COLLEGES OF EDUCATION LECTURERS USE OF SOCIAL MEDIA FOR TEACHING OF OFFICE TECHNOLOGY AND MANAGEMENT EDUCATION (OTME)

OGBUSUO, Grace Nkemjurumafo

Department of Office Technology and Management
Federal College of Education (Technical) Akoka, Yaba, Lagos
ogbusuograce@gmail.com

To cite this article:

Ogbuso, G., N. (2022). Colleges of education lecturers use of social media for teaching of office technology and management education (OTME). *Nigerian Online Journal of Educational Sciences and Technology (NOJEST),* 4 (1), 100-107

COLLEGES OF EDUCATION LECTURERS USE OF SOCIAL MEDIA FOR TEACHING OF OFFICE TECHNOLOGY AND MANAGEMENT EDUCATION (OTME)

Ogbuso, G., N

Abstract

The need to access a reliable digital infrastructure for teaching and learning has become increasingly important in a period of isolation like COVID 19 era and beyond. The study was carried out to determine the effective teaching of Office Technology and Management Education (OTME) Courses by Lecturers in Colleges of Education using social media during pandemic era and beyond in Lagos State. The study was conducted in Lagos state with a sample size of 40 lecturers that was also used as the total population due to the small and manageable size from a Federal and State Colleges of Education. The instruments used for data collection was structured questionnaire titled: Relevance of the use of social media by Teachers during pandemic era and beyond. (RUSMTDPEAB)". Two research questions were formulated. Mean and standard deviation were used to analyze the data for answering research questions based on Lecturer's utilization and challenges for using the new technologies like social media in teaching and learning Office Technology and Management programmes. Based on the data analyzed, shows Lecturers utilizes the new technologies like Pinterest, Twitter, Instagram, Zoom, WhatsApp, Facebook to stream Live lectures, YouTube, Email to teach but also faced with challenges in the use of the new learning technologies for the implementation of Office Technology and Management programme in college of education. It was recommended that Government, Institutions, and civil society should encourage, promote and provide ICT facilities in the teaching and learning of OTME.

Introduction

The COVID-19 outbreak has led to revised growth forecasts for the global economy. Every aspect of our lives has been affected by the outbreak. Its impact on the educational sector and the economic activity is extremely broad: shutdown of schools and from dramatically diminished consumer discretionary spending to a freeze on business activities including capital budgets, hiring, and a reduction in everything but essential operational expenses. Even so, under the current conditions some businesses may become more critical to our lives and could face an increase in demand, such as in the case of the information and communication technology (ICT) industry. During the global pandemic, digital technologies have become a critical enabler of connectivity facilitating the continuity of our regular

lives and connecting people more than ever before. As cities and countries have been asking the population to stay at home, more people have turned to their computers and smartphones as a lifeline and tools to substitute their in-person activities online. Some of the habits may continue in the "new normal" or at least until a long-term solution to the current challenges, such as a vaccine, is found (Katz, 2020). Hence, the need to access a reliable digital infrastructure for teaching and learning has become increasingly important, and certain aspects of ICTs are critical in a period of isolation, such as increased ICT opportunities from telework, telemedicine, food delivery and logistics, online and contactless payments, remote learning, and entertainment.

