

RELATIONSHIP BETWEEN ENTRY  
REQUIREMENTS AND STUDENTS ACADEMIC  
PERFORMANCE IN SECRETARIAL STUDIES IN  
FEDERAL POLYTECHNICS

BY

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M.ED/EDUC/18708/98-99

DECEMBER, 2004

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M.ED/EDUC/18708/98-99**

**A THESIS SUBMITTED TO THE POST GRADUATE  
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EDUCATION, FACULTY OF EDUCATION,  
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.**

**DECEMBER, 2004**

## DECLARATION

I hereby declare that this thesis has been originated, developed and written by me. It is a record of my primary research work. It has not been presented in any previous application for a higher degree. All quotations and sources of information as seen in this thesis are specifically acknowledged by means of references.



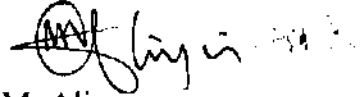
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IDIESIN RAHAMAN OLATUNJI

Date 20/12/04

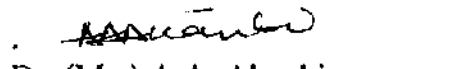
**CERTIFICATION**

This thesis titled, Relationship Between Entry Requirements and Students Academic Performance in Secretarial Studies in Federal Polytechnics, by Abidiesin Rahaman Olatunji meets the regulations governing the award of the degree of Masters of Education (M.Ed) Business Education of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.



Dr. M.M. Aliyu  
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Date 20/12/04

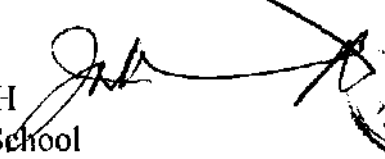


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25/4/05

## **DEDICATION**

This work is dedicated to my beloved wives Mariam Iyabo Abidiesin, Zainab Abidiesin and our children: Abdulraheem Abiodun Aremu, Hamidat Adebola Ayinke, Raheemat Anike, Hazeezat Asabi and those yet unborn.

It is also dedicated to my Father Alhaji Abdulazeez Abidiesin, my late Mother, Mrs Amudalat Ayinke Abidiesin and my Brothers and Sisters.

## ACKNOWLEDGMENT

All praises and thanks be to Almighty Allah for giving me the opportunity and strength to accomplish this work.

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Finally, I thank my beloved wives mariam Iyabo and Zainab for their total supports.

## ABSTRACT

This study was aimed at determining possible relationship between entry qualifications and academic performance output in secretarial studies programme of federal polytechnics in Nigeria.

National Diploma (NDII) students who graduated from 1994/95 sessions formed the population of the study. In order to achieve the said purpose, records of entry requirements and cumulative grade points average (CGPA) of four hundred and eighty (480) students in Secretarial Studies Department of four Federal Polytechnics were collected and used. Out of 480 students, 120 were selected from Federal Polytechnic, Bida, 134 from Federal Polytechnics, Idah 121 from Federal Polytechnics, Nassarawa and 105 from Kaduna Polytechnic. Four (4) research questions were raised and answered while four (4) null hypotheses postulated for the study were tested at 0.05 level of significance. The data collected were statistically analyzed by using Pearson Correlation and Analysis of Variance (ANOVA) statistics. The study reveals among other that students with previous knowledge of secretarial subjects have a better chance of academic performance than those who do not have. The study also revealed that there is significant relationship between academic performances of students in all Federal Polytechnics involved in this study. It was also discovered that Federal Polytechnics were not different in terms of the entry qualifications of the students. Based on the findings, it was recommended that there is need for the Polytechnics to specify the four subjects that are



required and at least two of them should be related to the course of study. It was also recommended that Polytechnics should admit only students with previous knowledge of at least two secretarial subjects. The study also recommends that Polytechnics authorities should not only maintain but also improve their academic performance to erase the negative notions that employers may have about their products.

## TABLE OF CONTENTS

Title Page.....	i
Declaration.....	iii
Certification.....	iv
Dedication.....	v
Acknowledgment.....	vi
Abstract.....	viii
Table of Contents.....	x
List of Tables.....	xiii
List of Abbreviations.....	xiv
Definition of Terms.....	xv
<b>CHAPTER 1</b>	
1.0 Introduction.....	1
1.1 Background Information to the study.....	1-4
1.2 Statement of the Problem.....	5
1.3 Objectives of the Study.....	6
1.4 Research Questions.....	6
1.5 Null Hypotheses.....	7
1.6 Significance of the Study.....	7
1.7 Basic Assumptions.....	8
1.8 Delimitation.....	8

## **CHAPTER 2**

### **2.0 Review of Related Literature**

2.1 Introduction.....	9
2.2 Historical Perspective of Secretaryship in Nigeria.....	9-13
2.3 Traditional and Modern Roles of Secretaries in the Office.....	13-17
2.4 Secretarial Curriculum.....	17-24
2.5 Educational and Professional Qualification of a Secretary.....	24-27
2.6 Quality of Secretarial Training.....	27-33
2.7 Inadequacy of Instructional Facilities and Equipment.....	33-40
2.8 Attitude towards Business an Secretarial Education.....	40-43
2.9 Funding and Resource Management.....	43-50
2.10 The Importance of English Language of Secretarial Studies.....	50-54
2.11 Guidance and Counselling.....	54-56
2.12 Review of Related Work.....	56-59
2.13 Summary of Review of Related Literature.....	59

## **CHAPTER 3**

### **3.0 Research Methodology**

3.1 Introduction.....	60
3.2 Research Design.....	60
3.3 Population.....	61
3.4 Sample and Sampling Technique.....	61

3.5 Instruments Used.....	61
3.6 Data Collection Procedures.....	61
3.7 Method of Data Analysis.....	61
<b>CHAPTER 4</b>	
<b>4.0 Data Analysis and Results</b>	
4.1 Introduction.....	62-64
4.2 Test of Hypotheses.....	65-69
4.3 Discussions.....	69-70
<b>CHAPTER 5</b>	
<b>5.0 Summary, Conclusion and Recommendations</b>	
5.1 Summary.....	72-73
5.2 Conclusion.....	73-74
5.3 Recommendations.....	74-75
5.4 Suggestion for Further Studies.....	75
5.5 References.....	76-83

## LIST OF TABLES

Tables	Pages
4.1.1 Correlation Analysis of Relationship Between Previous Knowledge and Academic Performance in the Federal Polytechnics.....	65
4.2.0 Correlation Between Performance and Entry Requirements of Students.....	67
4.3.0 One-Way Analysis of Variance by Schools.....	68
4.4.0 Analysis of Variance of Entry Requirements by Polytechnics.....	69

## LIST OF ABBREVIATIONS

1. ND National Diploma
2. N.B.T.E National Board for Technical Education
3. WPM Words perMinute
4. I.T.F. Industrial Training Fund
5. NABE Nigerian Association of Business Educators

## **DEFINITION OF TERMS**

The following terms are defined for clarity

Previous Knowledge refers to all the experience acquired in a profession or trade that may or may not include academic knowledge.

Entry Requirement means academic qualification which an applicant must possess in order to be qualified for admission into a school or a professional calling.

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background Information to the Study

The word "Secretary" is derived from the Latin word "Secret" or "One who is entrusted with secret". The most ancient records of early civilizations indicate that the Assyrians commonly used scribes as far back as 18<sup>th</sup> century BC. By the second century B.C. scribes had reached professional status and were employed in libraries of Alexandria to compile materials for Roman public libraries. A fine Spenserian handwriting was an important qualification for being a scribe then. By the fourth century B.C. scribes were used to assist with business affair as well as personal correspondence of those who could not read and write. Most affairs of the government also required the services of a scribe, and they are now called secretary - scribes.

In the late 19<sup>th</sup> century and earlier much more than advent of Gregg, Typewriter and Pitman Shorthand system were invented and many women became adept in secretarial work and began to take over the duties formerly performed by scribes who were mostly men. However today, secretarial designation ranges from Junior Stenographer to Administrative Assistant but their work is basically the same - taking shorthand and transcribing verbatim notes on the typewriter, to handling all administrative duties of a large modern organisation.

By the later part of 20<sup>th</sup> century, Secretarial studies was introduced as a programme of study designed to equip students with secretarial skills for employment in various fields



of endeavour. Students of this programme are exposed to courses in their special areas as well as in general education. In addition to acquisition of vocational skills in Secretarial studies, the students are further equipped with effective work competencies and socio-psychological work skills which are very essential in everyday interaction with others. The programme of study is designed at two levels - the National Diploma and Higher National Diploma levels. At National Diploma level, students are expected to:

- (a) Write shorthand for three minutes varied materials of 1.45 syllabic intensity dictated at 100 words per minute and transcribed on the typewriter with a minimum of 95% accuracy;
- (b) Type effectively various office jobs and acquire a copying rate of 50 wpm on passage not below 1.45 syllabic intensity with 98% accuracy;
- (c) Fit effectively into the office of any organisation and perform professionally the functions of secretary which among others include relating the functions to the office of the whole organisation, attending meetings and providing information as may be required; make accurate records of proceedings, filing and retrieving information, take appropriate action independently when faced with challenging secretarial problems, showing personal qualities and attributes conducive to tolerance and co-existence with the work group and, at the HND level, the ability to:
- (d) Type various jobs involving advanced problems on technical matters in the office and also acquire a copying rate of 60 wpm on passage not below 1.50 syllabic intensity with 98% accuracy;
- (e) Acquire an in-depth knowledge of office administration and management particularly

knowing the concepts, office procedures, office machines and equipment, recording general services, managing personnel, planning and controlling etc.

At the end, the training received will enable the student to fit into any organisation and perform not only as a secretary but also as an officer manager when the occasion demands. (National Board for Technical Education, (1989).

To achieve the objectives stated above, Ohakwe (1997) said that the curriculum of all the programmes should consist of four main components - general studies/education; foundation courses; professional courses and supervised industrial work experience scheme.

The genesis of Secretarial studies particular and Business Education in general in Nigeria date back to the Old Western Nigeria, even though there were traces of vocational business studies in other Southern parts of the Federation. Oladunjoye (1985) reported that, between 1955 and 1958 government participated in business education became highly noticeable in the then Western Region of the country. In 1958, the Ohio State University, Athens, United States of America, sponsored by the United State Agency for International Development (USAID) was invited by the Western Region Government of Chief Obafemi Awolowo, to help in the development of Business Education in that part of the country. This led to the subsequent establishment of the Technical Colleges - in Ibadan (now The Polytechnic, Ibadan), Oshogbo, and other Trade Centres and Commercial Schools in different parts of the region.

Fafunwa (1974) reported that the Ashby Commission on higher education in Nigeria (1960) recommended professional education to train people for subjects such as Accounting, Business Administration, Insurance, Banking and a sound professional education such as

Middle Management and Secretarial Training. This recommendation marked the inception of direct government involvement in Business Education of which Secretarial studies is a part at the Post-secondary institution. Now, Business Education is being offered in Polytechnics, Colleges of Technology and other related Tertiary Institutions.

