

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT), OFFICE TECHNOLOGY AND MANAGEMENT (OTM) AND SUSTAINABLE (ECONOMIC) DEVELOPMENT

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Abstract: *This study examined the relevance of ICT in Office Technology and Management for sustainable economic development. The study adopted a descriptive research of the survey type. The population was 145 OTM practitioners comprising of lecturers, secretaries, data processing officers and students. Three research questions were raised and two research hypotheses were formulated for the study. A well-structured 20-item questionnaire, validated by experts, was used to collect data and was tested for reliability using Cronbach Alpha with a reliability coefficient of 0.86. Data collected were analyzed using descriptive statistics of frequency counts, mean and standard deviation for research questions and inferential statistics of t-test and correlation to test hypotheses at 0.05 level of significance. Findings revealed no significant difference in the results as all respondents agreed that ICT and OTM are relevant to each other and necessary for economic development. It was concluded that ICT skills will enhance the teaching, learning and productivity of OTM students and graduates; provide a means for self-sustainability, as well as economic development. It was recommended, among others, that competent personnel should be employed; there should be training and retraining of OTM practitioners; students of this programme should be made to practice through the model office some of the activities they will meet with in the world of work that will enhance their self-reliance, and consequently, sustainable economic development.*

Keywords: ICT, Office Technology and Management, Tertiary Institutions, Sustainable Development, Economic Development, Self-Reliance.

INTRODUCTION

The 21st century is a world of ICT which has geared up every nation to key into the new wave. The society is becoming more acclimatized with the ICT as it has already permeated every facet of human life; most especially the education system. Abiodun-Oyebanji and Omotayo (2012) defined ICT as a process whereby computer and telecommunication systems are combined to refine teaching and learning, research as well as

communication through its data management functions and circulation of information. To Ajisafe (2014), ICTs are all kinds of technologies that are used, among others, for creation, storage, processing information in its various forms and which help to expedite and aid communication.

Office Technology and Management (OTM) Programme as a replacement for secretarial studies was designed to equip its recipients with the skills and proficiencies

required to serve as office workers, and entrepreneurs in the business world. The programme contents have been reviewed to fit into the present office demands in the present ever-dynamic business organization (Baba & Akaraha, 2012). OTM is seen as a profession that is employment creative, in other words, it focuses on production of manpower that would be self-reliant and contribute to national manpower and sustainable development. Training in OTM comprises of development and acquisition of competencies and skills that will enable the recipient to function efficiently in the technologically imbibed office of today in order to meet with future office needs. Therefore, it is very needful for students of OTM to be equipped with the necessary skills, knowledge and competence that will make them self-employed and reliant after graduation from the school.

Acquiring highest skills enables OTM students to be productive employers of labour and also for themselves. OTM students, by so doing, are able to handle productive employment which can boost their productivity and, invariably, improve remuneration. Employing skillful and efficient personnel in any field of human endeavours usually result to high productivity, therefore it is very important to note that acquisition of practical skills in OTM is very needful (Udo (2014).

Sustainable development is all about making the future feasible for the generation yet unborn through the efforts put in place to meet the present needs. Similarly, Youmatter (2020) asserted that sustainable development is a way of organising the society to exist beyond the present, taking into consideration both the essential present and inescapable future, such as the protection of the surroundings and natural resources or social and economic worth.

In order to achieve sustainable development, the UN in 2015 developed 17 Goals for Millennium Development which serve as master plan for achieving a more feasible future for the society. The goals address the peculiar issues faced by the society across the globe which include, imbalance, climate variability, paucity, ecological damage, peace and equity. According to The Free Online Palliative Care Dictionary (2022), The

Millennium development goals/2030 agenda for sustainable development of 2015 contains 17 new Sustainable Development Goals (SDGs), or Global Goals, which will serve as a policy and financial guide for the next 15 years, which will start with historic pledge to put an end to lack, with the objective of producing a set of generally viable goals which put the three dimensions of sustainable development (environmental, social, and economic) into balance.

United Nations Sustainable Development Goals (2022) reiterated that sustainable development goals SDGs matter in order to encourage comprehensive and sustainable economic growth and reasonable work for members of the society. It is believed that adequate and satisfactory economic growth can promote progress, engage people in decent jobs which in turn improve standard of living of the people because being productive would bring fair income, good security, and social protection for the members of the family with better future prospects and social alliance. This study relates to the economic aspect of the sustainable development goals.

