

**SECRETARIAL JOB-TASKS REQUIRED IN MODERN
BUSINESS OFFICES AND IMPLICATION ON
SECRETARIAL EDUCATION CURRICULUM IN TERTIARY
INSTITUTIONS IN THE NORTH-CENTRAL NIGERIA**

BY:

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(M.ED/EDUC/09659/2008-09)**

**BUSINESS EDUCATION SECTION
DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, KADUNA STATE, NIGERIA**

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**A Thesis Submitted to
Department of Vocational and Technical Education**

**In partial fulfillment of the requirements for the award of M.Ed
Business Education**

**BUSINESS EDUCATION SECTION
DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, KADUNA STATE, NIGERIA**

DECLARATION

I declare that this research titled: Secretarial Job-Tasks Required in Modern Business Offices and Their Implications on Secretarial Education Curriculum in the North Central Nigeria was conducted by me in the Department of Vocational and Technical Education under the supervision of Prof. M.M. Aliyu and Dr. A.A. Udoh. All sources of information are highly and duly acknowledged. There is no part of this Thesis that has been presented in any other university for the award of any degree.

Patience Ekele ALIKALI

Date

CERTIFICATION

This Thesis Titled: Secretarial Job-Tasks Required in Modern Business Offices and Their Implications on Secretarial Education Curriculum in the North-Central Nigeria written by Alikali, Patience Ekele meets the regulations governing the award of Masters Degree in Business Education in Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge and presentation.

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DEDICATION

This work is dedicated to God Almighty.

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Firstly, I can never forget to appreciate the Ancient of days, the Maker of heaven and the earth, the Author and the Finisher of our faith Who in all efforts saw me through from day one to this present moment, May His name be praised for ever (God Almighty, All-powerful). Thank you.

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ABSTRACT

The study was carried out to assess **Secretarial Job-Tasks Required in Modern Business Offices and Implications in Secretarial Education Curriculum in the North-Central Nigeria**. Descriptive design was adopted for the study, and also four research questions and four null hypotheses were posited. The population of the Executives and Secretaries in both public and private organizations stood at 2,960 and 4,040, respectively. Proportionate sampling techniques were used in selecting the samples of 148 Executives and 202 Secretaries. Questionnaire was used to collect data. The Bio-data collected were analyzed using simple statistical tools frequencies and percentages. The null hypotheses 1 was tested using t-test and 2,3 and 4 were tested with chi-square statistics at 0.05 level of significance. Findings among others were: The views of Secretaries and Executives did not differ on the job-tasks required by the secretary, the performance of Secretarial Education Graduates was significantly dependent on the impact of Information Technology, the performance of job-tasks in modern business offices was significantly dependent on the competencies acquired by Secretarial Education Students. Performance of Secretarial Education Students depended on the correction of lapses in the curriculum. It concluded that for Secretarial Education Graduates to cope with the trend of Information Technology, the curriculum of Secretarial Education needed to be re-visited to embrace what is required in modern business offices. In view of the findings and conclusion, the following recommendations were made: there is need for the Federal and State Ministries of Education to provide facilities/equipment for development of .Information Technology in Institutions of learning so that Secretarial Education Students can be trained and equipped to face the challenges of modern business offices. This can be implemented through the Alumni, and National bodies of Business Education and also through volunteers. Teachers can also improvise the materials needed. The new nomenclature of Secretarial Education as Office Technology Management (OTM) with their course specification and course titles should be inculcated into the university system in order to have a uniform curriculum. This can be effective through the help of various commissions like National University Commission (NUC) and National Commission for Colleges of Education.

