.67).

Test of Hypotheses

H_{01}: There is no significant correlation between lecturer's communication skills and academic performance of Office Technology and Management Students in Southwest Colleges of Education.

Table 3: Pearson correlation of lecturer's communication skills and academic performance of Office Technology and Management students in Southwest Colleges of Education.

Variable	N	Mean	SD	r-value	Sig	Decision
Lecturers' Communication Skills	46	13.49	0.43			**$H_0$5**
				.100	.447	Retained
Academic Performance	300	27.70	7.44			

Source: *Field survey, 2025* $p > 0.05$

Table 3 summarizes the Pearson correlation coefficient between lecturer's communication skills 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 communication skills and academic performance and the correlation was not significant, $r\ ([344]) = .100]\ (.447),\ p > 0.05)$. Therefore, the null hypothesis which states that there is no significant correlation between lecturer's communication skills 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 communication skills and academic performance of Office Technology and Management students in Southwest Colleges of Education, which is not statistically significant.

H_{02}: There is no significant correlation between lecturer's ICT skills and academic performance of Office Technology and Management students in Southwest Colleges of Education.

Table 4: Pearson correlation of lecturer's ICT skills and academic performance of Office Technology and Management students in Southwest Colleges of Education.

Variable	N	Mean	SD	r-value	Sig	Decision
Lecturers' ICT Skills	46	13.61	1.46			**$H_0$6**
				.048	.716	Retained
Academic Performance	300	27.70	7.44			

Source: *Field survey, 2025* $p > 0.05$

Table 4 summarizes the Pearson correlation coefficient between lecturer's ICT skills 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 ICT skills and academic performance and the correlation was not significant, *r ([344]) = .048] (.716), p > 0.05).* Therefore, the null hypothesis which states that there is no significant correlation between lecturer's ICT skills 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 ICT skills and academic performance of Office Technology and Management students in Southwest Colleges of Education, which is not statistically significant.

Discussion

The findings of research question one and two revealed that Office Technology and Management lecturers in Southwest Colleges of Education aware of communication skills and Information and Communication Technology to a high level. This is in the with Olawole and Abuja (2019) that the skills of Information and Communication Technology among lecturers and students in Colleges of Education is of very high extent but investment and commitment to developing one-learning application is very low and below expectation. The finding showed that students' lecturer communication help students with the chance of working together to avoid communication skills distraction and develop students communication through public speaking and communication skills encourage interaction among students and teachers regardless of distance and students also, process their assignment using computer for word processing and other academic information from the internet, and students check their result online.

The findings of hypothesis five (H_{01}) in Table 3 reveals that there is no significant correlation between lecturers communication skills and academic performance of Office Technology and Management students in Southwest Colleges of Education. There is a very positive correlation between lecturers Communication Skill and academic performance which was not statistically significant. Therefore, the null hypothesis was retained. The finding was corroborated with the findings of Azih and Ama (2019) who noted that Modern Communication Skills enable students to develop manipulating skills, good communication

skills and sound basis for specific and reflective thinking. This can only be achieved if modern communication technologies are available in tertiary institutions and extensively utilized by lecturers.

The finding on hypothesis six ($H_0$2) in Table 4 reveals that there is no significant correlation between lecturers Information and Communication Technology skills and academic performance of Office Technology and Management students in Southwest College of Education. This finding was corroborated by the finding of Ohakwe (2014) that Information and Communication Technology is concern with using technology to gather and distribute information and such information can be assessed by the intended user from any part of the world. It can make student to be more independent actively involved in their learning, processes, be more creative and be highly challenged in their learning, activities. The study also showed the Office Technology and Management lecturers and students did not differ significantly in their opinion regarding the quality use of Information and Communication Technology programme in Colleges of Education. This was also agreed with the findings of Omege (2018), Olaniyan & Okemakinde (2018) that most of Information and Communication Technology experts in Colleges of Education in Nigeria are concerned stakeholders.

Conclusion

It was concluded based on the findings that, lecturer's qualities such as knowledge of Communication Skills and extent of Information Communication Technology skills would drive the students especially at the College level to achieve better academic performance and acquire necessary skills needed at work place. It can therefore be deduced that lecturer's qualities and skill acquisition have a positive correlation with students academic performance in Colleges of Education in Southwest, Nigeria. From empirical results a lecturer with required academic qualification professional skills and emotional interest will be able to impart necessary skills into the students and thereby enhancing their academic performance.

Recommendations

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

1. Stakeholders in education should endeavor as much as possible to support the Colleges of Education through funding to upgrade, equip and maintain the needed modern communication skills.
2. Information and Communication Technology skills should be included in the curriculum of Office Technology and Management to enable students acquire the needed Information and Communication Technology skills so as to make them employable or self-employed and also have relevant job opportunities upon graduation.

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