Economic development is the improvement in the quality of individual's life or nation's economic comfort based on targeted goals and objectives. It is the occurrence of market productivity and growth in GDP (Wikipedia, 2021). Government at all levels owe the responsibility of improving the standard of living of her subjects by creating jobs, supporting innovation, creating higher wealth and better quality of life (Wikipedia, 2020). Acquisition of highest skills by students of Vocational Business Education (VBE), of which OTM is inclusive, will go a long way to promote the economic stability of Nigeria as a nation and will enjoy economic stability if OTM students in particular and all other students in general acquire maximum skills in their specialties and ICT.

Education is the most potent tool for change in any society and as noted by Adegbenjo (2014), effective formal education could only be made possible by means of viable resources like ICT that support the effective process of training. This has a great potential for spreading of knowledge, productive training and

the development of more fruitful educational services.

Researchers have found that the utilization of emerging technologies is very important for accepting enough opportunities that make it possible for students to operate in an information age like the one we live in.

Economic development of any individual or nation depends majorly on the work-force or human resources. A nation cannot be rated as being developed without efficient and skilled manpower. ICT was integrated into the new curriculum designed for OTM programme to endow its recipients with maximum ICT skills for excellent job performance in the modern day's world of work that is dominated by Information and Communication and Technologies and to be able to fit into the future workplace. Unfortunately, many practitioners are not well equipped with the desired ICT skills for the world of work which is affecting productivity and efficiency of organizations, and consequently sustainable economic development. This study therefore investigated the relevance of ICT in OTM for sustainable economic development. Specifically, the study examined:

1. The relevance of ICT in the OTM programme;
 2. The relevance of OTM in preparing its recipients for the world of work;
 3. Whether acquisition of ICT skills and OTM enhances economic development.
- In view of the objectives of the study, the following research questions were raised:

1. What is the relevance of ICT in the OTM programme?
2. In what way is the OTM programme preparing its recipients for the world of work?
3. Do the acquisition of ICT skills and OTM enhance economic development?

The following hypotheses guided the study:

1. There is no significant difference in the mean responses of respondents based on gender and location.
2. There is no significant relationship between ICT, OTM and economic development.

LITERATURE REVIEW

Using ICT applications will be of great advantage to educational system in Nigeria because it will go a long way to improve the student's pedagogical approach (Idele & Paul-Mgbeafulike, 2018). Fasae and Adeyeye (2020) noted that today's organizations have gone digital as many organizations use technologies to enhance their work and, that for relevance in the world of work, there is the need to integrate ICT into pedagogy of Business Studies in order to make students relevant. Akin and Alao (2015), accessed the content and the teaching of Business Studies at the junior secondary school level and noticed the gaps, justified the responses of most teachers who agreed that the use of ICT is both relevant and indispensable to the effective teaching and learning of Business Studies. They investigated the use of ICT in teaching and learning of business studies in Junior Secondary Schools in Ikere Local Government Area of Ekiti State and found that teachers in the lower level of the schools have poor perception of ICT usage and this leads to their inability to use ICT resources in teaching.

The OTM programme was designed to furnish its graduates with efficient ICT and secretarial knowledge and skills that will make them fit into the millennium office. The programme is meant to instil both mental and physical abilities, skills and competencies to its graduates so that they can contribute positively to the economic development of the society they live in (Baba & Akaraha, 2012). Idele and Paul-Mgbeafulike (2018) opined that ICTs are technological tools directed to pedagogical process in Office Technology and Management (OTM) to enhance the achievement of tremendous and meaningful changes in the application of their knowledge, skills and attitudes. Oluwalola (2020) asserted that Office Technology and Management (OTM) curriculum is designed to produce graduates who would be competent enough to efficiently coordinate the modern office and to equip these graduates with secretarial and office skills competencies for employment in various fields of human endeavour. Hence, the curriculum of OTM programme is structured to make the students ICT compliant, develop in

students skills and competencies which will make them fit to work in the modern offices; hence contributing to economic development.