TABLE OF CONTENTS

Cover Page-	-	-	-	-	-	-	-	-	-	i
Title Page-	-	-	-	-	-	-	-	-	-	ii
Declaration--	-	-	-	-	-	-	-	-	-	iii
Certification-	-	-	-	-	-	-	-	-	-	iv
Dedication-	-	-	-	-	-	-	-	-	-	v
Acknowledgements-	-	-	-	-	-	-	-	-	-	vi
Abstract-	-	-	-	-	-	-	-	-	-	viii
Table of contents-	-	-	-	-	-	-	-	-	-	ix
List of Tables-	-	-	-	-	-	-	-	-	-	xiii
Definition of Terms-	-	-	-	-	-	-	-	-	-	xiv

CHAPTER ONE

INTRODUCTION

1.1	Background to the Study-	-	-	-	-	-	-	-	-	1
1.2	Statement of the Problem-	-	-	-	-	-	-	-	-	5
1.3	Objectives of the Study-	-	-	-	-	-	-	-	-	7
1.4	Research Questions-	-	-	-	-	-	-	-	-	7
1.5	Research Hypotheses-	-	-	-	-	-	-	-	-	8
1.6	Significance of the Study-	-	-	-	-	-	-	-	-	8
1.7	Assumptions of the Study-	-	-	-	-	-	-	-	-	10
1.8	Delimitation of the Study-	-	-	-	-	-	-	-	-	10

CHAPTER TWO

REVIEW OF RELATED LITERATURE-	-	-	-	-	11
2.1 Theoretical Frame work-	-	-	-	-	12
2.2 Concept of Business Education-	-	-	-	-	14
2.3 Historical Development of Secretarial Education-	-	-	-	-	16
2.4 Concept of Secretarial Education-	-	-	-	-	18
2.5 Problems of Secretarial Education at all levels-	-	-	-	-	20
2.6 Secretary: Origin, qualities and functions-	-	-	-	--	28
2.7 Business Attribute and Functions of a Secretary	-	-	-	-	32
2.8 Resources in Secretarial Education-	-	-	-	-	33
2.9 Funding and Resource Management--	-	-	-	-	36
2.9.1 Instrumentation and Efficiency Reasons for Funding Secretarial Education	-	-	-	-	38
2.9.2 Material Resources and Secretarial Education Programme-	-	-	-	-	39
2.9.3 Specific Instructional Materials needed for effective Secretarial Education--	-	-	-	-	40
2.10 Secretarial Education Curriculum-	-	-	-	-	41
2.11 Innovations in Secretarial Education-	-	-	-	-	44
2.12 Job-tasks required by secretaries The Traditional and Modern Task-	-	-	-	-	46
2.13 Review of Empirical Studies-	-	-	-	-	48
2.14 Summary of the Review of Literature ...	-	-	-	-	55

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1	Research Design-	-	-	-	-	-	-	58
3.2	Population of the Study-	-	-	-	-	-	-	59
3.3	Sample size and Sampling Procedure-	-	-	-	-	-	-	60
3.4	Instrument for Data Collection-	-	-	-	-	-	-	62
3.4.1.	Validity of the Instrument-	-	-	-	-	-	-	63
3.4.2.	Pilot Study-	-	-	-	-	-	-	63
3.4.3.	Reliability of the Instrument-	-	-	-	-	-	-	64
3.5	Procedure for Data Collection-	-	-	-	-	-	-	64
3.6	Procedure for Data Analysis-	-	-	-	-	-	-	65

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1	Analysis of Demographic Variables of Respondents-	-	-	-	-	-	-	66
4.2	Analysis of Respondents Answers to							
	Research Questions -	-	-	-	-	-	-	73
4.2.1	Research Question One--	-	-	-	-	-	-	74
4.2.2	Research Question Two--	-	-	-	-	-	-	76
4.2.3	Research Question Three-	-	-	-	-	-	-	78
4.2.4	Research Question Four-	-	-	-	-	-	-	80
4.3	Test of Null Hypotheses--	-	-	-	-	-	-	84
4.3.1	Null Hypothesis 1 -	-	-	-	-	-	-	84
4.3.2	Null Hypothesis 2--	-	-	-	-	-	-	85
4.3.3	Null Hypothesis 3--	-	-	-	-	-	-	86

4.3.4	Null Hypothesis 4-	-	-	-	-	-	-	87
4.4	Summary of Major Findings-	-	-	-	-	-	-	89
4.5	Discussion of Findings...	-	-	-	-	-	-	89