As in many countries worldwide, as part of the consequences of the COVID-19 pandemic lockdown, tens of thousands of schools were closed in March 2020. Although schools began partially re-opening two months later in May, far-reaching restrictions remain in place, and any prediction as to when closures will end completely seems to be hardly possible now. Consequently, some teachers were faced with means of adapting to online teaching and maintaining at least a minimum of communication with students and supporting students' learning and development. The extensive school closures occurred during an era that has generally been shaped by rapid transformation in technological innovations and digitalization, not least in educational contexts (Selwyn 2012; McFarlane 2019). However, 'digitalization in schools' and use of social media has become necessary even during and after the COVID-19 pandemic (Umoru, 2015). Social media are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. Social media is a communication tool that allows users to interact with, and contribute to, content online. It includes popular online social networks such as Pinterest, Twitter, Instagram, YouTube, and Facebook, with new platforms emerging. Although social media has a large presence in news and entertainment, when used in the learning setting for educational purposes. It has the potential to facilitate communication, augmenting the student experience and improving outcomes by encouraging interaction and engagement among students. Social media also nurtures a student-centric learning setting, extending the learning environment beyond the classroom, facilitating the flow of information between students, faculty, and the campus community. Successful adaptation of social media as an instructional aid also depends on the skill levels of teachers who would use them. The use of social media in teaching and learning of all courses most especially the Office and technology Management education (OTME) course was done effectively during the pandemic and has come to stay in the educational sector.

OTME in Nigeria has been evolving and developing with the advancement in office work and technology. As a response, many tertiary institutions in Nigeria have changed the nomenclature from secretarial education/studies to office technology and management. Igbinedion (2010) stated that secretarial education which gave birth to office technology and management started in the United States of America in the 17th and 18th centuries and expanded rapidly to some developed countries and developing countries by the 19th and 20th centuries. Igbinedion also explained that OTM education is a specialized phase of vocational education that prepares students to enter teaching and office occupations as capable and intelligent members of the work force. The use of secretarial services permeates all facets of a country's socioeconomic and political life ranging from schools, hospitals, corporate settings, legal, medical offices etc. Amoor (2019) also explained that OTME/secretarial education came to limelight in the last decades of the 19th century when some Nigerians in business partnerships with overseas exporters had to learn simple commercial subjects for the purpose of facilitating business transactions. The stages of development of OTME is taken from the manual typewriting stage, electric typewriting stage, electronic typewriting stage to word processing stage which ushered in information and communication technology era. Rapid advancement in ICT during the pandemic has made it possible for people in different parts of the world to communicate face to face through satellite, video conferencing as well as transmit faxes embodying complex designs and drawings via regular telephone line. Lecturers must be prepared to confront the challenges of the emerging technologies beyond the pandemic era in order to fit into the industrial and information society of this global era. The rapid advancement in technology and new innovations have created various business needs, wants, challenges and has opened new opportunities like e-business. e-communication, e-purchasing, e-marketing, e-finance, e-learning, and e-service. All these make use of electronic devices to conduct effective teaching, learning and businesses on-line.

These opportunities pose enormous challenge to OTME lecturers and the entire society. There is an urgent need to ensure that students and different categories of workers acquire the right skills for the 21st century. There is no doubt that a comparative advantage of any nation is a function of the capacity of her population to embrace new technologies and incorporate them into the production process. This comparative advantage increases with the ability of the populace to efficiently utilize the new technologies. The use of social media has allowed students to remain connected to the classroom, albeit virtually. Many students have appreciated the less structured nature of remote learning and

ability to work at their own pace and on their own terms during the pandemic era. Distance learning has also been a blessing for students with social anxiety. ICT competencies are essential for driving these on-line practices. OTME lecturers must acquire them to deliver the new methods of communication in their teaching programmes. For instance, the acquisition of power point user skills, use of social media tools will enable them use presentations in their instructional delivery. The study is motivated by the fact that there has been excitement of the introduction of ICT and social media for the training of OTME students during and beyond the COVID-19 period, the situation on ground and qualities of OTME graduates does not seem to support the enthusiasm. McFarlane, (2019) in a study carried out on strategies in motivating secretarial education students' interest in emerging technologies during and after the COVID-19 period found out that new office technological equipment was lacking and that more theoretical concepts were being taught than practical work in emerging office technologies. Observation in many tertiary institutions where OTME is taught, the complementary ICT gadgets seem to be in short supply and these manifest on the quality of student graduates in OTME in our tertiary institutions. To Umoru (2015), the need to prepare OTME students to fit into the world of work in the 21st century (and combat high unemployment in Nigeria) is the major reason that social media skills must be acquired by them. This study is, therefore, significant as it will provide requisite information on the effective teaching of Office Technology and Management Education (OTME) Courses by Lecturers in Colleges of Education with social media during pandemic era and beyond.