Tony-Okeme (2015) asserted that the deliberate inclusion of ICT components to teaching of OTM is to boost the programme, and the impact is becoming conspicuous in the whole world because every aspect of human endeavour is inevitably connected to technology. Also, Amiaya (2013) emphasized that OTM programme was mostly designed due to upgrading of the secretarial studies nomenclature to accommodate Information and Communication Technology and Management in the curriculum as this will enrich the students' knowledge and equip them adequately with necessary skills required to manage today's office. This makes the recipient to acquire knowledge and skills for self-reliance. ICT has provided various tools that can support teaching and learning of OTM. These include applications like Word Processing, Spreadsheets, Database, among others. Absorbing ICT into OTM programme with effective use of its instructional tools for delivery and sharing information become a viable force for sustainable economic development of a society (Idele and Paul-Mgbeafulike (2018).

Oluwalola (2020) observed that the adequate ICT skills acquired by OTM graduates will prepare them for self-reliance and this tackles the problems of joblessness in the country, thereby contributing to economic development of the nation. With the advent of new technologies, it is obvious that traditional education is not suitable enough to develop students in the areas of skill-related discipline. This has made it a necessity for tertiary institutions to adopt technology into teaching and learning as this will have ripple effects on economic development of a nation. Furthermore, the labour market of today is very complex because of the high level of ICT transformation which calls for individuals, organisations and nations to acquire the type of education capable of providing knowledge and skills to enable them fit globally, hence Oluwalola (2020) reiterated that the application of ICT skills will seriously help organisations to face present challenges, make their stands in this

ever dynamic business environment and still be able to play part in the world of business of the future. This will eventually aid and sustain the economic development of nations.

ICT rules today's world of work, hence every business and organization have to comply with the evolution of new technology which can really equip young people with different skills that is enough to provide jobs that could sustain them. The knowledge of ICT has reduced both unemployment and poverty rate in Nigeria hence it has generated better economic development (Ajisafe, 2014). Idele and Paul-Mgbeafulike (2018) asserted that with the trend of things today, any country that will excel in economic development must hold ICT as priority because globally, governments are strategizing on how to access ICT better to improve its quality in education for national development. It is believed that once ICT is incorporated to the pedagogy of education, there is hope for economic sustainability and OTM as a programme which serves as a sesame twin sisters of ICT, will go a long way to enhance the economic development of an individual and that of a nation, if properly and effectively aligned.

ICT plays important roles in promoting economic development and poverty reduction of a nation. Therefore, there is no gainsaying that it has assisted in global economic development by changing and improving how people live and carry out their activities (Ayoola, 2015). Amiaya (2015) maintained that the dynamism of work, business organizations and the pattern of delivery and exchange of information in the world economy call for revolution in the pedagogical process. Farhadi, Ismail & Sarmidi (2013) investigated the function of Information and Communication Technology (ICT) development in economic progress and found that ICT development has a notable effect on the economic growth of sampled countries. The coefficients considering the impact of the ICT development on economic growth are productive, showing that the development of ICT affects economic advancement of the 78 sampled countries in a right way. Thus, the overall GDP growth of the sampled could be improved through policies targeted at rising level of ICT development through enhancing its indicators. Therefore, with all these assertions, it

could be seen that ICT has become a driving force for effective and efficient operations of all sectors and aspects of human endeavor in the country.

Office Technology managers are needed for individual, organizational and national economic development and possessing up-to-date ICT and office management skills is the only driving force that could make this realizable. OTM has played invaluable roles in developing the economy of the nation. It has offered innumerable jobs in small and medium scale businesses in Nigeria, especially with the advent of technological innovation. Oladunjoye (2016) asserted that OTM has helped in a great measure to reduce social vices like youth restiveness, armed robbery, prostitution, rituals, violence, among others, among the high populated youth of Nigeria due to job opportunities created for the unemployed. The integration of ICT to OTM programme has brought about different job opportunities to its graduate hence promoting national development and growth.

Therefore OTM as an educational programme equipped with ICT will go a long way to promote economic development. Idele and Paul-Mgbeafulike (2018) affirmed that ICT is ~~being~~ an essential tool for achieving the goals of rapid progress of countries across the globe; and hence, ICT devices in instructional delivery have affected the learning of OTM programme and it is very important in OTM being an outstanding skilled programme that can enable its graduates to withstand the millennium challenges at the work place. ICT plays an important role in economic development of a nation at the instance of wealth creation by which the socio-economic life of people are positively affected since it is a prerequisite for developing countries' economic success. Therefore Government needs to invest in OTM education through ICT to equip the recipients with the needed technological skills to be able to achieve faster national development and economic growth. On this background, this study was carried out to examine the roles of ICT in OTM for national economic development.

