

## **NEED FOR EFFECTIVE UTILIZATION OF MODERN OFFICE EQUIPMENT FOR THE REALIZATION OF BUSINESS EDUCATION OBJECTIVES AT SECONDARY SCHOOL LEVEL.**

**OKOYE, ANTHONIA CHINYERE (Ph.D)**

**Department of Vocational Education, Faculty of Education  
Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus  
Email: toniachyskoye@yahoo.com**

**and**

**AGU, ZORONACHI**

**Department of Bursary, Nnamdi Azikiwe University Awka  
Email: aguzoronachi@gmail.com**

### **Abstract**

*The need for business education teachers and students to utilize modern office has necessitated the need for this study. This paper examined the need for effective utilization of modern office equipment for the realization of business education objectives at secondary school Level. The status of business education at secondary school level was discussed as the availability and utilization of modern office equipment in teaching and learning of business education subjects at secondary school level. This paper further discussed, the need for effective utilization of modern office equipment for the realization of business education objectives at secondary school level. It is a very important and necessary ingredient for the attainment of competency in the skills required for business education students at secondary school level. The study recommended that; government, institutional administrators, the organized private sector, communities, philanthropists and donor agencies (like ITF, SMEDA, TETFUND etc). Should as a matter of priority mobilize adequate funds to support business education programmes beginning from junior secondary school to tertiary institution levels of education. Business educators should improve their personal skills in the area of handling modern office equipment to enable them impart these skills effectively and efficiently to their students. As new technologies emerge, so new skills are needed to drive innovations in technology. In conclusion there is need for, both teachers and students of business education to keep pace with emerging technologies in office and business organizations. So as to achieve the objectives of business education at the secondary school level of education.*

### **INTRODUCTION**

Teaching of Business education at any level of education requires that the students be exposed to different forms of stimulation; that is to say that learning cannot take place in a sensory vacuum. As minimum physical requirements need, the teacher or the business educators must be able to produce stimulus having enough strength and definitions to get through

to the students, Eze (2010) opined that retention is one of the processes involved in observational learning. That is why Salvolainen (2009), clearly stated that the teacher plays a vital role as an agent of education in the classroom teaching and learning process. Among the numerous responsibilities of a business education teacher or business educator at the secondary school level includes; identification of business education objectives and planning of his teaching which remains a vital role of the business education teacher at this level. Azuka and Nwosu (2018) noted that the pivotal role of business education in the production of skills and competent manpower for economic, industrial and social development cannot be achieved if efficient and effective teaching and examination are not maintained. Therefore, to achieve these educational goals, one cannot isolate or undermine the effects of modern office equipment and the extent of its utilization in realizing business education objectives at the secondary school level as stated in the school curriculum.

In formal education setting, there is need for man to grow from his initial environment of teaching in which only chalk, manual machines, chalkboard and talking were characterized. Thus, a more modern and dynamic curriculum was structured in which the role of modern office equipment and the need for its utilization for effective realization of business education objectives at the secondary school level was defined. Asorh and Seidu (2016) noted that it is generally acknowledged that technological advancement has affected many professions both in public and private organizations. In the same vein, Madu (2022) postulated that wheather at the Junior or senior secondary school levels, the principal objective of this subject remains to bequeath the students with the relevant job skills, knowledge and attitude necessary for paid or self-employment as well as for higher education in business areas. Hence, the use of computers, photocopiers, dictating machines, scanning machines and Information and Communication Technology (ICT) are involved into educational culture in general and business education in particular. Asorh and Seidu (2016) noted that in the past decades several changes have taken place in private and public offices regarding the roles and functions of the secretary due to fast technological advancement in all phases of human life especially in the office environment. However, it is also too easy for computers and modern office equipment and gadgets to be seen as learning resources in the classroom in our various secondary schools or solution for secondary school students with problems, without clear objectives being planned as to precisely how they facilitate the students learning and to what extent will these objectives be realized in our secondary schools. Oren (2015) observed that business education being a skilled oriented subject, requires the use of machines and other equipment for teaching and learning to take place in line with this, Madu (2022) pointed out that inspite the importance of these school facilities and equipment to academic performance of students, it is observed that most students complain of being taught business studies that seem to be abstract in nature. Therefore, to acquire skills and exploit information within every sphere of human activity in business education, it can be assumed that specific forms of ICT and other office equipment used in teaching and learning business education courses will change with time. Amesi and Taiger (2021) noted that the modern office needs of today have become enormous and pose a challenge to trainers in office skills. The influx of technology has drastically changed the office setting and equipment. However, the need to be able to evaluate and use modern office

equipment and gadgets purposefully in our secondary schools will remain the key to full participation in an information and modern office society. The ability to use these ICT and modern office equipment effectively and appropriately is now seen as essential to allow secondary school learners or students to acquire office skills and this will determine the extent of its utilization in realizing business education objectives among them. Oluwalola (2021) observed that business education contributes immensely to economic development as graduates possess ability to impact others with relevant technological skills for effective performance in the global world and raise effective administrators as well as business men and women. The curriculum already reflects the perceived value and importance of developing modern office equipment and ICT literacy and indeed in all business education students at secondary school level.