Statement of the Problem

The teaching and learning process of the OTME programme is faced with myriads of problems ranging from non-availability or poor utilization of the new technologies which make it difficult to teach and prepare students for the use of these technologies now and in the future world of work. Selwyn (2018) pointed out that learning would be meaningless without the use of teaching facilities like the social media during and after the pandemic era and students would grope in darkness for long before they could get a grasp of what the teacher says. Poor performance among OTME students and lack of employable skills can also be attributed to poor utilization of the new technologies in teaching OTME students. In addition, there is a growing number of student's population leading to overcrowding which the old method being used is not helping to deliver information to them at same time. It is also important to note that poor knowledge of computer by the lecturers is also a great challenge to the teaching and learning of OTME programme with the use of ICT (social media), because a lot of them still make use of the old method of teaching even in this jet age and computer era, where understanding is easier, better, and faster with ICT.

Purpose of the Study

The main purpose of the study was to determine the effective teaching of Office Technology and Management Education (OTME) Courses by Teachers in Colleges of Education with social media during pandemic era and beyond in Lagos State. Specifically, the study:
1. To access the utilization of new technologies like social media in teaching and learning Office Technology and Management programmes in colleges of education
2. To find out the challenges of the use of the new learning technologies to the implementation of Office Technology and Management programme in colleges of education

Research Questions
This study sought answers to the following research questions.
1. Do Lecturers utilize the new technologies like social media in teaching and learning Office Technology and Management programmes in colleges of education?
2. What are the challenges of using of the new learning technologies to the implementation of Office Technology and Management programme in colleges of education?

Methodology

A descriptive survey design was employed for carrying out the study. Survey research according to Adedokun (2014), is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The survey design specifies how such data was collected and analyzed since the study entails the collection of data from the respondent's using questionnaire. This research design is therefore most suitable for the study. This study was carried out in Lagos State. Conducted in a Federal Colleges of Education (Technical) and State College of Education (Adeniran Ogunsanya College of Education, Otto-Ijanikin) both in Lagos State that offers OTME courses. The study has a sample size of 40 lecturers both female and male that was

also used as the total population due to the manageable size from the Federal College of Education (Technical), Akoka, Yaba and Adeniran Ogunsanya College of Education, Otto-Ijanikin both in Lagos State. The instrument for data collection was structured questionnaire. The questionnaire was developed by the researcher through review of available literature on the effective teaching of Office Technology and Management Education (OTME) Courses by Teachers in Colleges of Education using social media during pandemic era and beyond in Lagos State.

The questionnaires titled: "Relevance of the use of social media by Teachers during pandemic era and beyond (RUSMTDPEAB)" was used to get and find out information from responded. The draft instrument was subjected to content and construct validation by three experts. One from the School of Technical Education, Federal College of Education (Technical), Akoka, and two from the Department of Science and Technology Education, University of Lagos. They requested to ensure clarity and appropriateness of the items regarding addressing the problems of the study and research questions under investigation, by making suggestion and corrections. Their suggestions were used to make necessary corrections to produce the final copy of the instrument.

The test-retest method was used to establish the reliability of the instrument. The instrument was administered to ten (10) respondents outside the study area for the reliability before administering of the instrument to the sampled group. After two weeks, there was re-administration of the instrument on the same respondents. The result of the two tests was analysed using cronbach alpha reliability method. The research was done with permission from authority of the two Colleges of Education. The questionnaire was administered personally by the researcher and with the aid of four research assistants. The respondents were given one week to respond to the questionnaire. The completed copies of the questionnaire were collected after one week by the researcher.