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary of Major Findings-	-	-	-	-	-	-	92
5.2	Conclusion-	-	-	-	-	-	-	94
5.3	Recommendations-	-	-	-	-	-	-	95
5.4	Limitation of the Study-	-	-	-	-	-	-	96
5.5	Suggestions for Further Study-	-	-	-	-	-	-	97
	References--	-	-	-	-	-	-	98
	Appendices-	-	-	-	-	-	-	103

LIST OF TABLES

3.1	Population of the Study-	-	-	-	-	-	60
3.2	Sample Population for the Study-	-	-	-	-	-	61
4.1.1	Gender Distribution of Executives-	-	-	-	-	-	66
4.1.2	Age Distribution of Executives-	-	-	-	-	-	67
4.1.3	Educational Background of Education-	-	-	-	-	-	67
4.1.4	Occupational Distribution of Executive-	-	-	-	-	-	68
4.1.5	Distribution of Executive Salary Grade level-	-	-	-	-	-	68
4.1.6	Rank Distribution of Executive-	-	-	-	-	-	69
4.1.7	Gender Distribution of Secretaries-	-	-	-	-	-	70
4.1.8	Age Distribution of Secretaries--	-	-	-	-	-	70
4.1.9	Educational Background of Secretaries-	-	-	-	-	-	71
4.1.10	Occupational Distribution of Secretaries-	-	-	-	-	-	72
4.1.11	Income Distribution of Secretaries-	-	-	-	-	-	72
4.1.12	Rank Distribution of Secretaries-	-	-	-	-	-	73
4.2.1	Summary of Responses on Research Question One-	-	-	-	-	-	74
4.2.2	Summary of Responses on Research Question Two-	-	-	-	-	-	76
4.2.3	Summary of Responses on Research Question Three-	-	-	-	-	-	78
4.2.4	Summary of Responses on Research Question Four-	-	-	-	-	-	81
4.3.1	Test of Null Hypothesis One-	-	-	-	-	-	84
4.3.2	Test of Null Hypothesis Two-	-	-	-	-	-	87
4.3.3	Test of Null Hypothesis Three-	-	-	-	-	-	88
4.3.4	Test of Null Hypothesis Four-	-	-	-	-	-	89

OPERATIONAL DEFINITION OF TERMS

- Job -** A job is a collection of tasks and responsibilities that an employee is responsible to conduct.
- Job-Tasks: -** is a systematical way of performing duties in an organization.
- Modern Business: -** Is the office which is gazette with information and Communication Technology devoid of the traditional means or ways of performing task.
- Secretary -** A Secretary is an administrative assistant in business office who keeps secret of what is happening in the office.
- Task: -** is a unit of work that is a set of activities needed to produce some result. It also refers to a set of interrelated steps.

LIST OF APPENDICES

Appendix I:	Letter of Request-	-	-	-	-	103
Appendix II:	Questionnaire for Executives-	-	-	-	-	104
Appendix III:	Questionnaire for Secretaries-	-	-	-	-	107
Appendix IV:	Responses to Research Questions-	-	-	-	-	110
Appendix V:	Hypotheses Testing-	-	-	-	-	111

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Secretarial Education is a tool for alleviating poverty. This means that a secretarial graduate that is well traipsed, well equipped with technological knowledge could be employed and could also be on his/her own and as well be an employer of labour. Secretarial Education is useful to modern business offices both private organization, governmental organization and Non-Governmental Organization (NGOs) in terms of employment opportunity, job creation and self-reliance. Job-tasks can include many varied duties - like research, typing, producing flyers, filing, transcription, screening telephone calls, appointments, liaising with clients and other staff members, attending meetings, composing of letters, making travel arrangement, supervising, training staff etc. The major role or tasks the secretary performs is to provide assistance to a manager or managers (Amoor, 2009).