Secretarial Studies as it is known has been in existence since the establishment of Polytechnics. The admission requirements for Secretarial Studies are:

- (1) West African Certificates with credit pass in English Language and any three other subjects;
- (2) General Certificate of Education (Ordinary Level) with credit pass in English Language and three additional subjects;
- (3) Grade II Teacher' Certificate
- (4) Any other qualification judged by the Polytechnic as equivalent to any of the above.

Before its creation, however, the programme faced many problems in the hands of the administrator of Business Management Department, who were assumed not to be aware of the intricacies of these problems; some of which are:

- (i) Lack of proper and adequate record keeping as a result of large number of paper work.
- (ii) Shortage of manpower (Secretarial Staff)
- (iii) Lack of Co-ordination and also the steps to solving them.

Unfortunately, though from experience data are known to be scanty on performance output of product of these institutions earlier mentioned. Some of the products of this experiment have not been known to performing very well despite the much-publicized

admission requirements, which placed emphasis on standard for post-qualification good performance.

Input could not be said to match output.

### **1.2 Statement of the Problem**

Business Education courses of which secretarial studies is a part were introduced into the formal education system in Nigeria during the last three decades. Since then, there have been a lot of technological changes in Office Education/Secretarial studies. The introduction of sophisticated telecommunication equipment, electric typewriters, electronic typewriters, electronic mail system, computer and word processor, coupled with the new management techniques of new skills. This development has brought about more challenges to practising secretarial staff. This situation makes one to wonder what the content of their training was.

There has been no remarkable noticeable break-through in the output of the graduands in their place of work. Their performance has not been able to keep pace with the rate of change and automation that has invaded the business office, particularly in the area of information technology. It is with this in mind that one wonders what could be responsible for this lack of post-qualification performance. Could it be that the equipment are too sophisticated for their comprehension or is that lecturers are not performing their roles as expected? In order to address these problems and many more effectively the study was undertaken to unearth the source of poor post qualification.

The question of possible relationship between entry qualification and academic performance of students in Federal Polytechnics is therefore the problem of the present study.

### **1.3 Objectives of the Study**

The major purpose of this study was to examine the basic entry requirements as a determining factor of performance in secretarial studies.

In the light of the above, this study specifically sought to:

- (a) Examine whether students with previous knowledge of secretarial subjects have a better chance of academic performance than those who do not have.
- (b) Determine the relationship that may exist between students entry requirement and academic performance.
- (c) Examine whether the Polytechnics differ in their entry requirement.
- (d) Assess whether Polytechnics differ from one another in terms of student academic performance.

### **1.4 Research Questions**

The study will find solution to the following research questions:

- 1. What is the effect of previous knowledge of secretarial subjects on students academic performance.
- 2. What is the relationship between students academic performance and their entry qualification?
- 3. Do Polytechnics differ from one another in terms of students entry requirements?
- 4. Is there any significant between the Polytechnics in terms of their student's academic performances?

### **1.5 Null Hypotheses**

Based on the research questions constructed, the following null hypotheses were postulated.

1. There is no significant relationship between students with previous knowledge of secretarial subjects and their academic performance.
2. There is no significant relationship between entry requirements and students academic performance in Federal Polytechnics
3. There is no significant difference among the Polytechnics in students' academic performance.
4. There is no significant difference among the Polytechnics in terms of students entry requirements.

### **1.6 Significance of the Study**

It is intended that the outcome of this study will be of great help to commercial secondary schools administrators in Kaduna, Niger, Nasarawa and Kogi States in particular and Nigeria in general, in developing curriculum on secretarial studies especially with advent of new education policy in Nigeria. The results of the study will also serve the purpose of awakening the public on the importance of business education in general and secretarial studies in particular, by making the public to know the basic entry requirements which compare favourably with those of other courses. This consequently erases the notion that only the dullards o study secretarial education.

### **1.7 Basic Assumptions**

The following assumptions were made in this study

1. Students with previous knowledge of secretarial subjects have a better chance of academic performance than those who do not have
2. Entry requirements contribute to student's academic performance in secretarial studies.
3. Polytechnics do not differ in terms of students' entry requirements.

### **1.8 Delimitation**

This study is delimited to Federal Polytechnics in Kaduna; Bida; Nasarawa; and Idah.

The study focused only on the secretarial studies students of the polytechnics.

The study is also delimited to:

1. Basic entry requirements
2. Students academic performance
3. Previous knowledge of secretarial subjects.

The study is also delimited to period of 1994/95 - 1996/97, that is three academic sessions of ND II students of the four Polytechnics.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

This chapter review existing literature in the area of the present study. The review is done under the following subheadings: These are:

- 2.1 Historical Perspective of Secretarial in Nigeria
- 2.2 Traditional and Modern Roles of secretaries in the Office
- 2.3 secretarial Curriculum
- 2.4 Educational and professional qualification of a Secretary
- 2.5 Quality of Secretarial Training
- 2.6 Inadequacy of Instructional Facilities and Equipment
- 2.7 Attitude towards Business and Secretarial Education
- 2.8 Funding and Resource Management
- 2.9 The Importance of English Language to Secretarial Administration Students
- 2.10 Guidance and Counselling
- 2.11 Review Related Work
- 2.12 Summary of Review of Related Literature

#### 2.1 Historical Perspective of Secretaryship in Nigeria

Business Education of which Secretarial Education is a part, according to Gana (1978) is as old as the history of Education in the country. The first Secondary School established in Lagos between 1859 had as its Curricula Bible Knowledge, English, History, Geography, and Book-keeping. The need for clerical and secretarial assistance



forced the colonial overlord of the period to introduce elements of Business Education into the curriculum. Thus, the bonny Government School and Hope Waddel Secondary School that were established about the same period had included in their curriculum more business subjects like Shorthand, Typewriting and Economics.

Gana (1987) asserted that in 1920 the British Government requested a group of its officers to examine the educational needs of its colonies in Africa. This gave rise to the Phelps-Stores report, which recommended the establishment of Trade Centres and modern Schools in Nigeria. These institutions admitted primary school leavers and gave them vocational skills, which qualified them for employment in the various in which they were trained. The business subjects taught in these four-year training institutions were Shorthand, Typewriting, Book-keeping, economics, Commerce and Business Arithmetic. At the end of the course the students were required to take the Modern School Leaving Certificate Examination or the City and Guides Examination of London.

Between early fifties and the late sixties, Business Education received the greatest boost at the height of the struggle for nationhood. There arose a sharp demand for qualified secretarial and administrative staff for the expanding civil services of the Federal and the Regional Governments and also to replace the large number of non-Nigerians who had hitherto dominated the scene. The Federal and Regional government established a large number of clerical Training Schools and Staff Training Centres to produce Typists, Secretaries, and Accounts Officers. Private entrepreneurs were permitted to establish Commercial Secondary Schools not only to provide schooling opportunities for the over-flows of the government colleges but also to augment

government efforts in the production of manpower for the business activities of the country.

Ehiametlor (1990) asserted self-effort was required for a prospective competent secretary and those, who rose through the ranks of secretaryship in the past. He stated further that some Nigerian were privileged to travel to Britain either as government-sponsored or private students for proper training in the art of secretaryship. According to him, one interesting aspect of secretaryship in the past was those trained abroad took up fresh appointments in the public and private sectors on their arrival in Nigeria in order to assist in the improvement of secretarial profession. Some of them were either deployed to Staff Training School or employed to teach secretarial subjects such as Shorthand and Typewriting. He went further to say that the development of secretaryship in Nigeria could be discussed under two headings -unstructured and structured. The unstructured secretaryship, according to him, can be traced to the 1930's with the establishment of a clerical training centre at Oshogbo in present day Osun State in order to train clerical /secretarial staff who were needed in government offices. The problem militating against the establishment of the training centre was the appointment of unqualified teachers. Another problem encountered was that the curricula of other few government training centres and privately owned centres established were not structured to adequately meet the needs of the then offices. To support this, Evans (1972) said that the emphasis of the government and privately owned trained centres was on the acquisition of special skills in Typewriting, Shorthand, Office Practice and Secretarial Duties.

⌈

Structured programed in business education according to Ehiamentalor (1990) was traced to the late 1950's and early 1960's when the new technical colleges were established in various parts of the country as a result of Ashby Commission's recommendations, which highlighted the inadequate supply of technicians and supporting staff (Secretaries inclusive) to meet the needs of the industrial sector. He stressed further that the Comprehensive High School at Aiyetoro in today Ogun State and several technical colleges represent the high structured technical and vocational curricula designed to meet vocational and academic needs of students. In agreement with this, Ozoro (1975) had earlier submitted that the Curriculum Conference of 1969 provided the recognition of Vocational Business Education (Secretarial) as an indispensable field of study in a developing industrial economy; hence the emphasis on pre-vocational business education in junior and senior secondary schools curricula in the 6-3-3-4 system of education in Nigeria, therefore became a product of this conference.

At the tertiary level, Yaba Institute was already in existence and engaged in the training of Vocational and Business Education before 1960. Osuala (1987) asserted that there were eighty-four (84) post-primary institutions of vocational and technical education in all states of the federation, where Secretarial Studies were offered. He went further that there were also additional five (5) technical colleges; the Yaba College of Technology, Yaba; Institute of Management and Technology, Enugu, National Technical Teachers College (now Federal College of Education - Technical) Akoka - Yaba (already in existence as far back as 1967) and the three Polytechnics in Ibadan and Auchi - all offering secretarial courses. Many other States and Federal Polytechnic/Colleges of

Education (Technical) now offer courses in Secretarial studies. At the University level, according to Osuala (1987) the University of Nigeria, Nsukka and the Ahmadu Bello University, Zaria were the pioneers in Business Education programme with Office Education option. Interestingly enough, successive governments in Nigeria have continues to emphasis the need for Vocational and Business Education (Office Education or Secre4tarial Option). From 1979 to date several Polytechnics, technical Universities, technical colleges and colleges of education have been established throughout the country.

## **2.2 Traditional and Modern Roles of Secretaries in the Office**

The best way to have a better understanding of the Secretary is to identify and appreciate her functions or roles within the business, industrial and professional environment. Basically, the role of the Secretary is supportive. In the performance of her *multiple roles, the Secretary collaborates with others in communication and public relations in the promotion of enterprise.*

Anderson (1976) said that the National secretaries Association International define the Secretary as 'a person who is an executive assistant, who possesses a mastery of office skills, who demonstrates the ability to assume responsibilities without direct supervision, who exercise initiatives and judgement and who makes decisions within the scope of assigned authority'. The body reiterated further that 'a secretary must be a good organizer, a walking encyclopedia, a problem solver, a confidant, a counsellor, a well educated, articulated and cultured'.

However, the word 'secretary' has been used too loosely. Owolabi (1988) asserted that many junior typists who are only beginning to acquire their skills like to think of themselves as secretaries. He went further that it also flatters younger managers who are seeking to build their importance to refer to the typist who prepares their letters and reports as their secretary.

Similarly, Pryse (1983) found out that the word secretary was often the synonym for the female staff that organizes and run a small office for the employer.

The secretary in her to-day roles/duties requires the use of the automated office tasks. These involve her ability to manipulate the automated office equipment such as electric typewriters, electronic typewriters and computers. In addition, storage and information retrieval, text editing and production of mailable documents are all part of the technological changes in office tasks that she should be familiar with.

