

ENTREPRENEURSHIP COMPETENCY POSSESSED BY OFFICE TECHNOLOGY AND MANAGEMENT (OTM) GRADUATES FOR SELF-RELIANCE

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ABSTRACT: *This study was carried out to determine the entrepreneurship competencies possessed by office technology and management for self-reliant in delta state. Two research questions guided the study with two null hypotheses which were tested at 0.05 level of significance. The study adopted a descriptive survey research design. The population of the study comprised all the office technology and management lectures in the three polytechnics in delta state, Nigeria. Due to the small size the entire population was used for the study. Cronbach Alpha method was used to determine the reliability of the items and a coefficient of 0.75 was obtained. The mean and standard deviation were used to analyse data relative to the research questions and equally determine the homogeneity of the respondent's means. The t-test statistical tool was used to test the null hypotheses. Findings of the study revealed that entrepreneurial competencies and information and communication (ICT). Competencies are pre-requisite for graduate of office technology and management (OTM) programme for self-reliant and employability in delta state. It was recommended among others that office technology and management (OTM) educators should ensure that graduates of office technology and management (OTM) are highly exposed to different entrepreneurial competencies for self-employment and employability. Government should endeavour to encourage entrepreneurship by introducing element of entrepreneurship at all level of the educational system. Lastly management of the polytechnics should endeavour to equip office technology and management (OTM) department with the relevant facilities and equipment required for quality entrepreneurship competencies for the achievement of office technology and management (OTM) goals.*

KEYWORDS: entrepreneurship competencies, office technology and management, self-reliant.

INTRODUCTION

A nation is as good as the educational programmes put in place. The importance of entrepreneurship development to the economy has gained serious attention in Nigeria and the entire globe in recent years. Many scholars have defined entrepreneurship in different context. Entrepreneurship has been defined traditionally as a way of identifying, designing and management of a new business such as offering a product or service for transaction or hire and those who do so are called entrepreneurs. Ubong, 2013 in Monye & Agbawe (2019) viewed entrepreneurship as a compelling means not just for battling unemployment poverty and underemployment in the developing countries, but also as a means of fast tracking economic advancement in both developed and developing countries.

Agbionu (2008) posited that entrepreneurship entails a process directed at creating wealth for the purpose of growth, development and eradication of unemployment for national growth. Henry 2003 in Ubulom & Ogwunte (2017) Oduma (2019), posited that entrepreneurship is the engine driving the economy of any nation, creating new industries, young entrepreneurs, employment generation and wealth creation.

Entrepreneurship constitutes a tool for economic, social, practical and total development of a nation. Entrepreneurship is seen by many both nationally and internationally as a vehicle that drive the development of any nation. Little wondered why successive government in Nigeria both past and present pay credence to the strengthening relevant agencies in order to achieve the needed sustainability. To achieve entrepreneurship development and reduce unemployment agencies such as SAP, NDE, NAPEP, NEEDS and SURE-P are set up by government.

The Nigeria growing population plagued with high level of unemployment can be drastically reduced to the barest minimum through entrepreneurial explosion. Entrepreneurship education therefore tends to provide students with the necessary competencies knowledge and motivation, as well as to effect behavioural and attitudinal changes, necessary to encourage self-reliance through engagement in entrepreneurial activities. Hisrich in (Ubulom and Ogwunte 2019)

Competency means one's ability of doing things appropriately based on one's inherent capabilities and capacity. Consequences upon this, competencies present certain clusters of ability and knowledge which are essential to perform certain functions (Ubulom & Ogwunte 2019). They went further to state that competencies entails the knowledge, skills and behaviour that enables employee to meet the laid down performance standard in view of the afore said and employees has competencies if he was the knowledge behaviour and skills and personal attributes that add to enhance his performance and consequently lead to achievement of organisation goals.