Having been well equipped with necessary skills, knowledge and abilities, OTM

graduates can fit into: government/private employment, commercial/business centres, consultation services, training centres, internet services, repair services, employer of labour, part-time business, and information service. Ogwuogo (2013) affirmed that when an individual is productively employed, the GDP per capital is boosted, and this calls for reduction at the level of poverty and unemployment which are some of the indicators of development. From the knowledge and skills acquired so far in the ICT environment, OTM graduate can set up internet businesses upon graduation.

On self-reliance, Kehinde (2020) itemizes the following as ICT job opportunities opened to OTM recipients after graduation: typesetting of documents using the computer; photocopying and scanning services; cyber café services; typesetting of books, handout production, events programme planning; lamination of documents; production of plastic id cards, invitation cards; production of flyers and bill board, posters; opening a training centre in desktop publishing for school leavers; organizing seminars/short courses; organizing proficiency courses for typist and computer operators; sales of stationeries, office equipment and machines; installation of office equipment and machines; installation of software; training on the use of office machine and equipment, among others.

OTM graduates as entrepreneurs will consequently contribute to economic development of the nation with their professional skills. This is because every organisation, big or small, requires efficient capacity building in ICT and professional office work in order to achieve its aims and objectives. Organizations require high flight office managers, possessing sound knowledge of basic office procedures, efficient management of information and time as these are essential to their success. Baba & Akaraha (2012) affirmed that it is requisite of vocational education with emphasis on skill acquisition for sustainable economic development.

Buseni (2013) looks into the effect that ICT had on the performance of secretaries of public sector in Bayelsa State, Nigeria, and realized that though ICT is beneficial on its own, it is more profitable in organisations which

merge both viable ICT with viable organizational changes in terms of productivity and efficiency practices, Human Resource Management practices, product/service and quality-related practices. The firms that utilize ICT with organizational changes are very certain to record higher level of improvement in productivity as well as higher rates of innovation. In view of the above, the professional training of OTM graduates will enable them to work in organizations, helping in achieving their aims and objectives and,

consequently, helping organizations in contributing to sustaining the economic development of the nation.

In spite of the laudable achievements of ICT, there are lots of challenges facing teachers in the use of ICT in Nigeria, among which are: lack of skilled manpower in ICT, inadequate ICT facilities, inadequate funds, resistance to change among educators, OTM curriculum, incessant poor power supply, poor attitude of government toward education, and low public interest towards ICT usage.

METHODOLOGY

The study adopted a descriptive research of the survey type. The population was 145 OTM practitioners comprising of lecturers, secretaries, data processing officers and students. Three research questions were raised and two research hypotheses were formulated for the study. Data were collected with a well-structured 20-item questionnaire. ~~was used to collect data~~ This instrument was validated by experts for face and content validity structures. It was also tested for reliability using Cronbach Alpha formula with a reliability coefficient of

0.86. The Data collected were analyzed using descriptive statistics of frequency counts, mean and standard deviation for research questions and inferential statistics of t-test and correlation to test the hypotheses at 0.05 level of significance.

FINDINGS AND DISCUSSION

Findings

Research Question: What is the relevance of ICT in the OTM programme?

Table 1: ICT Relevance in OTM

S/N	ITEMS	FREQUENCY					
		SA	A	D	SD	Mean	Stdv
1	ICT appropriates OTM into new tasks in modern offices.	48(70.6)	20(29.4)	0(0.0)	0(0.0)	3.71	.459
2	ICT development contributes to economic growth of the nation.	42(61.8)	26(38.2)	0(0.0)	0(0.0)	3.62	.490
3	ICT aids the effectiveness of teaching and learning of OTM programme.	46(67.6)	22(32.4)	0(0.0)	0(0.0)	3.68	.471
4	ICT enriches and equips students with needed knowledge and skills for today’s office.	47(69.1)	21(30.9)	0(0.0)	0(0.0)	3.69	.465
5	ICT provides various tools that can support teaching and learning of OTM.	31(45.6)	32(47.1)	5(7.4)	0(0.0)	3.38	.624
6	ICT can help to gain national competitive advantage as it has integrated the world into a global village.	28(41.2)	38(55.9)	0(0.0)	2(2.9)	3.35	.641
7	ICT can impact all sectors of the economy ranging from schools, homes, churches, mosques and businesses due to its versatility.	32(47.1)	33(48.5)	1(1.5)	2(2.9)	3.40	.672

Table 1 presents the responses of respondents on ICT in frequency counts, percentage, mean and standard deviation. The result from the table showed that all the respondents agreed that ICT is relevant to OTM,

all responses rated above the weighted mean of 2.50 while the weighted mean is 3.55.