Iwuoba (1998) discussed the roles of computer secretary as follows:

1. Arranging the office
2. Note-taking and transcription
3. Keeping a diary of events to enable her remind her boss
4. Receive and dispatch mails promptly.

However, the National Board for Technical Education (NBTE) (1989) listed the traditional roles of a secretary as follows:

1. Typing of correspondence
2. Taking dictation and transcribing dictated materials into mailable documents.
3. Arranging files and various information into appropriate headings.

4. Answering phone calls and attending to visitors.
5. Making travel arrangements (itineraries) for her boss.
6. Arranging meeting and booking hotel accommodation.
7. Acting on behalf of the boss.

The roles of the secretary listed above are not exhaustive. There are other roles that she could perform, depending on the office and situation in which she finds herself. Among other traditional roles, which she could play, are: screens of publications for boss's attention, distribute publications, handles departmental petty ash etc. However, the 'office of today' (technological advancement) expects secretarial roles to transcend those itemised above. What then are the modern roles of Secretary in the office?

Aromolaran (1991) asserted that a secretary who intends to keep her job should prepare herself for the challenging tasks of the automated office. He stated that her (Secretary) role in automated office would be quite different from what it used to be in the traditional office. She should be with the uses of word processors, computers, electronic typewriter, telex etc. In supporting this assertion, Okezie (1991) affirmed that a computer assisted secretary does not need to bother too much about file jackets and filling cabinets as a large part of the documents she wants to store are kept and stored in magnetic disks and tapes. He stressed further that diaries are now being kept in the computer, which can be programmed to remind the boss, everyday. Morris and Kilpartick (1985) asserted that the need for automation in secretarial profession has been motivated by the increase in technological advancement in business and industry. As the traditional roles of office move towards automation, according to Griffith (1989) the need for

secretaries with word processing or electronic typewriter skills cannot be over-emphasised. More employers now expect their secretaries to acquire automated skills to enable them (secretaries) perform automated office tasks as effectively and efficiently as possible.

Aromolaran (1992) stated that there are several other non-typing skills that must be acquired by a secretary in addition to the competency in typing skills mentioned above to enable a secretary experience success and job satisfaction in the automated office. These are:

1. Assisting her executive in taking decision on some issues affecting the establishment;
2. Making and answering telephone calls;
3. Supervising her subordinates;
4. Handling incoming and outgoing mails;
5. Ability to work under pressure and manage her time and that of her boss effectively;
6. Ability to work for more than one boss in a depressed economy;
7. Ability to manage herself and her boss.

From all indications, it can be seen that a dynamic secretary, therefore, must be aware of the uses and extent to which the computer can be put in aiding managerial decision-making. However, this does not mean that modern technology has posed threat to secretarial functions at all. In spite of the introduction of more technical equipment into the office, the demand for highly qualified and skilled secretaries is still increasing.

This is so because the office machines are a blessing to the secretary in the efficient execution of her duties, and the machines are separated by man. No computer is self-operating.

According to Anyaduba (1991) those who propagate the elimination of the secretary by technology are either uniformed or ill-informed or misinformed about the catalytic role of the secretary. Technological resources in the office are therefore an aid to the secretary and not a threat to her job.

### **2.3 Secretary Curriculum**

It is not surprising, taking into consideration the continuing popularity of secretarial course and its place in nation's economy, which many authors have in writing books and research studies have been analysing some secretarial skills and business knowledge required of a secretary. What is surprising however, is the small number of significant studies and books, which are available in the areas of teaching methodology. Commenting on secretarial curriculum in relation to actual job requirement, Nwosu (1998) opined that occupational preparation programmes must be redesigned to stimulate the working environments that are actually found in the offices. They recommend the development of curriculum and equipment laboratories that will meet the need of the emerging offices and therefore cautioned that time should be taken after implementing of a programme to determine whether the objectives of the programme have been met and whether or the students are adequately served through the programme. He went further that for the students to be prepared for the world of employment, the needs and desires of the employers should be incorporated into the curriculum and the trainers must possess



the skills they develop in others.

According to Nwosu (1998), the curriculum for Secretarial studies at both the National and Higher National Diploma levels was designed by the National Board for Technical Education (NBTE) in 1986. This, according to him is more than a decade since its introduction. Also within this period lots of changes have been taken place in the office structure, content, methods, roles and even personnel requirements. Unfortunately, no practical steps have been known to be taken by NBTE aimed at reviewing existing syllabi of Secretarial studies courses. Since curriculum should be adaptive and relevant, developers of curriculum in office education or in any the business areas have a responsibility of monitoring technological advancements in office and constantly reviewing the curriculum to meet the demands of the office.

He stressed further that it is surprising that many of the higher institutions are still using manual typewriters in the training of their students as against the electric/electronic typewriters, word processors and computers that are found in most modern business offices today. This, according to him is a clear indication that there is no relationship between job preparation in schools and on-the-job activities, which is the mission of business education if students are to make smooth transition from school to work. Daudu (1987), Ulinfun (1986), Anao (1986) have made calls for the inclusion of Entrepreneurial Skills in our business curricula. Hainess and Furtado (1981) noted that having regard to the fact that the private sector alone cannot provide sufficient jobs for those currently seeking jobs, business educators need to assume more responsibility in job-creation through the teaching of entrepreneurship. Hainess et al were concerned with the

American society in 1981 but you will agree with me that their suggestions are as valid in Nigeria today as they were in the United States in 1981.

Allied to the issue of entrepreneurship is the case of Industrial Training.

Nwaokolo (1990) asserted that with the exception of Business Teacher Education, the Industrial Training Fund (ITF) has stopped funding industrial attachment for business majors. He went further that there is need for business principles taught in class to fuse with business practices, which are only available in the industry. Thus, according to him industrial attachment experience may well become the only practical experience a fresh graduate may draw from in setting up his own business. Industrial training for business majors needs to come back. Oguoma (1999) quoting Ogalanya (1994) said that student Industrial Work Experience Scheme (SIWES) established by Decree 47 of 1971 is the brain-child of the Industrial training Fund (ITF) which is intended to supplement in-school classroom and workshop/laboratory experience with actual machines and tools of current industrial processes. He went further that industry and education must work together to develop new teaching styles and curricula, which will equip the next generation for a brave new world. This link is necessary so as to equip the graduates of Secretarial Studies with the necessary skills that will enable them have smooth transition to the world of work and at the same time enable them adjust quickly to the demands of their chosen field of study.

Taiwo (1980) opined that education should continuously examine the curriculum, teaching methods and procedures; and strive to promote better learning in shorter time. But, unfortunately, administrators and other experts who have little or no knowledge in

this area of specialisation or teaching methodology plan Business and Office Education curriculum. Therefore, they are deficient in selecting achievable objectives, comprehensive contents and appropriate learning experiences. In supporting this assertion, Osuala?(1983) said that the teachers who serve as a link between the curriculum and the students are often excluded from the curriculum planning. More importantly, business teachers, working in collaboration with other interest groups are often considered important because they are in a much better position to advice on the curriculum contents of office education as well as the instructional objectives of the programme as derived from government's overall philosophy and objectives of education. In like manner such classroom teachers are much more better informed to advise on appropriate and relevant instructional facilities, equipment and supplies in particular and an appropriate and adequate funding level of business and office education programmes in general. Reacting to teacher's role in curriculum development, Nasino Brown et al (1982) described the role as:

.... not so much what is found in the syllabus as what the teacher makes of it in the classroom. It is adaptation of it to meaningful learning experiences that really counts. He should use the guide in a framework and must feel to express his teaching methods in the way that can best help make him a success in the classroom.

From the above statement, it is obvious that the curriculum can be a great success or dismal failure depending on the teacher. Teachers therefore, are the KEY persons who alone can make the curriculum design achieve what it was designed to achieve. It requires a lot of imagination and inventiveness on the part of the teachers to make the

contents of the Business Education curriculum vital and stimulating both in the classroom and outside the classroom.

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Nasino-Brown (1982) went further that of all the personnel involved in the curriculum design and implementation, one agreed that the teacher is almost the most important because he/she implements the idea and aspiration of the designers. The teacher also has a role to play in the curriculum design and implementation as a source of feed-back to the school authorities and ministry representatives for if certain recommended practices or elements of the curriculum are not satisfactory, the teacher should endeavour to see that they are changed. He concluded that to be able to implement curriculum design, teacher's job is to take the contents of the syllabus, break them into smaller units tasks which can be accomplished within a week and then spell them out in terms of general and specific behavioural objectives.

A lot of changes have taken place in the business world. Automation has taken over the traditional office. Today, we see electronic typewriters, word processors, computers, etc in the office. Atakpa (1998) opined that with the new changes in today's technological world, it has become imperative that all shades of organisations should

continuously review and re-examine their workforce towards ensuring their coping and meeting with the demand of time, for it is dangerous for an organisation to have human resources that are living in the past.

What is happening today is that Business Education students are trained for the business world with obsolete curriculum. According to Otobo (1999) a curriculum should be reviewed periodically to cope with innovations and inventions, a business education curriculum should be well structured to cope with these changes. She went further that, that explains why most of our institutions do not teach subjects such as computer literacy. Some that do it, do by rote, thereby not helping the students.

In supporting the above assertion, Asanga (1999) said that the present curriculum does not meet the requirement of office education in the present day. The classroom instruction of office education should have planned courses, which are designed to assist in the occupational preparation of the student. It should be planned so that the proportion of time devoted to the various competencies required for the particular job level they may meet the business world. She stressed further that curriculum should be reviewed to ascertain that it enables students to develop positively towards work, human relation skills and capability for team work that will be necessary for office automation.

Moody (1983) opined that business education must satisfy a number of pressing demands. Among these demands according to her includes:

- i. the charge provide basic skills education
- ii. the need to shift from a secretarial related curriculum to a management - a related curriculum.

- iii. the necessity to incorporate technological advancement into curriculum through new courses.
- iv. the desire to provide retraining, as well as initial training to adults in the job market and to those struggling to find entry level jobs.
- v. the need to introduce all students to skill in business education.

Komolafe (1999) asserted that curriculum should be designed to meet the specific needs of the society, be in line with the needs of the business world. He went further that there is no uniform curriculum for business education at University level. At Polytechnic level, the ND/HND curriculum was designed ten years ago by the NBTE is still being used by our Polytechnics. Also, Colleges of Education curriculum has remained unchanged for years.

Learning experience becomes imperative in the curriculum. It becomes necessary because the products of the institutions are expected to go into world of work if they cannot proceed for their HND due to one reason or the other. Therefore, the students need to undertake industrial experience.

As Oyedeji (1987) suggested:

there is need to correlate what has been taught in the classroom with what obtains in the actual situation in the office and industry.

Unfortunately, financial constraint and lack of adequate number of industries are making it difficult even for the stipulated industrial experience for higher institutions.

It is therefore suggested that industrial attachment should start from Senior

Secondary School for those specializing in business education in such a way that a student attends school in the morning and work for some hours in the evening since majority of the students are now operating on day system. The attachment should be extended to places like Supermarkets, Petrol Stations, Bookshops, Hotels and they can work as Cashier, Typists, Accounts Clerks and Sales boys or girls.