Ojo and Akhademe (2016) attested that the office in the 21<sup>st</sup> century has turned to an E-office where different new technologies like computer, projector, E-board, scanner, video conferencing facilities and internet facilities and so on are used to perform the duties of the office manager, that were performed manually before now. In line with this, Okoro et al (2020) stated that the inability of educational institutions to cope with the current technological changes taking place in the world of office technology does not make for meaningful training of OTM graduates for national and international jobs. That is to say, it is necessary to prepare individuals for work place where responsibilities are constantly changing, where vertical management replace networking, where information passes through multiple and informal channels, where initiatives-taking is more important than obedience and where strategies are, especially complex because of the expansion of markets beyond national borders. If the above competencies are initiated by the relevant school administrators, the teachers, and the students learning habits will change for better and the teachers performances when evaluated will soar positively. Azuka and Nwosu (2018) maintained that this type of education (business education) has the economic role of providing qualified man power demanded by changing the individual and in enabling him to use complex technology. This emphasis therefore, is not only on the provision of skilled manpower for a static economy but also continuing to do so for a dynamic one, especially with changing societal needs for less technological advancement. Schools have in the past seen many initiatives to encourage greater use of modern office technology and modern office equipment, sometimes locally driven, sometimes nationally driven. Broad Band access in classroom is one necessary condition to benefit from new technology for learning. It results in significant improvements in students' performance in national test taken at it. Overall, evidence from studies reviewed showed that attainment improves as a result of embedding modern office equipment and ICT into teaching and learning of business education at secondary school level. School with higher level of E-maturity demonstrates a more rapid increase in performance scores than those with lower level.

The wider benefits for learners showed an overwhelming majority of studies reviewed in the course of this paper confirmed wider positive benefits of utilization of modern office equipment on learning, and learning such as motivation and skills, concentration, cognitive processing, independent learning, critical thinking and team work. Increased motivation goes

together with a positive learning attitude for example to move attention during lessons with students being more involved in the learning activities. The fact that proper utilization of modern office equipment in teaching business education students at secondary school level enhances a more student centered learning approach is often cited among its most benefits. Oluwalola (2021) is of the view that business education plays a vital role in a nation development, for optimum educational teaching and learning of business courses, they must be adequate provisions of information and communication technology. This can benefit academically strong and weak students as well as students with special needs.

Many researchers on the utilization of modern office equipment in schools and availability of the modern equipment in schools carried out in Nigeria, in schools offering business studies programme often revealed the presence of inadequate training facilities in the schools and non-utilization of the available ones. Nnajofofor and Ejikeme (2020) noted that it is not sufficient only to introduce technology to educational process because technology alone has no effect to change. They further stated that one of the reasons students in secondary schools sometimes find it difficult to comprehend immediately what is been taught by the teacher is non-utilization of instructional technology, which has made teachers to handle subjects in abstract manner portraying it as dry and non-exciting. In the same vein, Umoh-mac and Nkume (2015) stressed that even the few available modern office equipment are not being maintained. There are poor storage facilities for them and so they become nonfunctional. Obi and Akume (2017) warned that any school that desires to offer modern business education program must include in its programme a thorough training in the use of these appliances. Also to give such training the school must be equipped with appliances with which it intends to give instructions. Further more, they stated that the teaching process to effectively take place generally, both human material resources need to be provided adequately. No matter how good the teaching staff are, they may not be able to function effectively and efficiently without appropriate teaching materials, equipment and adequate infrastructures like workshops, conducive classrooms and laboratories, especially when overloaded with practical crises. Madu (2022) noted that a well-planned programme, they say will fail if at implementation stage the necessary instruments are not applied. Obi and Akume, (2017) stated that the world at large is going technological and if Nigeria schools must keep abreast with the global technological advancement then the training must be born in mind and they and adequate supply, proper, proper maintenance and judicious usage of the materials in line with this, Obi (2018) observed that many schools are unable to teach business studies due to inadequate business education equipment. The poor performance of students in business education as lamented by Odoh (2019) that their deterioration in students' achievement must have been due to non-utilization of instructional material in the classroom. Therefore, it becomes necessary to survey on the extent of utilization of modern office equipment in the realization of business education objectives at secondary school level.