Research Question 2: In what way is the OTM programme preparing its recipients for the world of work?

Table 2: OTM and preparation for the world of work

S/N	ITEMS	FREQUENCY					
		SA	A	D	SD	Mean	Stdv
1	OTM graduates can work in any organisation due to ICT skills and competency possessed	38(55.9)	29(42.6)	1(1.5)	0(0.0)	3.54	.531
2	OTM is a viable programme which its graduates to be highly productive	46(67.6)	18(26.5)	3(4.4)	1(1.5)	3.60	.650
3	OTM programme equips its recipients with relevant skills and knowledge that will enable them compete favourably at the international business working environment.	31(45.6)	32(47.1)	4(5.9)	1(1.5)	3.37	.667
4	OTM prepares youth and adults to be self-reliant and employers of labour to meet the varied economic needs of a society.	28(41.2)	37(54.4)	2(2.9)	1(1.5)	3.35	.617
5	OTM provides adequate skills and competency which will enable its recipients to use sophisticated office technologies and information systems.	44(64.7)	23(33.8)	1(1.5)	0(0.0)	3.63	.516
6	OTM programme is aimed at producing quality administrative professionals who meet the need of ever changing computerized work place.	28(41.2)	39(57.4)	0(0.0)	1(1.5)	3.38	.574
7	OTM graduates are equipped to be able to make useful contributions to their place of work	39(57.4)	26(38.2)	2(2.9)	1(1.5)	3.51	.635

Table 2 revealed that the responses of respondents on OTM and preparation for the world of work in frequency counts, percentage, mean and standard deviation. All respondents agreed that OTM helps in preparing for the world of work because all responses rated above the weighted mean of 2.50 while the weighted

mean is 3.48. This reveals that the respondents solidly agreed that OTM prepares students for the world of work.

Research Question 3: Do the acquisition of ICT skills and OTM enhance economic development?

Table 3: Economic Development through ICT and OTM

S/N	ITEMS	FREQUENCY					
		SA	A	D	SD	Mean	Stdv
1	OTM AND ICT knowledge creates awareness of entrepreneurship awareness in students which leads to self-reliance	40(58.8)	27(39.7)	1(1.5)	0(0.0)	3.57	.527
2	OTM AND ICT alleviate poverty, create job opportunities and generate employment for its recipients hence promote the economy of the country	35(51.5)	29(42.6)	1(1.5)	3(4.4)	3.41	.738
3	Gainfully employed individual with OTM AND ICT skills can contribute to GPD per capital, alleviates poverty and unemployment that are parts of the indicators of development.	26(38.2)	37(54.4)	5(7.4)	0(0.0)	3.31	.605
4	From the knowledge and skills acquired in the ICT environment, OTM graduate can set up internet businesses upon graduation.	37(54.4)	27(39.7)	3(4.4)	1(1.5)	3.47	.657
5	The professional training of OTM graduates with ICT skills will help organizations in achieving their aims and objectives and, consequently, contributing to economic development of the nation.	28(41.2)	37(54.4)	2(2.9)	1(1.5)	3.35	.617
6	OTM AND ICT skills help in information processing which is an important index for success in today's organisations.	35(51.5)	30(44.1)	2(2.9)	1(1.5)	3.46	.633

Table 3 showed the responses of respondents on economic development through ICT and OTM in frequency counts, percentage, mean and standard deviation. All respondents agreed that OTM and ICT helps in economic development of individuals and the nation in general because all responses rated above the weighted mean of 2.50 while the weighted mean

is 3.48. This implies that the respondents strongly agree that OTM and ICT contribute to economic development.

Hypothesis 1: There is no significant difference in the mean score of respondents with respect to gender and location.

(a) **Gender**

Table 4: t-test for mean scores of respondents on the relevance of ICT in OTM based on gender

	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Information and Communication Technology	Male	1	3.521	.26698	-.392	6	.696
		7	0			6	
	Female	5	3.554	.31770			
		1	6				

Table 4 presented the results of the mean scores of male and female respondents on the relevance of ICT in OTM using independent t-test. The significant value of 0.696 was obtained, which is greater than the significant alpha value of 0.05, hence, the hypothesis is

accepted. Therefore, there is no significant difference in the mean scores of male and female respondents on the relevance of ICT in OTM. This means that ICT is relevant in the OTM profession.