In addition, Nolan, Hayden and Malsbury (1967) who were renowned Business Educators in U.S.A. said "No curriculum however well written, no equipment however costly will compensate for a poor business teacher, on the other hand a good business teacher, will more than offset deficiencies in curriculum in textbooks and in equipment".

The above statement attests to the importance of the role that business and office education teachers can play in the development of any meaningful office education programme.

#### **2.4 Educational Professional Qualification of a Secretary**

In today's world, it is increasingly evident that an important pre-requisite to top-level secretarial performance is balanced education. Thus, management in all types of business profession and government organisations has given greater responsibilities to secretaries. Secretaries themselves have increased their efforts to raise their own professional standards and goals through membership in Secretarial Associations in their educational programme.

Dada (1998) quoting place (1980) maintained that preparation for almost every worthwhile career is continual because of the speed of technological change and the need for such forward planning - secretarial work is no exception. Employers look for

applicants who are up-to-date and well-informed. The broader a secretary's educational background the better. Many of the best jobs go to those who have successfully completed secretarial and business administration programmes.

Dada (1998) went further that opportunities for high-level secretarial jobs and for promotion come most often from those who have combined a broad general education with vocational or professional business courses. General education subjects are divided into three categories - Humanities, Social sciences and Science. Through the study humanities, and cultural heritage, a potential secretarial gains insights that lead her to appreciate the total environment and to converse and work more intelligently with all types of people. Basic communication skills are imparted in English and literature courses. The ability to express oneself clearly and forcibly is a genuine claim in all types of work as well as in social situation.

Through social science courses, she stated further that the courses acquaint the secretary with the fundamentals of human behaviour and the structure of the society. They help a secretary to understand herself as well as other people. Courses in Economics and Political science aid her understanding of current events and of many business phenomena.

By studying the science, Hicks (1972) asserted that a secretary gains a clearer understanding of many modern technological developments from data processing and telecommunications advances. They went further to say that the vocational skills needed by a secretary vary according to the position she seeks to work as a legal, bilingual or medical secretary. However, there is a basic core of vocational training that every



secretary needs where ever she works. They stated the important components of this training are Shorthand, Typewriting, Communication, Office Procedures, Accounting, Data Processing, Business and Management and principles of Human Relation. They stated further that although businessmen generally agree that Typewriting and Shorthand are the most important vocational tools of a beginning secretary, they quickly pointed out that the secretary who wishes to advance also needs to be management oriented.

At every level of the secretarial profession in any tertiary institutions of learning, English language is studied among many other relevant courses. But, to qualify for National Diploma in secretarial studies in any Polytechnic accredited by NBTE, the following courses are offered (as contained in the National Board for Technical Education Curriculum and syllabus in Secretarial Studies).

National Diploma Courses;

ND I First Semester	ND I Second Semester
Shorthand Theory I	Shorthand (80wpm)
Shorthand Theory II	Typewriting (40 wpm)
Typewriting Theory (30 wpm)	Introduction to Business
Office Practice	Business Mathematics
Principles of Accounts	Communication in English
Use of English	Principles of Law
Citizenship Education I	Citizenship Education II

**ND II First Semester**

Shorthand (90 wpm)

Typewriting (45 wpm)

Secretarial Duties

Principles of Economics

Use of English II

Government

Word Processing

**ND II Second Semester**

Shorthand (100 wpm)

Typewriting (50 wpm)

Economics II

Word Processing

Project

Communication in English

Introduction to Computer Management

Introduction to psychology

Entrepreneurship Development

**2.5 Quality of Secretarial Training**

The word 'training' has been used in many ways. Educationists find it necessary to distinguish between training and education as the two words are easily regarded as synonymous.

Bukar (1994) asserted that "give teaching and practice to.... In order to bring to a desired standard of behaviour, efficiency or physical condition". Here the end product of training is the achievement of a given level of performance, which could be physical or ordinary services that have to be rendered. A trainee therefore, graduates when he can perform at the desired level of competency. Criteria are therefore set to measure such performance in order to determine whether or not a learner is qualified to graduate.

She went further by mentioning some essential features of a sound training programme as follows;

1. "Learning experiences are skills and facts that have to be taught". It is usually designed by a delegated body of experts in curriculum designing who are very conversant with the people's (those who are going to use the experiences that are being mapped out) values, educational psychologists, etc. The modern curriculum designers produce collections of learning experiences in modules as incorporated in the NBTE National Diploma (ND) and Higher National Diploma (HND) Curriculum and course specification (1990).
2. "Quality of students' entry behaviour affects their level of understanding". For any training programmes, there is a set prerequisite in order to equip the admitted learners for the training in question. This is more so in learning shorthand, typewriting etc. Practice is an essential part of skill learning. Shorthand and Typewriting are skill subjects, the need for constant practice need not be over-emphasised.

Oyedeji (1987) said that many people believe that only science and technical subjects require laboratory and workshop respectively. The business education also require, subjects like Typewriting, Shorthand, commercial, Office Practice and Accounts. For example, one cannot learn typewriting without Typewriters. Office Practice without office equipment; Shorthand without stopwatch and so on.

Oyedeji (1987) in a research also indicated that

only 25% of the business education teachers said that they have used business sponsored instructional material and business machine-show staged in school in co-operation with a business department.

The financial requirement for business laboratory is enormous and it requires the financial co-operation of individuals, employers, State and Federal Governments.

The greatest challenge of our time is how business educators can cope with the unprecedented technological innovations that are taking place in the business world. According to Osisoma (1994) since the major purpose of business education is to assist individuals in acquiring and developing knowledge and skills transferable to jobs available in the local markets, themselves are experts.

Michael (1987) noted that the modern technology affects the business educators in two ways. First, his preparation and second, it places greater responsibility on him after his training. He gave example of the business teacher preparation in word processing, which was introduced into the National and Higher National Diploma programme of Secretarial curriculum. Ironically, most of the business educators at that time could neither teach word processing nor even operate the word processor. Therefore, the computer department was called upon to service word processing courses in the Polytechnics. According to him "more than a decade after the introduction of the word processing course most of the Polytechnics have not retrained their business educators in the art of word processing". The question yet unanswered is why should computer department continue to service word processing course which has Secretarial Code indicating that it is a secretarial course. How many older business educators have been trained in the area of word processing or any of this recent technology in office education? Michael (1987) concluded that it is pathetic to state that at this level of our technological development majority of the business educators are still computer illiterate

themselves. Writing on this new dimension, Aina (1991) decried the extremely inadequate opportunities for training and research in our institutions. Kalaus (1987) had earlier recommended that the business teachers should be required to undertake training in computer and other new machines and equipment. Ekpeyong (1990) advised that in order to be qualified to train the breed of students that will fit into the new scheme of things, business educators must not only be aware, but also equip themselves with the knowledge and skills appropriate for imparting the new skills and knowledge. He therefore suggested constant training and retraining of the trainers.

It is therefore important to restate that if the issue of training and retraining is not addressed, it will negate the philosophical foundation upon which business education is built and will make the mission of business education unaccomplishable and the objectives unachievable.

In view of the urgent need to retrain business educators to enable them cope with the emerging technological innovations in Secretarial Administration, Nwosu (1999) recommends the following training strategies:

**A. In plant or In-house Programme**

This is a method of training whereby the employer arranges with trainers to come in and provide short term training for its staff. The training is usually given in the premises of the employer. The trainer brings along with him his training consultants who are experts or professionals in the field of training. The trainer also brings all the appropriate training facilities and materials, which are used, for training. The training could be arranged to last for between five days, two weeks or one month duration.

according to the content of the training. At the end of the training, participants are usually given certificate of participation. Cost of training is reduced considerably where the number of trainees is large. It has advantage of not interfering with normal work period as acceptable time of training can be arranged. This method of training and retraining is recommended by Nwosu (1999) as a coping strategy because all the business educators in any institution can benefit from the training at the same time.

#### **B. Organised Visits**

This is another aspect of training. This is an excellent means of using community resources to make training meaningful. There could be organised visits by business educators to nearby offices, trade fairs, computer centres, exhibition centres, institutions with better facilities and companies depending on the learning outcome. This teaching style will help to bridge the gap between theory and practice. The success of this method will depend on community-school relation. This method will be meaningful if it is planned, organised and well directed to achieves a definite objective of up-dating skills of the trainees.

#### **C. In-service Training**

This is a training used in updating/refreshing the knowledge of staff. This can be conducted in-house or at different institutions. Under this training, trainees are granted study-leave-pay. Business educators could be granted study-leave with pay to enable them pursue higher qualifications/degrees under in-service schemes.

#### **D. Secondment to Industry**

This is a teaching method in which the trainee is sent to the actual work situation and asked to observe and carry out work under supervision. It is given in the normal work situation with the trainee using the actual tools, equipment, materials or documents that will be used after the training. The trainer's role in this regard is constant visitation, supervision, advice and guidance. The trainer is able to participate effectively by asking questions and getting immediate clarification about anything that is not clear. This type of training is very appropriate and recommended for business educators, as the training will expose them to the practical aspects of the job. The secondment could be undertaken during the long vacation periods to avoid class disruptions. Most often because of poor *understanding of this method of training, organisations are reluctant to accept people for secondment.*

#### **E. Organised Workshops, Conferences and Seminars**

Business educators should be encouraged financially by their employers to attend workshops, conferences, and seminars. This method of training provides a form whereby the business educators can improve on their skills and knowledge. Experts in the field are invited to deliver papers on current technological innovations in the area of office education. Question and answer sessions provide opportunities for greater interactions.

#### **F. Membership of Professional Association**

Business educators are advised to belong to professional associations. These associations usually organize conferences such as workshops and seminars for their members to share views on current issues. Experts are invited to present papers on issues

of the moment. This forum provides opportunities for professional growth. Members are encouraged to constantly subscribe to journals and professional magazines through research findings and current ideas are circulated.

## **2.6 Inadequacy of Instructional Facilities and Equipment**

If the efforts of the tutors and students of Business Education in general and Office Education in particular is to be fully rewarded, adequate facilities for its teaching should be provided. Necessary facilities and equipment should be available for the teaching of Shorthand and Typewriting for maximum result to be achieved.

Aremu (1974) in his study stated that:

business educators have a wide assortment of text, references, and equipment from which to choose properly in order to provide for an effective and adequate teaching and learning environment these instructional materials and facilities must be ably selected to meet the need of the students and instructional goals.

Citing Amaefule (\*1986), Abidiesin (19990) reported that shorthand and typewriting could be properly acquired by the trainee secretary unless the right quality equipment and supplies for achieving these skills are available and in sufficient quantities. He found that inadequacy of equipment is extremely acute in the commercial secondary schools where in some cases only 15 - 20 Typewriters might be available to some 40-50 students for learning typewriting.

Oladunjoye (1985) confirmed this when he conducted a study on "a proposal for improving writing" and found that the most apparent problems of teaching business education courses especially Typewriting in Nigerian School System both in the past and



at the present were the shortage of qualified teachers, inadequacy of facilities, equipment and materials.

Abidiesin (1990) in Odina et al (1985) said that education in Book-keeping, Typewriting and Shorthand have not been given their due recognition in Secondary Schools. He reported that private commercial institutes dominated the training of these subjects and indicated that this training is inadequate. He therefore, maintained that if learners were to acquire the necessary skills, adequate material resources should be provided in schools.