NBTE has already designed curricular and training manuals for polytechnics including that of Delta State Polytechnics. These are:

- Entrepreneurship with course code EED 126.
- Practice of entrepreneurship with course code EED 216.
- Entrepreneurship development (EED 413)

This implies that office technology and management (OTM) programme has already been designed with entrepreneurship in view. Ezeabi (2017) defined entrepreneurship education as a special training given to vocational and technical education students to acquire the competencies, ideas and managerial abilities for self-reliance. Agholor (2007) opined that acquisition of managerial skills, ICT, and communication skills and competencies are requisite in producing competent office technology and management (OTM) graduate entrepreneurs.

According to commission for information and communication technology (CICT), in Agholor (2017) entails electronic devices or inter connection system or subsystem or equipment that is used in automatic acquisition, storage, management, manipulation control and reception of data or information. The commission on information and communication technology (2011) listed ICT

competencies to include word-processing, spreadsheet processing applications, word processing applications, powers point application, database etc.

Office technology and management (OTM) educators need to produce graduates who are well equipped with the necessary competencies that will enable them interact effectively with the public. However, it has contributed to bother the mind of office technology and management (OTM) educators that at this 21st century, the society skills with messed a high level of mismatch between the training offices technology and management (OTM) graduates receive and the activities employees expect them to perform in the world of work. It is not surprising too, that at the roof of a large numbers of organisational problems is poor entrepreneurial competencies. Against this background, this study seeks to determine the entrepreneurship competencies possessed by office technology and management (OTM) graduates for self-reliant or to be employable in modern organisation.

PURPOSE OF THE STUDY

The purpose of this study was to determine the entrepreneurship competencies possessed by office technology and management (OTM) graduates for self-reliant in Delta State. Specifically, the study sought to;

- Determine the entrepreneurial competencies needs required by office technology and management (OTM) graduates for self-reliance.
- Determine the information and communication technology needs of office technology and management (OTM) graduates for self-reliance.

RESEARCH QUESTIONS

The following research questions guided the study.

1. To what extent are entrepreneurial competency possessed by office technology and management (OTM) graduates for self-reliance?
2. To what extent are ICT competency possessed by office technology and management (OTM) graduates for self-reliance in Delta State?

HYPOTHESES

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of male and female office technology and a management (OTM) educator on the entrepreneurial competencies possessed by office technology and management (OTM) graduates in polytechnics in Delta State for self-reliance.
2. There is no significant difference in the mean ratings of male and female office technology and management (OTM) educators on the ICT competencies possessed by office technology and management (OTM) graduates in polytechnics in Delta State.

METHODOLOGY

The study adopted a descriptive research design. A descriptive survey design is concerned with specifying the properties of educational and other perceived phenomena. The design is appropriate for this study because it sought the representative views of lecturers on the entrepreneurial competencies possessed by office technology and management (OTM) graduates for self-reliance.

This study was carried out in Delta State. The state has three polytechnics, offering office technology and management (OTM), namely Delta State Polytechnics, Oghara, Delta State Polytechnics, Ozoro and Delta State Polytechnics, Ogwash-Uku. The reason for using Delta State as a focal point is because of the adequacy of office technology and management (OTM) educators who are the despondence for the study and equally the growing number of unemployed graduates littering the Delta State who stands to benefit highly from the findings of this study.

The study adopted a descriptive survey design. The population of the study was made up of all the office technology and management (OTM) lecturers in the three polytechnics in Delta State. The population size was not too large for the study. It was therefore not necessary for sampling of respondents. The instrument used to elicit data for this study is structured questionnaire developed by the researcher with insight received from literature and personal observations. Instrument containing 40 statements was used to elicit information from respondents for the study. The instrument was face and content validated and the reliability co-efficient of 0.76 was obtained showing that the instrument was reliable. The mean and standard deviation was used to analyse and answer the research questions while t-test was used to test the hypotheses at 0.05 levels of significance. A mean rating that is equal to or greater than 3.50 was regarded as highly needed while any item with a mean rating that is less than 3.50 was regarded as needed..

RESULTS

The results are presented in tables in accordance with the research questions and hypotheses.