Table 5: t-test for mean scores of respondents on OTM preparing students for the world of work based on gender

	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Office Technology and Management	Male	1	3.4874	.33525	.02	66	.978
		7					
	Female	5	3.4846	.37805			
		1					

Table 5 revealed the results of the mean scores of respondents on OTM preparing students for the world of work using independent t-test with respect to gender. The significant value of 0.978 was obtained, which is

greater than the significant alpha value of 0.05, hence, the hypothesis is accepted. Therefore, there is therefore no significant difference in the mean scores of male and female respondents on OTM preparing students for the world of work.

Table 6: t-test for mean scores of respondents on ICT and OTM in economic development based on gender

	Gender	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
Economic Development	Male	1	3.5392	.26699	1.19	66	.237
		7					
	Female	5	3.3922	.48284			
		1					

Table 6 showed the results of the mean scores of male and female respondents on ICT and OTM on economic development using independent t-test with respect to gender. The significant value of 0.237 was obtained, which is

greater than the significant alpha value of 0.05, hence, the hypothesis is accepted. Therefore, there is no significant difference in the mean scores of male and female respondents on ICT and OTM on economic development.

(b) Location

Table 7: ANOVA for significant difference on the relevance of ICT in OTM based on location

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.282	3	.094	1.017	.391
Within Groups	5.919	64	.092		
Total	6.202	67			

Table 7 shows that the sig. (2-tailed) level of 0.391 was obtained, this is greater than the significant alpha level of 0.05. The result therefore implies that the hypothesis is accepted. This also connotes that there is no notable

difference in the mean scores of the four career option groups – students, lecturers, secretaries and data processing officers – on the relevance of ICT in OTM.

Table 8: ANOVA for significant difference on OTM preparing students for the world of work

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.538	3	.179	1.365	.262
Within Groups	8.407	64	.131		
Total	8.944	67			

Table 8 showed that the sig. (2-tailed) level of 0.262 was obtained, this is greater than the significant alpha level of 0.05. The result therefore implies that the hypothesis is accepted.

This also connotes that there is no significant difference in the mean scores of the four carrier option groups on OTM preparing students for the world of work.

Table 9: ANOVA for significant difference on economic development through OTM and ICT

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.547	3	.182	.932	.431
Within Groups	12.526	64	.196		
Total	13.073	67			

Table 9 showed that the sig. (2-tailed) level of 0.431 was obtained, this is greater than the significant alpha level of 0.05. The result therefore implies that the hypothesis is accepted. This also connotes that there is no significant

difference in the mean scores of the four carrier option groups – students, lecturers, secretaries and data processing officers – on economic development through OTM and ICT.

Hypothesis 2: Is there any relationship between ICT, OTM and economic development?

(a) There is no significant relationship between ICT and OTM

Table 10: Pearson Moment Correlation of significant relationship between ICT and OTM

		ICT	OTM
ICT	Pearson Correlation	1	.679**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	6.202	5.056
	Covariance	.093	.075
	N	68	68
Office Technology and Management	Pearson Correlation	.679**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	5.056	8.944
	Covariance	.075	.133
	N	68	68

Note: **. Correlation is significant at the 0.01 level (2-tailed).

The Table 10 of correlation presented the sig. value (2-tailed) to be 0.000, which is less than 0.01 (at the 99% level of confidence), the correlation is statistically significant and the null hypothesis is rejected. This implies that ICT

enhances good performance of OTM and hence, it is very relevant to OTM.

(b) There is no significant relationship between ICT and economic development

Table 11: Pearson Moment Correlation of significant relationship between ICT and Economic Development

		ICT	Economic Development
ICT	Pearson Correlation	1	.603**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	6.202	5.426
	Covariance	.093	.081
	N	68	68
Economic Development	Pearson Correlation	.603**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	5.426	13.073
	Covariance	.081	.195
	N	68	68

Note: **. Correlation is significant at the 0.01 level (2-tailed).

The Table 11 of correlation presented the sig. value (2-tailed) to be 0.000, which is less than 0.01 (at the 99% level of confidence), the correlation is statistically significant and the null hypothesis is rejected. This implies that ICT enhances good economic development and

hence, it is very relevant to economic development.