According to Ohakwe (1999) teaching Secretarial Studies involves a multi-dimensional approach - visual, audio, and audio-visual. Aural or audio materials usually include the radio, tape recorder, turn table and gramophone. Okeke (1991) asserted that visual aids are made up of projected and non-projected material. Projected materials range from computer, filmstrip, slide, overhead projector and opaque projectors. Also, non-projected materials, such as the chalkboard, flannel board, charts, pictures, templates and puppets.

In most Secretarial courses, the teaching of its subjects have remained dull and uninteresting because of lack of components of educational technology. Even when the teacher knows that learning takes place in a variety of ways, he still clings to verbal symbolism (talk-chalk process) as the only medium of imparting knowledge. Apparently irked by this situation, Attah (1993) questioned how effective the teaching of Secretarial subjects could be achieved when he lamented thus:

Being skilled courses which requires constant practice and drilling, the teaching of courses like shorthand and typewriting cannot just be learnt by the students sitting and folding their arms and nodding their heads. For instance, how can a student learn a course like typewriting without a typewriter or learn and develop the necessary speed writing without some form of electronic aids like the tape recorder and pre-recorded cassettes.

Ulinfun (1986) in discussing the shortage of text materials maintained that we are beginning to see an influx of the textbooks and aids for business education instruction, but wondered if these are enough. He went further that the importance of material resources in teaching of Secretarial Studies as a course is epitomised by the Chinese saying that "a look is worth a thousand words". It clearly illustrates the superiority of visual symbols (which are images) over verbal symbols.

Teaching aids help in providing courses of information for students, thereby enhancing the clarity of communication and increasing the speed of comprehension. Carlton and David (1972) asserted that "pupils need actual and realistic although frequently vicarious, , experiences to build insight that will serve as basis for forming new relationships from unfamiliar verbal materials".

Adopting the similar viewpoint, Bending (1970) said that

teaching aids are accepting part of the education curriculum at the classroom level, the actual use of it is often ill understood and trivial.

He made further views that if we are to appreciate the part these aids can play in the full education of a child, a number of basic factors must be considered. It will also be

obvious, from the very beginning that visual aids will tend to be more effective as interpretive media in a verbal communication system, than will aural aids.

Cable (1976) said that the different points of views and investigations on this topic seem to support the contention that a wise and effective utilization of instructional materials in teaching would help in obliterating to some extent, the boredom and abstractions that characterize the teaching of a subject.

Heinich (1966) has reiterated that:

for too long we have considered audio-visual materials as aids to classroom teacher. Now he says we should consider what research has established that, when carefully designed and packaged, mediated instruction can convey subject matter as effectively as regular classroom instruction.

It is sad to note that despite the fact we have a rich environment we still suffer insufficient and inadequate teaching aids especially at tertiary school level. This lead to the poor understanding of the courses on the part of the students as Abidiesin (1990) put it that the present state of affairs where Shorthand is mainly a blackboard and chalk affair does not make for proper understanding of the subject.

Adopting the similar viewpoint on the talk chalk process, Imarghiagbo (1994) says:

chalk talk verbalism creates room for passive participation of students and the consequent lack of interest.

Wittich and Schuller (1973) in supporting this statement have asserted that inadequate educational communication results in boredom with school, dropping out and

entering society ill-prepared for the tasks that must be assumed. Okorie (1979) is more positive on this issue, he says that instructional materials can stimulate interest among the students and pupils when effectively used, he went on to specify that instructional materials usually induce retention of factual ideas or concepts as the pupils come into contact with what is being described.

Mee (1970) reported that the use of teaching or technological aids as a means of instruction amongst students facilitates understanding, and increase the level of their performance. He believed that with the use of the tape player, junction box and the ear phones, the help get from their teachers could be available from tape associated with books and pictures. This means in the absence of the teacher, the student can equally learn where the teaching aids are available provided they have been previously taught how to use these aids. With this therefore, learning is accelerated amongst students.

Erickson and Curl (1972) in their emphasis on importance of instructional materials, said that these materials can develop an awareness of problems, open up possibilities for exploration, present meaningful preliminary information and also open up avenues to new activity.

Mills (1979) also considered the use of teaching aids thus:

we have all experienced the difficulty of following verbal directions when we stop our car in a busy city to ask of the way to a street a few miles away, unfamiliar street names and verbal descriptions are often quite inadequate for communicating what is in the mind of our helpful direction giver, whereas a map or a sketch would have simplified and clarified his instructions, while posters and charts are intended to rouse the interest trainees.

With the importance of these in mind, Cable (1966) believes that “teaching aids enable the teacher to give more time to those drills and exercises for which his personal influence is indispensable”.

The use of teaching aids in teaching and learning process help immensely in putting teachers’ ideas across. However, it could be observed that these aids are not being used extensively because of the current economic problem especially in the developing countries.

Gans (1981) has stressed that the importance of intelligent applications of instructional materials and equipment. He says that this demands the development of professional attitudes towards their selection by teachers in order to facilitate better judgement. Olaitan and Aguisiobo (1981) on contributing to this issue have concluded that learning can be improved by effectively selecting and using of instructional materials because they appeal to human senses. The human senses referred to here are those of touch, sight, smell, and hearing. Each of these senses has been known to account for certain percentages of learning in human beings.

Carlton and David (1975) view the importance of instructional materials as providing the teachers with a means for extending his students horizon of experience. This role they said, can be reasonably achieved only through the proper utilization of motion pictures, television and carefully prepared slide tapes. They went further to say that instructional materials multiply teachers’ efficiency by providing tutorial simulation and response guidance for individual students and small group.

One can infer from the above citation, and reviewed materials that a good selection and use of instructional materials by the teacher in classroom beside stimulating students interest and understanding would subsequently result in students performing very well in class and in examination. Rigg (1969) in his work to determine the impact of instructional materials on learning, cited example, where students of Harvard University Graduate School of Business Administration carried out a valuable experiment to determine whether students might learn more from cases, if they were presented visually. The result of the experiment was that "students gained a broader and more complete understanding of the factors governing the development of listening, observation and the ability to think spontaneously".

Understanding precedes performance of basic principle and activity. Therefore, any practice, which does not provide adequate understanding, tends to be unreasonable and vague. Instructional materials contribute to the understanding of learning as a process.

Bajpai and Leedham (1970) in their own opinion about instructional materials emphasised that the use of instructional material such as television, plays, films, and motion pictures etc. help in motivating students during learning.

Evans (1980) states that one of the problems that face typewriting is the absence of television in the typing classroom. He writes that:

education is a process of communication in which we must make use of every available media. We use books and recorded voices to good advantages; however, we need to make greater use of the moving picture-television - potentially the greatest teaching aid since the development of the printed word.

One can therefore agree from the foregoing that variable changes in students achievements in office education can occur if the method of instruction is reformed to include teaching aids and necessary or modern equipments

### **2.7 Attitude Towards Business and Secretarial Education**

The illusion held by some people about business and Secretarial Education is a hindrance to the rapid development of Business and Secretarial Education in Nigeria. Its role in planning and execution of programmes cannot be put in doubt/ Sadly, however, almost everybody held the view that Business Office Education is meant for the dullards and the drop outs. This hostile attitude prompted the Principal of the secondary school in the then Kwara State to call the Kwara State Government to enact an edict banning the teaching of commercial subjects in approved secondary schools in the state with immediate effect. Making the call at the 12<sup>th</sup> Prize and Speech Day of the Crowther Memorial College, Lokoja, the Principal of the college said that it is not easy to come by qualified commercial teachers and the funds for financing business education laboratory (Adejumobi, 1980).

Ashiru (1987) quoting Fasasi (1986) contributes that “the obnoxious association of commercial education with low intellectual ability has not only been supported by the illiterate members of the public, but regrettably enough by some highly placed individuals and groups”. Fortunately however, the attitude is generally going through drastic changes and people are now beginning to realise that business and secretarial education students are not dullards but a very vital asset to the development of the economy.

Ebene (1979) also supported this position in her studies as rightly quoted by Ashiru (1987) that “the demand for business education is now coming from many sectors within Nigeria. People are now realising that training is very much needed for them to be employable”.

It has been generally observed that before a student enters for any subject he must have formed some impressions about the subject in question. Depending on the impression so formed it could determine the students success or failure in that subject. Robert (1957) supported this by saying that students have the impression that shorthand is difficult and this normally runs through the period of study reducing the number of interested students and final passes.

According to the national Policy on Education (1985) technical education of which office education is an option is not designed in such a way that would effectively attract students. Some Universities and colleges of Education are at loss in the interpretation of the components of office education and moulded up the programme in a way that their products become unfunctional.

Policy makers and coordinators in our Ministries of Education including Federal Ministry of Education do not make provision for relevant resources in their priority lists when planning disbursement of resources.

According to Olaitan (1992) before 1979, there were more than thirty (30) Colleges of Education and twelve (12) Universities in the country offering courses in education but none of them had office education programme. He went further that it was recently that government is showing interest in office education because it was evident



that hardly can the objectives of the 6-3-3-4 system be effectively accomplished without office education.

Otobo (1999) asserted that the suspicion and ignorance that trailed business education in its early inception is still lurking around up till this present time. She said that the general belief is that business education is for drop-outs or a career that serve as last resort. This has slowed down the development of business education in Nigeria.

Otobo (1999) went further that some students who go into the programme do so in ignorance. They were not given advice or counselling. Some went into it as a stepping stone to higher grounds. Even parents seem not to be aware of such programmes.

Aliyu (1998) quoting Odetunde (1998)s said that after a study on “factors affecting effective implementation of business education in Ahmadu Bello University, Zaria”, it was found that negative perception of business education programme by other lecturers have contributed to its implementation. Aliyu (1998) concluded that after looking at other related studies, that business education is not a popular programme of pride among her students, let alone with the general public.

Otobo (1999) also said that unaccredited roadside institutes, which existed right from the early days, are still very much around and out-number the accredited institutions offering business education programmes. This has made the profession more suspicious, as employers tend to raise eyebrows when employing.

Lastly, NABE was inaugurated as a pressure group that would promote business education by confronting Government with burning issues that affect business education. But unfortunately, this association has not done much to promote business education.

In fact, NABE is not recognised nationally, and this has hampered its activities greatly.

Hence, Government's cold attitude towards business education.

In the opinion of Lawal (1978), those who take up typing as their profession do so not because they have interest in it but because of frustration. He then asked the following questions:

how many people would be bold enough to say that he has taken up Secretarial Studies on advice that it is the best course in business? Who among us would be doing justice to his conscience by revealing that he took up Secretarial Studies, basically SHORTHAND AND TYPING WITH FULL INTEREST? I would want to know the number of people who, having capability and changes for other courses like Medicine, Law... Have boycotted them and OPTED without instinct, for any of the business education courses?

## **2.8 Funding and Resources Management**

### **A. Funding**

Money is very vital to successful implementation of any educational programme. Citing Lolo (1978) Ashiru (1987) asserted that shortage of money might impede educational progress in any subject if up-to-date books, materials and equipment needed are unobtainable. If excellent result is going to be achieved in the near future, Secretarial Administration department must be adequately funded and provision made for a well equipped language laboratory, shorthand studio and typing pool for the use of students in the department.