### **Status of Business Education at Secondary School Level**

Business education objectives according to Musa (2020), is the focus of business education which enhances wealth creation, employment generation and poverty reductions in the people's life. All of which reduces and indeed capable of eliminating youth restiveness,

promote national development of nations economy and the absence of business education portend under development. Azuka and Nwosu (2018), contended that the junior secondary school was conceived as a bridge between elementary and senior secondary schools including features common to both but organized to meet the needs of the young people in keeping with the philosophy, the aims of business education at junior secondary school level include: To provide students with experiences that would allow them to explore opportunities available in business, make them aware of the business curriculum available in the senior secondary school, provide a foundation for further studies in business subjects and provide personal and consumer skills that will be useful to them in their everyday living no matter what occupation they may ultimately enter. They further stated that business education programmes at the senior secondary schools is for students who have explored the business subjects in the junior secondary school and have gone through the guidance programme, and have decided to specialize in the business studies programmes. In drawing up the curriculum at this level, three basic factors are considered:

1. The various types of jobs the secondary school leavers will assume.
2. The possibility of further professional growth in the field of business.
3. The opportunity for higher academic growth in business education.

Other factors to be considered are the availability of qualified manpower, physical facilities and instructional equipment. The business education courses at the senior secondary level are presently mainly for vocational use competency.

The purpose of business education in the secondary school is to meet the future needs of the more mature students. The senior secondary school programme in business education is designed to broaden learners knowledge and outlook.

### **Importance of Teaching with Modern Office Equipment**

From the research findings of Madu (2022), it was agreed that the importance of teaching with modern office equipment includes the followings:

- 1 Modern office equipment makes teaching and learning faster, when the teacher teaches the students
- 2 Effective use of modern office equipment help the teacher in improving student's performance in learning
- 3 Students pay close attention to teaching when the teacher is using modern office equipment as instructional material
- 4 Effective utilization makes the teachers illustration clearer to students
- 5 Teachers effective use of favourable modern office equipment for business education helps students to easily understand what is been taught
- 6 Adequate utilization of available modern office equipment in teaching business education subjects makes facts more real to students
- 7 The adequacy of instructional facilities of modern office equipment for teaching business education subject encourages students to offer the subject
- 8 Effective use of modern office equipment as instructional material makes class delivery effective

### **Factors Militating Against Effective Utilization of Modern Office Equipment in Teaching and Learning of Business Education at Secondary School Level.**

- ✓ Insufficient funds for procurement and management of available modern office equipment in secondary
- ✓ Ignorance on proper use of modern office equipment by both teachers and students
- ✓ Inadequate power supply of electricity to support the use of modern office equipment
- ✓ Lack of modern office equipment in secondary schools
- ✓ Inadequacy of both quantity and quality of human and materials resources
- ✓ Over population

### **The Way Forward For Effective Utilization of Modern Office Equipment, For The Realization Business Education Objectives At Secondary School Level.**

- ✓ Enrollment of Business Studies students with the ratio of Business Studies facilities.
- ✓ Provision of sufficient fund for procurement and management of available Business Studies school facilities
- ✓ Provision of infrastructure for effective teaching and learning of Business Studies
- ✓ Provision of adequate human and materials resources in quantity and quality.
- ✓ Allocation of more time/periods for Business Studies classes
- ✓ Provision of training and retraining on proper use of school facilities
- ✓ Provision of spacious and well ventilated Business Studies classroom

### **Conclusion**

The need for effective utilization of modern office equipment for the realization of business education objectives at secondary school level is a very important and necessary ingredient for the attainment of competency in the skills required of business education graduate at secondary school level. This paper addressed the status of business education at the secondary school level and stated the purpose to include, to meet the future needs of more mature students and to broaden learners knowledge and outlook. Factors militating against the effective utilization of modern office equipment in teaching and learning of business education courses at secondary school level were identified and the way forward for effective utilization of modern office equipment for the realization of business education objectives at secondary school level were highlighted.