(c) There is no significant relationship between OTM and economic development

Table 12: Pearson Moment Correlation of significant relationship between economic development and OTM

		Economic Development	OTM
Economic Development	Pearson Correlation	1	.721**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	13.073	7.798
	Covariance	.195	.116
	N	68	68
OTM	Pearson Correlation	.721**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	7.798	8.944
	Covariance	.116	.133
	N	68	68

Note: **. Correlation is significant at the 0.01 level (2-tailed).

The Table 12 of correlation presented the sig. value (2-tailed) to be 0.000, which is less than 0.01 (at the 99% level of confidence), the correlation is statistically significant and the null hypothesis is rejected. This implies that OTM enhances good economic development and hence, it is very relevant to economic development.

Discussions

From the research questions, the result from the table 1 showed that all the respondents agreed that ICT is relevant to OTM, all responses rated above the weighted mean of 2.50 while the weighted mean is 3.55. Responses from table 2 revealed that all respondents agreed that OTM helps in preparing for the work available in the world because all responses rated above the weighted mean of 2.50 while the weighted mean is 3.48. Table 3 showed that all respondents agreed that OTM and ICT help in economic development of individuals and the nation in general because all responses rated above the weighted mean of 2.50 while the weighted mean is 3.48.

Results from hypothesis one showed that there is no significant differences in the mean scores of respondents based on gender and location. This means that ICT is relevant in the OTM profession; OTM prepares students for the world of work; and ICT and OTM help in economic development. Furthermore, there is no significant difference in the mean responses of the four career option groups – students, lecturers, secretaries and data processing officers – on the relevance of ICT in OTM; OTM preparing students for the dynamic work environment; and, economic development through OTM and ICT. This corroborates Oluwalola's (2020) study which investigated the ICT skills acquired by OTM graduates for self-dependence and national development and found that ICT skills will make students competent and self-reliant after leaving the school. It's also in line with Buseni's (2013) study which examined the effects of ICT on the performance of public sector secretaries in Bayelsa State, Nigeria and found that though despite ICT as a technology is highly productive, it is yet more productive in

organisations that merge both high levels of ICT and organizational changes in the aspects of productivity and skillfulness.

Results from hypothesis 2 revealed that there is significant relationship between ICT, OTM and economic development. This implies that ICT enhances good performance of OTM and hence, it is very relevant to OTM; ICT enhances good economic development and hence, it is very relevant to economic development. These results are in line with the study of Fasae and Adeyeye's (2020) on the application of ICT in teaching and learning of business studies in Junior Secondary Schools in Ikere Local Government Area of Ekiti State which showed that ICT has significant relationship with teaching and learning of business studies; significant relationship exists between teachers'/students' perception and the use of ICT in teaching and learning of business studies, among others. Also, the result is in line with that of Buseni (2013) who found that organisations which merge ICT with organizational changes usually attain a high level of success on their productivity as well as innovation.

CONCLUSION

Based on above findings, the study concludes that ICT skills will enhance the teaching, learning and productivity of OTM students and graduates and provide a means for self-sustainability, as well as economic development.

Recommendations

Based on the findings above, it was recommended that:

1. Government should make sure that skilled personnel are employed to handle the ICT aspect of OTM programme.
2. Practicing teachers should be encouraged to attend in-service training, as this will always keep their knowledge fresh. This will make employees to be relevant on their jobs because they will always update and upgrade their knowledge so as to keep abreast of new development on the job.

3. Government at various levels should make money available to acquire ICT equipment for the training and learning of OTM programme in tertiary institutions. This will enable the students to acquire the necessary skills needed to cope with this technological age, and consequently promote the economic development through self-reliance and good employability status.
4. The public should be sensitized on the economic benefits of the programme. Parents should be made to view OTM as a very lucrative course rather than seeing it as the last hope for the frustrated people.
5. Tertiary institutions should ensure that students who have good knowledge of English language are admitted to study the OTM course as this is required for high performance both in school and at work.
6. Government should see to constant and adequate supply of electricity in the country since the technologies cannot function without electricity. The institutions should also make standby generators available to bridge the gap of power failure.
7. As an economic process, students of this programme should be made to practice through the model office, some of the activities they will meet with in the world of work that will enhance their self-reliance. This is a situation where office equipment are made available and students are made to practice money making ventures.

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