According to Ohakwe (1999) Secretarial Studies programmes are both capital and labour intensive and therefore require adequate funding to keep them going. Funds are

required to procure requisite quantity and quality resources. He went further that the case for a satisfactory strategy of 'funding Secretarial Studies' programmes at all level is not difficult to establish. One only needs to consider the growth of industries, the expansion of trade, the Nigerianisation scheme, the need for qualified Secretaries and Secretarial machines and equipment.

Oladunjoye, G.T. (1985) "A proposal for improving Nigerian Business Education Programmes in Typewriting". Unpublished Doctorate Dissertation, Bowling Green University, U.S.A. Pg 28-32.

Making a case for financing education in Nigeria, Ukeje (1986) pointed out that:

some of our....school buildings are without concrete floors and no real desks and chairs with the floors infested with jiggers and the children of our....schools are just empty four walls equipment and facilities and most of our higher educational institutions, including the universities, in terms of facilities, are simply glorified secondary schools.

Quality education requires quality resources and consequently adequate financing.

Little wonder, mere schooling is going on instead of education. The point that must be stressed is that education is never free, somebody always has to finance it.

Ohakwe (1999) asserted that funding education is more than providing emoluments for workers. He went further that the problem is that every Government in Nigeria since independence has taken on the self-decision that it can fund education alone. Otherwise, why should Government refuse the free existence of private universities and other levels of education in Nigeria? Why should government take over schools and colleges built by private individuals and organisations only to abandon most of them in sorry states of dilapidation?

In a period of constant technological flux, secretarial studies programmer requires more fund than had been hitherto so. Ohakwe (1999) states that funds are needed to procure computers, word processors, electric typewriters, microfilmers, photocopies, duplicators, shredding machines, and similar office technologies. He went further that this calls for the participation of all and sundry. But Government has floated the idea that she can fund education in Nigeria. It was in line with this thinking that Emenyonu (1994) lamented that:

the greatest fault in our entire education system today is in our method of funding education. Education at all levels in Nigeria is grossly under funded, and sadly speaking the Government is wholly and entirely to blame for this. Government seems to have ceaselessly given the impression that it has got it all - it can fund education for all, Government has enough on its hands, providing municipal services, social amenities, physical infrastructures, water, light, roads, airport, fighting erosion menace, unemployment etc. to take on the full burden of exclusively funding education. There is no way the same government can adequately fund education in all its ramifications.

In all apparent recognition of the enormity and magnitude of the burden of funding education, Federal Republic Nigeria (1981) asserted that education is an expensive social service and require financial provision from all the tiers of government for a successful implementation of the educational programme. The funding of education, it is emphasised, requires a joint effort of federal, state and local governments. Government welcomes and encourages the participation of local communities, individuals and other organisations in funding education. It was in this vain that Ohakwe and Oguoma (1996) called for the participation of the government and government agencies, the contributions of organised private sectors; contributions of learning; parents and religious bodies and

social clubs.

## **B. Resource Managements**

Management according to Uzoagulu (1995) can be defined as skilled control or ordering of being phenomenon. It also involves careful use of objects and materials as well as judicious selection of same. He went further to explain that in a school system, effective management involves the selection of required materials to achieve intended outcome. Management of resources therefore implies planning, organising, directing and controlling activities of the business education programme in order to achieve its objectives.

Nserem (1994) asserted that resources in Secretarial studies comprises of three groups - financial, human resources and physical resources. These three are very crucial in achieving effective secretarial studies. Human resource refers to all available personnel involved in the process of production and distribution of goods and services. This was supported by Olaitran (1994) who said that human resource mean all people resident in the nation/organisation who are not incapacitated beyond the possibility of contributing to the social and economic well being of that nation or organisation.

Ohakwe (1998) states that human resources are the people with different capabilities and roles who are part of the organisation. They may be direct employees, clients or customers served, temporary employees or consultants, part-time persons or any person with different types of other relationships to the organisation.

Ohakwe (1998) went further that in organisational settings, human resources, not capital, not income material resources, constitute the ultimate basis for wealth of nation.

The implication of the assertion is that capital and material resources are passive productive factors, while the human beings are the active agents who constitute wealth, and who exploit material resources, build social, economic and political organisations and carry out national development.

According to Abdullaḥi (1996) a country that is able to develop the skills and knowledge of its people and utilise them effectively in the national economy will be unable to develop anything else. Only a highly motivated, committed and conscientious workforce in Secretarial Studies can translate the objectives set for Secretarial Studies in Nigeria.

The key to any meaningful and quality organisational life is to invest generously in human resources. But, the side of the Secretarial Studies has suffered utter neglect. There is serious dearth of human resources, mere schooling is going on at the expense of effective study. Staff are hardly retrained to meet the diversities in the work environment. According to Ivowi (1995) retraining of staff and affording membership of professional associations are bastions of effective resource management. The teacher is an important aspect of Secretarial Education. Perhaps, the quality of Secretarial Education today is reflection of the teachers' conceptualization of his social being. Managers of Secretarial programmes in Nigeria should configurate programmes that ought to raise the dignities of their human resources. This is because work should satisfy both the psychological and sociological aspects of life. The feeling of low status may have multiple effects on the teacher and the human side of the Secretarial Studies, it may dampen their ego, diminish their status and thus affect the realization of goals and objectives of education.

Supporting the argument for effective mobilization of human resources, Ohakwe (1999) asserted that it rests on immense benefit accruable to managers of Secretarial Studies. He went further that they include enabling them:

- exploit and utilize their potentials for effective productivity;
- provide the framework for the country's industrialization by determining its methods, trends, scale and growth rates.
- design, construct, operate, manage and maintain the education enterprise;
- plan and implement workable development strategies for the nation;
- generate enough output to ensure economic independence of the nation;
- explore and research into other resource potential of the country, which could be tapped and utilized for economic developments.

Our educational standards, it is alleged, are deteriorating rapidly. May be the management of the human resources is responsible. Citing Obah (1996) Ohakwe (1999) asserted that the children on whom so much attention and money are expended are unable to answer examination questions. They fail their examinations in such a large number that you would think the country has been investing in failure, not success. More than ever before, the human side of the Secretarial Studies expects appropriate and challenging jobs, commensurate salaries, regular and prompt promotion, professionalisation of jobs and good work environment.

Ohakwe (1999) went further that there may be the most needed equipment, the best facilities, and the money needed may be available, but if these are not effectively utilized and managed by effective, efficient and educated staff, the objectives for which

they are meant may not be attained. When the worker is happy, he is more likely to be dedicated, loyal, keen, conscientious and committed. Otherwise, he feels threatened, fears arbitrary deprivation and may resign at the slightest provocation. Those who have no alternative may stay, contributing very little and perpetuating low productivity. One urgent problem for us today in the developing countries is channeling our abundant human and material resources into more productive economic sectors of the economy for national development.

Not all the business educators specialize in all the areas or components. This implies that as Ivowi (1995) suggested, a well-organised workshop at which teachers are exposed to the rationale, objectives, content and methodology of such business studies components can raise their level of competence in handling them.. He went further to emphasize that training of teachers in vocational technical needs to be continuous, targeted-oriented and projects-based, and according to him is due to the technological changes that it is not easy to keep abreast of these at all times, and yet a business educator needs to be well informed of these developments and changes in order to command confidence before his students. He concluded that a continuous exposure to such information through the provision of relevant and adequate literature, attendance at appropriate seminars, conferences, workshops and organised interactions with colleagues is highly necessary.

It is one thing to provide the needed resources, materials/capital resources and the financial services. The problem is that of having a credible maintenance culture.

*Effective maintenance culture guarantees and ensures that the job rate and frequency of*



such demands for funding are reduced. For effective maintenance culture, Ohakwe (1999) asserted that the following points should be noted by those charged with secretarial studies' programmes:

1. Institutions of learning should make maintenance culture a part of their technical and secretarial education programme. This calls for the employment of skilled serving and repairs personnel.
2. Periodic servicing of the equipment should be encouraged in schools. This will forestall the total breakdown of equipment;
3. Media houses should be mobilized by governments to enlighten the public on the efficacies of a sustainable maintenance culture, and
4. the communities should be involved in providing school equipment, workshop and facilities so that they can appreciate participation in rendering prompt maintenance as the needs arises.

From all indications, efforts need to be made to fund and finance secretarial studies programmes in Nigeria so as to develop the needed skilled labour, technicians, experts, professionals and educated people. The aim of resource management is to coordinate and human, material and financial resources so that they become at least instrumentally and economically efficient.

### **2.9 The Importance of English language to Secretarial Administration Students**

English language which is one of the modern European languages and which is the national lingua franca in this country, like all other former British colonies throughout the world is very vital to secretarial course students as their tool of trade. Hence, it is a major

medium of communication currently in use in the country - either in the public services, private sector or the in our private life. Apparently, whether in the public or private sector, the need for secretaries exist everywhere. An important tool for secretarial career is a sound knowledge of English language.

Ogunsola (1984) stated that:

The role of English in the life of secretarial studies and in deeded any other student in disciplines other than engineering, science, medicine and allied fields (where less emphasis is placed on English) cannot be over-emphasised. Starting from the grassroots of secretarial professional which is typist level, one could see that to pass a typewriting speed of 35 wpm or 50 wpm required speed but also some knowledge of English, since instructions on what the examiner actually wants to be done are constructed in English. Failure to understand and follow such instructions is of course failure in the entire examination.

The importance of English language as a major tool of communication in this country is further stressed and a typical example of advertisement which appear in the newspaper almost everyday nowadays is as follows:

Applications are invited from suitable qualified candidates (male or female) to fill the vacant post of Personnel Secretary.  
Qualification: candidates must have good secondary education with at least a credit in English Language at WASCE and Diploma from a recognised Secretarial College, typing and shorthand speeds required are: 50/100 wpm respectively.

Ehiametalor (1990) states that typewriting requires diligence and understanding of the English language. According to him, understanding the English language and also the ability to spell English words are important in copy typewriting, shorthand transcription

and transcription from recorded materials. In his opinion also, although typewriting can be learned by anybody who has attained at least the first school leaving certificate, the speed of typing will be very low if the individual cannot read fast or spell accurately, since most of the words must not be seen for more than two seconds.

He suggests further that:

At 25 wpm the eye must pass through the words in about two seconds. Unless the typist is able to read fast and recognise words instantly, he might have a problem in developing speed beyond 25 wpm.

In addition to recognizing the ability of typing skill as a key for gainful employment, Krevolin (1970) summarizes the contribution of Typing to general education as follows:

studies indicate incontrovertibly that typewriting benefits vocabulary, reading, spelling and other language skills. Typewriting also influences positively subject matter acquisition. It helps develop favourable attitudes and habits, reinforces basic English knowledge, provides confrontation with a precision machine (interface), facilitates the gathering of general information in a subliminal fashion from the content of timid writing and practice copy, fosters techniques immediately applicable to social life and school activities liberates the creative mind from the limitations of handwriting and contributes to remedial education.

A sound knowledge of English language is not a luxurious demand by employers but a very essential tool for excellent performance of Secretaries in any organization.