The responses were scored, and the data obtained was analyzed using mean and standard deviation (SD) statistics. The mean was used to answer the research questions; the standard deviation validates the mean responses. For decision, items with mean of 2.50 and above was considered as having high agreed mean while item with mean rating less than 2.50 was considered not agreed.

Results

Research Question 1: Do Lecturers utilize the new technologies like social media in teaching and learning Office Technology and Management programmes in colleges of education?

Table 1
Mean Responses of the Respondents on the Lecturers utilization of new technologies like social media in teaching and learning of Office Technology and Management programmes in colleges of education

S/N	Item Statements	X	SD	Remarks
1	Specific goals have been established by OTME lecturers for using social media during the pandemic era.	2.66	0.52	Agree
2	Lecturers uses Youtube in the teaching and learning of OTME process.	2.61	0.51	Agree
3	OTME lecturers uses the Zoom to carry out assessment of student after lectures.	2.91	0.60	Agree
4	Lecture notes were sent through Email to OTME students during the pandemic era.	2.72	0.54	Agree
5	Competency in the use of self-developed OTME instructional software packages are used by Lecturers.	2.73	0.54	Agree
6	For effective learning during the pandemic era, OTME lecturers uses WhatsApp to teach students.	2.60	0.51	Agree
7	OTME lecturers use Facebook to stream Live lectures, post class updates, share homework assignments, encourage discussion, post questions, class announcements.	2.52	0.50	Agree
8	OTME lecturers use Twitter to post reminders for assignment due dates or share inspirational quotes and helpful links to practice quizzes or resources.	2.75	0.55	Agree
9	In a visual heavy class, OTME lecturers use Instagram to present a series of photos or graphics in a visually appealing manner.	2.83	0.57	Agree
10	OTME lecturers create a class blog for discussions that gives students another outlet for digital content that they can then easily link back to class social channels.	3.10	0.65	Agree

The data presented in table1 revealed that 10 item statements have their mean value ranged from 2.60 to 3.10, shows that Lecturers utilizes the new technologies. This also showed that the mean value of each item was above the cut-off point of 2.50, indicating that all the 10 item statements are on the Lecturers utilization of new technologies like social media in teaching and learning of Office Technology and Management programmes in college of education. The table also showed that the standard deviations (SD) of the items are within the range of 0.50 to 0.62.

Research Question 2: What are the challenges of using of the social media to the implementation of Office Technology and Management programme in college of education?

Table 2
Mean Responses of the Respondents on the challenges of using of the new learning technologies to the implementation of Office Technology and Management programme in colleges of education

S/N	Item Statements	X	SD	Remarks
1	Limited accessibility and network connection.	3.26	0.74	Agree
2	School with limited technical support.	3.11	0.92	Agree
3	Lack of effective training.	3.03	0.75	Agree
4	Insufficient number of internets-connected computers.	3.32	0.76	Agree
5	Lack of teachers' competency.	2.93	0.83	Agree
6	Lack of interest in teachers.	2.90	0.74	Agree
7	Little or poor electricity supply.	3.39	0.73	Agree
8	Most parents not in favor of using ICT in school.	3.21	0.63	Agree
9	Most teachers not in favor of using ICT in school.	3.20	0.63	Agree
10	Insufficient pedagogical support for teachers.	3.08	0.74	Agree

The data presented in table2 revealed that 10 item statements have their mean value ranged from 2.90 to 3.39, shows there are challenges of using of the social media to the implementation of Office Technology and Management programme in college of education. This showed that the mean value of each item was above the cut-off point of 2.50, indicating that all 10 item statements are the challenges of using of the new learning technologies to the implementation of Office Technology and Management programme in college of education. The table also showed that the standard deviations (SD) of the items are within the range of 0.63 to 0.92, this indicated that the mean values of the respondents were not far from one another in their responses.