The Modern Business Office is the office gazetted with information and communication technology devoid of the traditional way or manual way of performing tasks. In modern world, no business or office can succeed without the Information and Communication Technology. It makes work to be done faster, clearer, and more accurate than the traditional method of using typewriters, duplicating machine, cutting of stencil, delay in

transmission of message, filing in cabinets in terms of storing information etc. but in modern business office Information and communication Technology had taken over every burden. Changes as a result of offices automation, has brought about new methods in carrying out functions performed by Secretaries in organizations. At the centre of the new trends in the office are the office information systems and these new trends in technological innovations place greater responsibilities on business educators and secretarial education students. Secretaries in the organizations of yesterday dealt with papers, worked with manual machines, relied on postal services for external communications and kept the office records in files and cabinets. Nowadays, secretaries do not deal with papers or carry out their duties manually because all office tasks are handled with electronic and telecommunication gadgets (Ntukidem, 2000).

The aim of educating someone is to develop the desirable qualities in him or her. Education is a process of enabling individuals to live as useful and acceptable members of the society. This is why Denga (2001) describes an educated man as a refined gentleman or gentlewoman, socially, morally, intellectually, physically and aesthetically. For a person to be seen as refined, one needs to demonstrate some basic competencies that would enable him/her function effectively as a producer and consumer of goods and services. There is no doubt some fundamental societal norms and values are basic requirements for a person to survive in the society.

Therefore, the skills, attitudes and knowledge required to prepare such persons for effective performance in chosen career is education.

A Business Educator has the sole responsibility of producing learning experiences that could be acquired through a sound Business Education Curriculum. In line with this, Agumuo (1997) says, there is generally increase in complexity and world wide interaction of business, industry and numerous technologies and the changes they have brought have affected the way things are done in the office. These technologies include the facsimile machines, interactive technologies, Internet, Electronic Mail (e-mail), Voice mail, teleconferencing and other new information systems. These innovations in office technology have almost completely altered the nature, environment, content, tasks and competencies in Secretarial Education all over the world.

Increasing number of business executives expect their secretaries to function as administrative assistance who can relieve them of their numerous routine and specialized tasks. The secretary has always been a vital link between those who make management-level decisions and those who react and implement the decisions. Agumuo (1997) also adds that due to the dynamic nature of the office, task of the secretaries has continued to assume added dimension. Agumuo (1997) observes that for large organization today, the secretary can lend administrative support to Executive by

handling long time consuming tasks such as compiling and organizing information for report and long memorandum, maintaining confidentialities, disseminating information relating to administrative policies, researching data for presentation to be given by the executive, composing and dictating certain letters and performing any other duties delegated by management.

Osuola (1998) adds that, most of the activities of the office such as accounting, mail handling, and filing, telephone switching systems, reprographics and others are now performed by self regulating machines. The secretary controls most of these machines. Brussels (2007), states that secretarial task is interesting, challenging and undergoing many changes and the changes have made the secretarial profession even more appealing. The biggest change of all has been to the name 'Secretary' that secretaries are now becoming more known as "Office Professionals" and this title indicates that the secretary's role can be expected to include some managerial duties. These include supervising other office workers or administrative staff or even training staff.

Oyeyiola (2005) points out some of the tasks of a Secretary as : Typing of memorandum, business letters and correspondence of various kind, Handle computer/word processing related activities, Transcribe dictated material into mail-able document, Arrange files and various information into appropriate headings, Manage the boss appointment diary and Act behalf of the boss.

From the above points, it is noted that the traditional tasks performed by the secretaries in the North-Central Nigeria differ from the modern tasks in the same geo political zone. This therefore, gives the background information in the context of which this study was conducted.

1.2 Statement of the Problem

Office technology and innovation have affected the way things are done in the office. This means great transformation in the tasks performed by Secretaries in the modern business offices such as: Communication services, Computer operation, word processing, Database, Excel etc. There is great concern by Business Educators that the current National Board for Technical Education (NBTE) curriculum and course specifications for Secretarial Education published in 1998 no long meet the needs of the modern business office. Nwosu (1997) views that within the period of 1990 - 1999, the world has witnessed unprecedented innovations especially in computer, telecommunication and micro graphic.