According to Gartside (1981):

language is inseparable from almost every human activity. It is the central instrument of all education because in its various, it is basic to the acquirement of all knowledge and skill. Whether spoken or written,

it is directly involved in the learning process, whatever the subject.

A student's review of Pitman New Era Shorthand (1970), Shell and Schmutt (1984) have reported that more students fail in Shorthand through bad knowledge of English than any other causes because of bad spelling. They went further that language art skills would lead to good punctuation, capitalization, grammar, number expression, word choice and spelling in Typewriting.

In supporting this assertion, Fernald (1943) said that one of the basic skills of good communication is spelling. He maintained that today's schools have neglected spelling periods; but;

although spelling has been relegated to a position of less prominence in today's schools, it still essential if understandable writing is to be achieved.

He claimed that most poor spellers are the direct result of poor teaching practice.

Success in typewriting and shorthand may therefore depend on basic language skills. This was supported by Skrebe (1986) who said that as a secretary, there was no other way one could be judged as competent if one handles the language in careless manner so much that one's spelling are faulty or unable to determine when to use words of the same sound (homophones) but different spelling.

Job (1983) asserted that one problem which could create lack of achievement in shorthand beginners is lack of adequate English and transcription skills. Instruction in English is therefore vital at every possible opportunity. She continued and said that "for many of these students, English is a second language and we are aware that in home

surrounding, many of them are inclined to revert to their first language”.

She also maintained that lack of conceptual ability often impairs students progress at shorthand and a few minutes discussion of passage that present topic quite outside the students experience would greatly improve his/her English and subsequently transcription ability. She therefore suggested that every passage that is previewed for shorthand or typewriting should also be discussed for aspect of English.

Confirming all the above, Gartside (1970) states that as English words are the stock-in-trade for shorthand writers, so they are for typists too. Gartside (1970) advocated the introduction of some methods of selection for typewriting and shorthand training, adding that only those with a satisfactory English background and reasonable degree of manual facility should be admitted for the course. She suggested an admission test designed specifically to test spelling, vocabulary, grammar, punctuation and fluency.

#### **2.10 Guidance and Counselling**

The new development in office occupation cannot be adequately understood by students and parents without the help of business teachers. According to Olobo (1999) up till date, guidance in Business Education is poor. In schools where guidance counsellors exist, some do not know much about Business education and so cannot offer occupational information to students. She went further that a guidance counsellor needs special training in the area of Business Education so that he/she can educate students (especially secondary school students) on the special nature of Business Education, its merits, challenges and marketability in the business world.

Steve (1994) asserted that career counselling will deserves considerably more

emphasis than had before, career information, challenges in different occupation and information on remunerations and development opportunities should be available through the help of business teachers.

However, the job of guidance should not be left to the guidance counsellor alone. Abiola (1993) stated that the teachers should help because they have some influence on vocational interests and personality of the students. They should create opportunity of nurturing their students' talents. Guidance counsellors should attend business education meetings. They should encourage bright students to enrol and in fact, they should be involved in writing the curriculum. Business teachers should be prepared to give supplementary guidance to both students and parents specifically about business courses offering and job opportunities available to the graduate.

It is important that a guidance counsellor should be current about office education and business education as a whole so that he can provide students with the opportunities that lie ahead for them in the business world. Citing Osagie (1993), Olobo (1999) stressed that lacks of adequate vocational guidance could lead to unsatisfied aspirations and when students fail to attain their full potentials, they tend to specialize in other areas after graduation. In order to enhance guidance in business education, the school should invite guidance counsellors to attend business education meetings and classes. They should also be impressed to encourage brighter students to enrol into business education. The guidance counsellor should also plan and conduct business career days for students. He should also be involved in writing out the office education curriculum.

Career counselling will deserve considerably more emphasis than had before,

career information, challenges in different occupations, information on remunerations and development opportunities should be available through the help of business teacher.

Career education has always been one of the major goals and areas of emphasis in business education. Career education falls into several categories including adult education, school programmes that include both job awareness and vocational education. Occupational counselling and research into the attitudes of business leaders towards career education and career decision making processes, are all within the province of business education. Career awareness and orientation to work, appreciation for the dignity of work, exploration of career opportunities and requirements and specialized vocational preparation are inclusive. Eni (1987) said that for many years, business educators have promoted the concept of career planning and vocational guidance in secondary schools and suggested that vocational guidance be extended to primary schools. He went further that the purpose was to create awareness so that pupils learn early in their economy. He concluded that business career exploration is vital for all students before they choose their high school training programme, if they are to make wise and informed choices based on their interest and abilities

#### **2.11 Review of Related Work.**

Adinlewa (1980) conducted research on "the effects of pre-entry qualifications on students' performances: A case study of Educational Planning and Administration Students, Institute of Education, Ahmadu Bello University, Zaria. The main purpose of the study was to compare academic achievement of students. The students were those with Nigeria Certificate in Education, those with Grade I Teachers' Certificate and those who had only

Nigeria Certificate in Education, those with Grade I Teachers' Certificate and those who had only Grade II Teachers' Certificate as their pre-entry qualifications. It was the researcher's intention to discover any disparity, which might show up in their academic achievements as a result of differences in pre-entry qualifications. To facilitate the work, the researcher chose nine academic sessions, starting from October 1970 to July 1979, as sampling frame. But out of these nine academic sessions, of 1972/1973, 1973//1974 and 1976/1977 for his detailed study. According to the records of admission for the course, a total of 496 students were admitted and also took the final examinations in the prescribed subjects. The instrument for data collection was record of performance in examinations, including records of continuous assessment. That is, final examination results between 1972 and 1977. The data collected were analysed using the significance of the difference between mean and the t-test of significance at 0.05 level of tolerance. The researcher found that the significance of the difference between mean and the t-test of significance proved students with Nigeria Certificate in Education as the best. This was followed by students with Grade I Teachers' Certificate as their pre-entry qualification, while students with Grade II Teachers' Certificate as their pre-entry qualification came last. The researcher concluded that the results did not hold when the study considered the performances of the students session-by-session and student-by-student. The researcher recommended that the three categories of students should be3 admitted for the course.

In a similar study, Fatile (1991) set out to investigate the effect of pre-entry qualification on students' performance in English Language at the final Diploma in Adult Education in Ahmadu Bello University, Zaria. The purpose of the study was to determine



if there is any difference between the performance of students in English language who had direct entry to the course and those who came through the use of students' record files containing entry qualifications and personal data, academic records of the Diploma II students. The researcher used four academic sessions that is, between 1985 and 1989 and their records of admission showed a total of 200 students who registered for the course and sat for their final examination. The data collected were analysed using computerised t-test of variance at 0.05 level of significance. The study revealed that students with Credit/merit pass at WASC/GCE (OL)/Grade II in English Language as pre-entry qualification performed better than those with ordinary pass in the final Adult Education English Language Examination and that those with ordinary pass performed better than subjects with fail and than subjects with primary education background with five or more years Adult Education working experience. The researcher recommended that English language should be seriously considered a pre-entry qualification for students in any course of study and candidates with credit or merit in English Language in WASC/GCE (OL) Grade II T.C with any other three (3) subjects be admitted into Adult Education Diploma course.

While the two cited research studies focused on two different components of Educational Planning and Administration, and English Language, this current study is aimed at having an in-depth analysis of entry requirements as it affects the academic achievement of Secretarial Administration students. This researcher, while agreeing that pre-entry qualifications should be at least five credit/merit including English Language would advise the authority to consider students with ordinary pass in N.C.E and Grade I Teachers' Certificate to spend longer period of training by going through introductory

### **3.2 Population**

Four Federal Polytechnics: Bida, Kaduna, Idah and Nasarawa Polytechnics involved in the study. ND II students of secretarial administration in four federal Polytechnics numbering (480) constituted the population. This was made up of 120 from Federal Polytechnics, Bida, while students' population in Federal Polytechnic Idah and Federal Polytechnic Nasarawa accounted for 134 and 121 of the population respectively. Kaduna Polytechnic had 105 students.

### **3.3 Sample and Sampling Techniques**

The primary source of data for this study was students' records. The researcher went round the four Polytechnics to have access to the students' records.

### **3.4 Instruments used**

The instrument for data collection was students' record files containing entry qualification, personal data and academic records of the ND II students.

### **3.5 Data Collection Procedure**

The primary source of data for this study was students' records. The researcher went round the four Polytechnics to access to the students' records.

### **3.6 Method of Data Analysis**

The statistical technique used in analysing the data collected to test the four hypotheses in this study is One way Analysis of Variance (ANOVA) and Person's Ranking Correlation.

A 0.05 level of significance was used to test the three null hypotheses formulated for this study.

## CHAPTER 4

### PRESENTATION AND ANALYSIS OF DATA

#### 4.0 Introduction

In pursuit of this study's objective, the statistical analysis of data collected for this study is presented in this chapter. The data collected mainly consisted of the students' entry qualification and the performance in the form of their CGPA. Other parameters taken into consideration are the polytechnics and the students' previous experience in form of subjects' relevance to their course of study.

Data analysis involved the breaking down of facts and figures obtained in the process of the study by use of statistical and mathematical methodology in order to *expose or confirm any relationship among the research variables that may be pertinent to the objectives of the study*. Therefore in this chapter, effort were made to statistically analyse the observations presented by this ex-post facto research as well as examine critically the relationship between entry requirements and academic performance in secretarial studies. Students' record files containing entry qualifications, personal data and academic records of the students which investigated the problem of the research gave rise to four null-hypotheses each of which was statistically tested for significance or non-significance.

Entry requirements was based on four credits (as prescribed by the admission body) from subjects entered into the West African Examinations Council of its equivalents. The CGPA was based on the normal polytechnic computation while previous knowledge was considered on the basis of the relevance of the obtained credits at the

WASC to the course of study.

Before the result of the hypotheses are presented, research questions are answered below:

#### **4.1 Research Questions**

The research questions this study aimed at answering were;

1. What is the effect of previous knowledge of secretarial subjects on students' academic performance?

From the records available in the various polytechnics used in this study it was possible to know that students' with previous knowledge of the subject matter perform much better than those without previous knowledge. This is so because about 82% of the total students used in the study and whose results the study were found to have had previous knowledge in the area of secretarial administration and also to have recorded an above average CGPA; suggesting a positive effect of previous knowledge of secretarial subjects on students' academic performance.

2. What is the relationship between academic performance and their entry qualification?

A high relationship was established between academic performance of students and their entry qualification. Though, students' were admitted through a standardised examination, those who had higher grades in secretarial subjects in their entry qualification were discovered to performance better as revealed by their CGPA. At least not less than 89% of the students under studied were in this category lending credence to the fact that a positive relationship exists between academic performance of students and

the entry requirements.

3. Do polytechnics differ from- one another in terms of students' entry requirement finding revealed that all the polytechnics have this same entry requirement. This may be because one single body is responsible for admission into all the polytechnics across the nation. This body the joint Admission and Matriculation Board sets and conducts examination for applicants seeking admission to any of the polytechnics. Significantly, therefore in terms of students' entry requirements.
4. Is there any significant difference between the polytechnics in terms of their students' academic performance.