RESEARCH QUESTIONS 1

What are the entrepreneurial competencies to be possessed by office technology and management (OTM) graduates for self-reliance in Delta State?

Table 1

Mean rating and standard deviation, of office technology and management (OTM) lecturers (educators) on entrepreneurial competencies to be possessed by office technology and management (OTM) graduates for self-reliance.

S/No	Entrepreneurial Competencies to be Possessed	\bar{x}	SD	Remarks
1	Organisational Competency	4.85	0.90	Highly Needed
2	Planning Competency	4.61	1.88	Highly Needed
3	Managerial Competency	4.73	0.86	Highly Needed
4	Motivation Competency	4.82	0.73	Highly Needed
5	Communication Competency	4.71	0.85	Highly Needed
6	Leadership Competency	3.65	1.18	Needed
7	Human Relation Competency	4.40	0.95	Needed
8	Self Confidence	4.81	0.66	Highly Needed
9	Writing Competency	4.41	0.95	Needed
10	Time Management Competency	3.91	1.20	Needed
11	Positive Attitude	3.49	1.07	Needed
12	Team Work Competency	3.99	1.09	Needed
13	Environment Scanning Competency	3.86	1.31	Needed
14	Networking Competency	2.76	1.33	Needed
15	Adaptive Competency	3.96	1.71	Highly Needed
16	Listening Competency	4.88	0.93	Highly needed
17	Negotiation Competency	4.82	0.73	Highly Needed
18	Coaching Competency	2.76	1.33	Needed
19	Perseverance Competency	4.96	0.62	Highly Needed
20	Sense of achievement	3.86	1.31	Highly Needed
	Grand mean	4.33	1.04	Needed

The information contained in tables 1 above showed that mean of 4.50 and below were obtained for items 6,7,8,9,10,11,12,13,14,18 and 20. This is an indication that educators rated the ten items to a great extent. On the remaining items 1,2,3,4,5,6,7,8,15,16,17 and 19 with the mean score of 4.50 and above shows that these items are highly needed by office technology and management (OTM) graduate for self- reliance.

HYPOTHESES 1

Table 2: t-test computation of the difference in the mean rating of male and female educators in polytechnics in Delta State on entrepreneurial competencies to be possessed by office technology and management (OTM) graduates for self-reliance.

Educators	N	\bar{x}	SD	Df	t-cal	t-crit	Decision
Male	18	2.26	0.54				
				222	2.16	1.96	Not significant
Female	24	1.77	0.48				

The presentation in tables 2 above showed that the t-calculated of 2.16 is greater than the critical t-value of 1.96 at 0.05 level, of significance. The null hypotheses is therefore not accepted. This is an indication that the mean of 4.50 was obtained for the remaining items.

RESEARCH QUESTIONS 2

What are the ICT competencies to be possessed by office technology and management (OTM) graduates for self-reliance and employability.

Table 3

Mean rating and standard deviation of office technology and management (OTM) on ICT competencies to be possessed by office technology and management (OTM) graduates for self-reliance.