### **Recommendations**

Based on the discussions of this paper, the following recommendations are made:-

- i. Governments, institutional administrators, the organized private sector, communities, philanthropist and donor agencies like ITF, SMEDA, TETF etc. should as a matter of priority mobilize adequate funds to support business education programmes beginning from junior secondary schools to tertiary institution level of education.
- ii. Business educators should improve their personal skills in the area of handling modern office equipment to enable them impact these skills effectively and efficiently to their students. This they can achieve by attending conferences, seminars, etc. As

new technologies emerge, so new skills are needed to drive innovations in technology. Both teachers and students of business education should keep pace with emerging technologies in office and business organizations.

- iii. There is need for governments and business educators to organize training, workshop and seminars for secondary school business education teachers on the effective use and utilization of modern office equipment in their teaching and learning.
- iv. There is need for government and its ministries and agencies to supply to secondary schools these modern office equipment gadgets to enhance their teaching and learning.
- v. There is need for regular supervision by the school administration to ensure the use of available modern office equipment as an instructional facilities in secondary schools.

## REFERENCES

- Amesi, J. & Taiger, S.J. (2021).Modern office skills possessed by business education graduate-Student for effective job performance in business organizations in River State.*International Journal of Business and Law Research*,9 (3), 94-104.
- Azuka, E.B. & Nwosu B.O. (2018).Fundamentals of business education, *Noben Press Limited*.
- Madu, G.C. (2022). Availability and utilization of facilities and equipment for teaching and learning of business studies in private secondary schools in Yobe State Nigeria. *International Journal of Innovative Education Research*,10 (4),1-10.
- Musa, O.S. (2020). Objectives of business education for national development.*Kwasu Journal of Business Education*, 3 (1), 247-254.
- Nnajiolor, F.N. & Ejikeme, C.E. (2020).Teachers utilization of instructional technology for quality teaching of business studies in secondary schools in Enugu State, Nigeria. *European Journal of Education Studies*, 6 (12), [www.Oapub.org/edu](http://www.Oapub.org/edu).
- Obi, C.A. (2018). Philosophical foundation of business and office education.*Journal of business and office education. Journal of Business and Office Education*, 1 (3), 15-18.
- Obi, Y. & Akume, T.I. (2017).Fundamentals of educational technology, University Press Ltd.
- Odoh, C. (2019). The role of business in the teaching employability skills in Nigeria contemporary issues in Nigerian education. *Business Education Journal*, 1 (2), 30-35.
- Ojo, E. O. & Akhademe, A.E. (2016).New technologies in teaching and learning of office technology and management.*Nigerian Journal of Business Education (NIGJBED)*.3 (6), 94-103.
- Okonkwo, M.U. & Odimmega, C. G. (2021). Business educators utilization of instructional technology for quality teaching of business in tertiary institutions in Anambra State. 2021 Association for Digital Education and Communications Technology Conference Proceedings.Chapter 20, *Open Library Okstate.Edu*.
- Okoro, B.O., Ejeka, C. A. & Nwokeji-Ebenezer, C.C. (2020).Adequacy of exposure to modern office technology by graduating students of office technology and management in polytechnic in Imo State.*Nigerian Journal of Business Education (NIGJBED)*.7 ( 1 ), 483-494.
- Okoye, A.C. & Umezulike, A.N. (2022).*Research in education: Concepts and classifications: Basic research methods: Principles and Techniques*.Brystevand Publishers, 1-29.
- Okudo, O.C. \$ Obikeze, N. (2022).*Research methods and basic concepts in research: Basic research methods, principles and techniques*. Bystevand Publishers, 235-248.
- Oluwalola, F.K. (2021). Evaluation of ICT tools accessibility to business education lecturers and students. *Journal of Education and Learning (Edulearn)* .15 (1), 64-69.
- Oren, R.B. (2015). Assessment of available instructional materials for teaching business education in secondary schools in ogoja education zone of Cross River State.*Unpublished M. Ed Thesis Nsukka, University of Nigeria, Nsukka*.
- Phyllis A. & Seidu, P.A.(2016). The impact of modern office technology on the secretary's performance in selected business organization in the Takoradi Metropolis.*Adiri Journals of Arts and Social Science*.ISSN; 2343-6891 V13, (12).
- Svolainen, H. (2009). Responding to diversity and striving for excellence: *The Case of Finland*. Prospects. 39, 281-292.
- Umezulike, A.N. & Amechi, F.C. (2021). Extent business subject teachers in Imo State public secondary schools utilize computer appreciation skills in teaching business



subjects. *COOU Journal of Educational Business Subjects. COOU Journal of Educational Research*, 6 (1), 320-332.

Umoh-Mac, E.M. & Nkume, B.C. (2015). *An introduction to vocational and technical education in Nigeria*, FRANEDOR Publishers (Nig) Ltd.