#### Students' academic performance

The results of this study did not indicate any significant difference between the polytechnics in terms of students' academic performance. Polytechnics run the same syllabus and employ the same cadre of staff across board. These coupled with the fact that the entry qualification of the students are also the same not much should have been expected as difference between them in terms of students' academic performance. All the polytechnics grade students on GPA and CGPA it could therefore difficult to expect significant difference between their students performance. Also that the polytechnics used in this study are selected from the same zone, rule out the possibility of effect of environment on performance level of the students thus no significant difference exist between the polytechnics in terms of student academic performance.

## 4.2 Test of Null Hypotheses

Four main hypotheses were raised towards the realization of this study's objectives. These4 include:

### Hypothesis I:

There is no significant relationship between students previous knowledge of secretarial subjects and their academic performance.

Some preliminary test of the individual polytechnics was carried out before the main test of this hypothesis. Correlation analysis was used to test this hypothesis. The dependent variable was the CGPA of the students. Table 4.11 shows the test for Bida Federal Polytechnic.

**TABLE 4.1:**

**CORRELATION ANALYSIS OF RELATIONSHIP BETWEEN PREVIOUS KNOWLEDGE AND ACADEMIC PERFORMANCE IN THE POLYTECHNICS**

Variable	Mean	Std	r	Df	P
Previous Knowledge	4.1062	0.6355	0.528	478	0.0001
Academic Performance	3.4611	0.2955			

Information in table 4.1 reveal that the calculated value of r is 0.528 at df = 478. This is better than the table value of 0.195 at df = 478 significant at the 0.05 probability level. As the calculated value 0.528 its p value is 0.0001 which suggests that there is a significant relationship between previous knowledge of the subject and academic performance. The null hypothesis which states that there is no significant relationship between previous knowledge and academic performance is hereby rejected since

relationship exists between the two variables.

**Hypothesis II:**

This hypothesis states that there is no significant relationship between entry requirements and students academic performance.

To test this hypothesis correlation analysis was used. The entry requirements and academic performance were subjected to a Pearson correlation analysis first on individual Polytechnic and two all the Polytechnics together. In the results of the individual Polytechnics involved it is revealed that entry requirements are significantly related to academic performance in all polytechnics involved in this study. For relationship to exist the correlation value should not be less than 0.195 at 0.05 level of tolerance particularly where the degree of freedom is not less than 100. In all the four polytechnics, the degree of freedom range between 103 and 132. This is relatively higher than 100 in all cases. Besides there is no Polytechnic among the four whose correlation value is less than 0.5504 a value which is also higher than 0.195. The significant relationship observed in each of the Polytechnics between academic performance and entry requirements are as a result of the explanation. However, the results of the main hypothesis are presented in table 4.2 below.

**TABLE 4.2.****CORRELATION BETWEEN PERFORMANCE AND ENTRY REQUIREMENTS OF STUDENTS**

Variable	Mean	Std	r	Df	P
Entry requirements	4.9875	0.7125	0.5585	478	0.000
Performance	2.6944	0.3268			

Table 4.2 above shows that with r-value of 0.5585 and df of 478 the observed probability level in the table is less than the accepted level ( $P < 0.05$ ). This implies significant relationship between the two variables. The null hypothesis entry requirements and subsequent academic performance, which states that there is no significant relationship between entry requirements and students performance is thus rejected.

**Hypothesis III**

There is no significant difference among the polytechnics in students' academic performance.

This hypothesis was tested using a one way analysis of variance procedure. Performance was measured by CGPA of the students while the independent variable is the polytechnics. Table 4.3 shows the result of the test.



**TABLE 4.3**

**ONE WAY ANALYSIS OF VARIANCE BY SCHOOLS**

SOURCE OF VARIATION	DF	SS	MS	F	P
Between groups	3	0.0556	0.1185	0.1725	0.915
Within groups	476	51.1126	0.1074		0
Total	479	51.1682			

$F_{3, 476} = 2.60$   $P < 0.05$ .

The results did not indicate significant difference between the polytechnics in terms of academic performance of the students ( $F = 0.1725 < 0.05$ ). The results of the analysis between and within groups reveal that at  $F_{3, 476}$  the value of F is 0.1725. Whereas for significant difference to exist at  $F_{3, 476}$  value should be 2.60. Since 0.1725 at  $F_{3, 476}$  is less than 2.60 it means that no significant difference exist among the Polytechnics in terms of academic performance of their students. The null hypothesis stating that there is no significant difference among the polytechnics in students' academic performance is therefore retained since no significant difference was observed between the groups.

**Hypothesis IV**

There is no significant difference between the polytechnics in terms of students' entry requirements.

The one way analysis of variance was used here because of the involvement of the four categories of the independent variable. The entry requirements of the students were

used as the dependent variable in the test. The results are as shown in table 4.4.

**TABLE 4.4**

**ANALYSIS OF VARIANCE ON ENTRY REQUIREMENTS BY THE  
POLYTECHNICS**

SOURCE OF VARIATION	DF	SS	MS	F	P
Between groups	3	0.043	0.0145	0.0285	0.9935
With groups	476	0.5108	0.5108		
<b>Total</b>	<b>479</b>	<b>243.1750</b>			

$$F_{3, 476} = 2.60 < 0.05.$$

The test as shown in table 4.4 did not reveal any significant different between the polytechnics in terms of the entry qualifications of the students ( $F = 0.0285 > 0.05$ ). This result is so because to be significantly different from each other F value should be 2.60 at  $F_{3, 476}$ . In the present case the value of F at  $F_{3, 476}$  is 0.285 which is less than the critical F value of 2.60 for significant at 0.05. The probability value of 0.9935 signifies non-significant different among the Polytechnics in terms of the entry qualifications of the students. The null hypothesis is therefore retained.

**4.3 Discussion:**

This study was aimed at determining possible relationship between entry requirements of students and their academic performance in Federal Polytechnics. Towards realizing this objective of this study, some research questions were raised and answers were provided as below; for example to what extent does previous knowledge of secretarial subjects influence academic performance in the

polytechnics? In the results of this study, it was observed that students who had previous knowledge of secretarial subjects like Accounts, Business Methods, Commerce, Office Practice and other Secretarial Studies Courses had better performance than their counterparts who did not have such knowledge or experience<sup>4</sup>. This has thus suggested that to a greater extent, students' previous knowledge of secretarial subjects goes a long way to influence their academic performance. Bukar (1994) when mentioning some essential features of a sound training programme, asserted that "quality of students' entry behaviour affect their level of understanding." She went further that for any training programmes, there is a set prerequisite in order to equip the admitted learners for the training in question. Also, it was to determine the relationship between academic performance of students and their entry qualification. The result reveals that positive relationship exists between entry qualifications of students and their academic performance. This was discovered to be true in all the polytechnics involved in this study. It implies that the better the entry qualifications of the students, the better academic performance. In order to know whether the Polytechnics differ from each other in terms of entry requirements, result reveals no major difference between the polytechnics in terms of their entry qualifications. It could therefore be concluded that polytechnics do not differ in their students' entry requirements. The result of this study in this respect attested to the fact that one central body JAMB is responsible for admitting students into Federal Polytechnic hence no difference in the entry requirements required by any of the

Polytechnics to admit students in. Similarly, to determine if there is any particular difference between the polytechnics in terms of their students' academic performance; result shows that no difference was observed in the performance of the difference polytechnics. It could therefore be said that the polytechnics basically performance of the difference polytechnics. It could therefore be said that the polytechnics basically perform at the same level of performance. Since entry qualification is related to academic performance of the students as discovered in the results for all the Polytechnics studied in this work, it would therefore be difficult to expect any major difference between the Polytechnics in terms of their students' academic performance.

## CHAPTER 5

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

In the last four decades and more precisely at about 1958 Business Education received a boost with the invitation of the Ohio State University at Athens, United States of America by the then Western Regional Government of Chief Obafemi Awolowo for the development of Business Education in the region. Consequent upon this the United State Agency for International Development (USAID) sponsored the Ohio State University in her bid to assist the Western Regional Government in respect to the development of Business Education programme in the region. This singular effort led to the establishment of the then Technical College in (This later become the Polytechnic) as well as Trade Centres in Osogbo, Ijebu-Ode, Owo in the present day (Osun, Ogun and Ondo States respectively). With these secretarial studies which is now known as secretarial administration, received the greatest boost ever.

The study reported here was on relationship between entry requirements and academic performance in secretarial studies in Federal Polytechnics. The selected Polytechnics are from the North Central Zone of Nigeria and this chapter is the summary of the study.

The first chapter introduces the subject matter of the study before proceeding to state the problem of the study. The objectives of the study were stated to include examining whether students with previous knowledge of secretarial subjects have a better chance of academic performance than those who do not have. Research questions, were raised leading to postulating four null hypotheses. The chapter also contains the significance of the study as well as the basic assumptions and the scope of the study.

Chapter two is on related literature starting with historical perspective of secretaryship in Nigeria. Other areas where review was carried out included traditional and modern roles of secretaries in the office, secretarial curriculum, educational and professional qualification of secretary and quality of secretarial training among others.

Chapter three is on research design and methodology. In this chapter the designs of the study, population for the study, sample and sampling technique were stated. Also, the instrument, method of data collection and technique for data analysis were explained.

Chapter four is presentation and analysis of data including explanation on test of hypotheses. Each hypothesis as tested was presented with the aid of a table to make it more meaningful. The four hypotheses for the study were tested revealing that for hypothesis one - significant relationship exists between previous knowledge of secretarial subjects and students academic performance. Hypothesis four shows no significant difference among the Polytechnics in terms of students entry requirements.

Chapter five is on the summary, conclusion and recommendations made.

## **5.2 Conclusion**

Based on the data collected and the following findings were made:

- (a) Significant relationship exists between students previous knowledge of secretarial subjects and their academic performance. Therefore the hypothesis which state that there is no significant relationship between students previous knowledge of secretarial subjects and their academic performance is rejected.
- (b) Entry qualification are significantly related to academic performance of students in all polytechnics involved in the study. Therefore the hypothesis

which state that there is no significant relationship between entry requirements and students academic performance in Federal Polytechnics is rejected.

- (c) No significant difference was found among the polytechnics in terms of the academic performance of the students. Therefore the hypothesis which state that there is no significant difference among the Polytechnics in students academic performance is retained.
- (d) No significant difference exists among the polytechnics in terms of the entry qualification of the students. Therefore the hypothesis which state that there is no significant difference among the Polytechnics in students entry requirement is retained.

### 5.3 Recommendations

On the basis of the findings of this study the following recommendations were made:

- (1) There is need for the polytechnics to specify the four subjects that are necessary for admission into secretarial studies department and at least two out of the four subjects should be related to the course of study.
  - (i) Since entry qualifications are significantly related to academic performance of the students in all the polytechnics, only students with at least two secretarial subjects should be admitted for secretarial administration.
  - (ii) National Board for technical Education should insist on the same general entry requirements for National Diploma Programme.

- (iii) National Board for Technical Education should through some forms of monitoring ensure that Polytechnics maintain their academic performance so as to crase the negative impression that employers may have about products from certain Polytechnics.

#### **5.4 Suggestion for further Studies**

A similar research study could be carried out by making use of the State Polytechnics to determine the difference between the Federal and State Polytechnics in the area of interest of the present study.



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