From observation and interaction of the researcher with some of the Secretaries, it was observed that some of the equipment and machines used in producing documents are obsolete and cumbersome and also not able to meet up with the current challenges in the offices with the global Technology of the 21st Century. Incompetence on the part of Secretarial Education graduates in terms of interview into white collar job. A Secretarial

Education graduates went for an interview at National Research Institute for Chemical Technology (NARICT) and could not perform better than students from other institutions because they were practically oriented and more acquainted with the new technologies than those from Business Education in the North Central Nigeria. Secretarial Education graduates are not conversant with the operation of Internet that is; how to go online and offline and even to send e-mail through their e-mail is difficult except with the help of an expert or operator.

Moreso, from researcher's interaction with Secretarial Education graduates working in an organization it was found that some of them were not able to operate computer because they were adaptive to the use of typewriter which rendered their service in an organization useless and these made their employer to look for someone who is computer literate and acquainted with the new technologies. Another problem observed was that Secretarial Education teachers that is, those that found themselves in teaching line were not able to teach computer courses effectively even to operate computer was difficult instead they hired the services of people from other department to take the course or that particular subject. Browsing on the Internet is part of the new technology or the modern things that is been done in the office today. A number of educators cannot browse except to go to the Café and look for assistance of the operators there. Hence there is this problem of

incompetence in using and teaching computer courses or subject. And one of the major problems militating against the Secretarial Education at all levels in the North-Central Nigeria is inadequate manpower.

In line with the stated problems, the researcher deemed it necessary to carry out this study in order to know the actual job-tasks the Secretarial Education Students are required to perform in modern business offices.

1.3 Objectives of the Study

The major objective of this study is to investigate/examine the secretarial job-tasks required in modern business offices and implication on Secretarial Education Curriculum in the North-Central Nigeria

The specific objectives are to:

1. investigate the job-tasks which are required by the Secretaries in modern business offices in the North-Central Nigeria.
2. examine the impact of Information Technology on the performance of Secretarial Education graduates.
3. examine the competencies required by Secretarial Education graduates in performing job-tasks in modern business offices in the North-Central Nigeria.

4. investigate the lapses in the current curriculum used in the preparation of Secretarial Education graduates for the job-tasks in modern business offices in the North-Central Nigeria.

1.4 Research Questions

The following research questions were posed for answers with reference to the North-Central Nigeria:

1. What are the job tasks required by the Secretaries in modern business offices?
2. To what extent does Information Technology have impacts on the performance of Secretarial Education graduates?
3. What are the competencies required by Secretarial Education graduates in performing job-tasks in modern business offices?
4. To what extent do the lapses in the current curriculum used in the preparation of Secretarial Education graduates affect their job performance in modern business offices?

1.5 Research Hypotheses:

In view of the research questions above, the following null hypotheses were also formulated based on the North-Central Nigeria:

1. There is no significant difference between the modern job-tasks performed by the Secretaries and the traditional tasks

2. There is no significant impact of Information Technology on the performance of Secretarial Education graduates.
3. There is no significant relationship between the competencies required by the Secretarial Education graduates and the performance of job-tasks in modern business offices.
4. There is no significant relationship between the lapses in the current curriculum and the preparation of Secretarial Education graduates for the job-tasks in modern business office.

1.6 Significance of the Study

This study, secretarial job-tasks required in modern business offices and their implication on Secretarial Education Curriculum in the North Central Zone of Nigeria will be very significant because with the advent of word processing, computerization, changing office structure and the resulting effects, it becomes necessary because some of the needs for secretarial employment that had been identified in the past may not be applicable to the present need of the modern business offices.

The curriculum of Secretarial Education is inadequate and therefore, there is need for adjustment. It will also enable the secretarial education teachers, the curriculum planners, and education policy-makers to look beyond the walls of school and examine the impact of Information Technology on the modern business offices. It will also help to identify the lapses in the

curriculum contents of secretarial education and course specification before a student is qualified to graduate in order not to have a half baked graduate. This will also help the secretarial students to be more dedicated and competent enough before finding themselves in the labour world.

The study will also be significant to the students of Secretarial Education because it will open their eyes to see that there are some basic skills they suppose to acquire before going to the labour market and they suppose to be practically-oriented. In the absence of facilities/equipment the students should enroll themselves during holidays to equipment themselves.