S/No	ICT competencies to be Possessed	\bar{x}	SD	Remarks
1	Ability to used processor to enter text and images and equally edict them	3.56	0.25	Highly Needed
2	Ability to create web page for e-business	3.41	0.38	Highly Needed
3	Ability to create and organize computer files and folders in window environment	2.84	0.33	Highly Needed
4	Use computer for conference call/video conferencing for staff meeting.	2.88	0.34	Needed
5	Ability to use spread sheet like Microsoft Excel to manage the company budget.	3.31	0.27	Needed
6	Ability to use desktop/graphic application for designing and publication	4.73	0.86	Highly Needed
7	Ability to use hardware application like	4.73	0.86	Highly Needed
8	Ability to use hardware facilities like printer, scanner, digital camera, projector etc.	3.47	0.38	Highly Needed
9	Ability to access and use online stores for ordering securing payments and delivery billing etc.	4.82	0.86	Highly Needed
10	Ability to use word processing format and pagination document	3.96	1.17	Needed
11	Ability to download from and upload files into the internet	3.89	1.18	Highly Needed
12	Applying alignment and justification to a publication using desktop publisher application	4.41	0.96	Needed
13	Ability to create and organize computer files and folders in window environment	3.96	1.19	Needed
14	Competency in creating and managing mails, send and receive emails with attachments	2.76	1.33	Needed
15	Competency in using presentation application like Microsoft PowerPoint to display information in a presentation format.	4.03	1.03	Needed
16	Competency in accessing the internet through the use of mobile phones/telephone	3.93	1.21	Needed
17	Competency in the use of database Microsoft access for storage and administration of staff data	2.82	1.23	Needed
18	Competency in the use of scanning machines to scan and send documents	4.82	0.85	Highly Needed
19	Competency in the use of bullets and numbers to itemize documents	3.88	0.85	Highly Needed
20	Competency in saving in the cloud	4.78	1.12	Highly Needed
	Grand mean	4.03	1.02	Highly Needed

The data presented in table 3 above shows that the mean of 4.50 and above were obtained for items 1,2,3,4,5,6,7,8,9,11,18,19 and 20. This indicates that the educators (teachers) rated the competency of these items as highly needed. On the remaining items and below was obtained, the lecturers (educators) need the possession of competency in these items from office technology and management (OTM) graduates.

HYPOTHESES 2

There is no significant difference in the mean ratings between male and female office technology and management (OTM) educators on the ICT competencies possessed by office technology and management (OTM) in polytechnics in Delta State.

Table 4: t-test computation of the difference in the mean ratings of male and female educators in polytechnics in Delta State on ICT's competencies to be possessed by office technology and management (OTM) graduates for self-reliance.

Educators	N	\bar{x}	SD	Df	t-cal	t-crit	Decision
Male	18	2.29	0.66				
				222	2.30	1.96	Not significant
Female	24	2.14	0.38				

As presented in the table above, the calculated t-value of 2.30 is greater than the critical t-value of 1.96 at 0.05 level of significance. The null hypotheses is therefore not accepted. This is an indication that there is no significant difference in the opinion of male and female educators on the competencies to be possessed by office technology and management (OTM) in Delta State.

DISCUSSION OF THE FINDINGS

Finding from the study revealed that office technology and management (OTM) educators considered entrepreneurial competencies highly required or to be possessed by office technology and management (OTM) graduates for self-reliance. This result confirms that of the findings of Hisrich (2002) in Ubulom & Ogwunte (2017) who agreed that entrepreneurial competencies is highly required by office technology and management (OTM) graduates for self-reliance

Again the result of the study equally revealed that office technology and management (OTM) educators considered information and communication technology ICT competencies as highly required by office technology and management (OTM) graduates for self-reliance. This findings is in line with that of Edeh (2017) who posited that ICT applications are highly required by office technology and management (OTM) students for self-reliance as an entrepreneur.

CONCLUSION

Based on the discussion of findings of the study, it was therefore concluded that office technology and management (OTM) graduates in Delta State required entrepreneurial competencies for effective and

efficient business operation. Equally ICT competencies are highly required for a successful business operation. These entrepreneurial and ICT's competencies identified will enable the office technology and management (OTM) graduates to operate their own business successfully if carefully executed or implemented.

It is therefore essential for graduates to combine all the identified competencies embedded here for effective business operation.

RECOMMENDATION

The following recommendations were made:

1. Government should continue to encourage entrepreneurship education by introducing elements of entrepreneurship at level of the educational system.
2. All office technology and management OTM graduates who are not ICT compliant should acquire the skills and competencies to be relevant in the society.
3. Office technology and management (OTM) lecturers should ensure that graduates of office technology and management (OTM) programme are well exposed to various entrepreneurial skills and competencies for self-employment.
4. Government should give adequate financial and technical supports to office technology and management (OTM) graduates to enable them set up their own enterprise.
5. Entrepreneurial educators should be constantly trained and retrained for effective performance.

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