Discussion of Findings

This study examined the effective teaching of Office Technology and Management Education (OTME) Courses by Teachers in Colleges of Education using social media during pandemic era and beyond in Lagos State. The data presented in table1 revealed that 10 item statements saying Specific goals have been established by OTME lecturers for using social media during the pandemic era, Lecturers uses the new technologies like YouTube, Zoom, Email, WhatsApp, Facebook, Twitter to teach students and have their mean value ranged from 2.60 to 3.10. This showed that the mean value of each item was above the cut-off point of 2.50, indicating that all the 10 item statements shows that the Lecturers utilizes the new technologies like social media in teaching and learning of Office Technology and Management programmes in college of education. These findings were in line with the opinion of Umoru (2015) which says that social media are technologies used by those lecturers to facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. Also, by them, social media is a communication tool that allows users to interact with, and contribute to, content online.

The data presented in table2 revealed that 10 item statements have their mean value ranged from 2.90 to 3.39. This showed that the mean value of each item was above the cut-off point of 2.50, indicating that all 10 item statements are the challenges of using of the new learning technologies to the implementation of Office Technology and Management programme in college of education. These findings were in line with the opinion of Selwyn (2018) who pointed out that learning would be meaningless without the use of teaching facilities like the social media during and after the pandemic era and students would grope in darkness for long before they could get a grasp of what the teacher says. Also pointed out are poor performance among OTME students and lack of employable skills challenges which can attributed to poor utilization of the new technologies in teaching OTME students.

Conclusion

Based on the findings of the study, the following conclusions were drawn that Office Technology and Management Education is a specialized phase of vocational education that prepares students to enter teaching and office occupations as capable and intelligent members of the work force. But it is concluded from this study that the teaching and learning process of the OTME programme is faced with myriads of problems ranging from non-availability or poor utilization of the new technologies which make it difficult to teach and prepare students for the use of these technologies now

and in the future world of work. However, based on the findings, Lecturers proper utilization of new technologies like social media in teaching and learning of Office Technology and Management programmes in college of education plays a vital role in OTME students' acquisition of skills/competencies in the field for the world of work during and beyond COVID-19 era.

Recommendations

Based on the findings of the study, the following recommendations were made:
1. Government should make a stringent policy statement on the use of social media tools/facilities in teaching and giving of students' assignments that involve the use of social media and presentations software the by Lecturers.
2. Colleges of Education should package professional development programs for OTME lecturers to update their ICT knowledge, skills and on use of social media.
3. OTME lecturers should give students assignments that require use of the internet and presentation software to inculcate networking competencies in them.
4. OTME students should also seek opportunities to become ICT competent to fit properly into the 21st century workplace.
5. Government, Institutions, and civil society should encourage, promote, and provide ICT facilities in the teaching and learning of OTME

References

Adedokun, J. (2014). *Educational Management Assessment Evaluation and Statistics.* Shomolu, Lagos: New Hope Publishing Company.

Amoor, S. (2019). An Evaluation of challenges of secreterial education programme in Nigeria Universities between 2000-2009. *African Journal*, Vol 9, No 1, Pg 15-25.

Igbinedion, V. (2010). Secreterial Education: A Catalyst for family empowerment. *Ozean Journal of Social Science*, Vol 3, No 3, Pg 225-231.

Katz, R. (2020). *Economic impact of Covid-19 on digital infrastructure. Report of an Economic experts roundtable .* Geneva, Switzerland: International Telecommunication Union place des Nation CH-1211.

McFarlane, A. (2019). Devices and Desires: Competing Visions of a good Education in the digital age. *British Journal of Educational Technology*, Vol 50, No 3, Pg 1125-1136.

Selwyn, N. (2018). *Education in a digital world: Global perspective of Technology and Education.* New York, London: Routledge.

Umoru, T. (2015). Challenges and Opportunities of Utilization of social media by Business Education Students in Nigeria Universities. *International Journal of Educational and Pedagogical Science*, Vol. 9, No 11, Pg 3969-3973.