The study will also help the Secretarial Education teacher to acquaint himself with the studies of computer both theoretically and practically because you cannot give what you don't have. It will also be of significant to the future researcher who will plan to carry out a research work on this same study to dig more into the problems in Secretarial Education.

1.7 Basic Assumptions of the Study

For the purpose of this study, the following assumptions were made that::

1. People valued Secretarial Students from Polytechnic than those from the University.

2. Secretarial education teachers are not also well trained and thereby producing a 'half baked' teachers and employees
3. Secretarial Education graduates have delight in working in Polytechnic, Colleges of Education than in the University.
4. Because of inadequate facilities in Secretarial Education, it makes students lose interest in choosing the career.

1.8 Delimitation of the Study

This study was delimited to the secretarial job-tasks required in modern business offices and implications on Secretarial Education Curriculum of Colleges of Education and University in the North-Central Nigeria. It was delimited to only the state capitals in the North-Central Nigeria. The six states are Benue, Kogi, Kwara, Nasarawa, Niger and Plateau and in such offices as: Computer Services, Manufacturing companies, Institutions of learning and Government Agencies. It was also delimited to public and private sectors in the North-Central Nigeria, also delimited to Executives and Secretaries because they work together.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

These reviews of related literature were presented under the following sub-headings:

- 2.1 Theoretical Framework
- 2.2 Concept of Business Education
- 2.3 Historical Development of Secretarial Education
- 2.4 Concept of Secretarial Education
- 2.5 Problems of Secretarial Education at all levels
- 2.6 Secretary: Origin, qualities and functions
- 2.7. Business Attributes and Functions of a Secretary
- 2.8 Resources in Secretarial Education
- 2.9 Funding and Resource Management
 - 2.9.1 Instrumental and Efficiency Reasons for Funding Secretarial Education
 - 2.9.2 Material Resources and Secretarial Education Programme
 - 2.9.3 Specific instructional materials needed for effective Secretarial Education
- 2.10 Secretarial Education Curriculum
- 2.11 Innovations in Secretarial Education
- 2.12 Job-tasks required in modern business offices
- 2.13 Review of Empirical Studies
- 2.14 Summary of the Reviewed Literature

2.1 Theoretical Framework

Though there are many theories that can be applicable for this study, the researcher decided to focus on the theory of transfer of learning theory and motivation theory. This is because the secretary's work is what is been learnt in school that is transferred to the work place. That is, the learning experience that is acquired by Secretarial Education graduates is expected to be transferred to his new environment and bring out the desired outcome needed for the growth and development of that area. Bransford (2005) defines transfer of learning as the ability to apply previous learning to a new situation, problem or to future learning. Another definition explains it as "carrying over knowledge, skills, understanding, attitudes and habits of thinking from one learning situation to another (Johri, 2005).

Transfer of learning is the study of the dependency of human conduct, learning or performance on prior experience. This notion was originally introduced as transfer of practice by Edward Thorndike and Robert S. Woodworth. They explored how individuals would transfer learning in one context to another that shared similar characteristics or more formally how "improvement in one mental function could influence another related one. Their theory implied that transfer of learning depends on the proportion to which the learning tasks and the transfer task are similar or where identical

elements are concerned in the influence and influence function known as identical element theory.

Transfer of learning can also be defined operational as the process and the effective extent to which past experiences affects learning and performance in a current novel situation (i.e. the transfer target) (Ellis, 1965). Transfer of learning is the application of skills and knowledge learned in one context being applied in another context. (Cormier & Hagman, 1987) For example: an employer often complains that their newly hired employees have totally inadequate education. Part of their complaint is that the employees cannot perform tasks on the job that they “should have” learned to do while in school. Schools respond by saying that the students have been taught to accomplish the tasks. Clearly, this is a transfer of learning problem that is owned jointly by schools, employers and employees.

Different theories of Transfer of Learning by Charles Judd, 2010: Mental Discipline theory, Apperception theory, Identical Element theory, Generalization theory and the Gestalt theory. The research will focus on only four of these theories brief. Mental Discipline Theory: Tells us that education is a matter of training in the mind or discipline the mind. These trainings or disciplines are the vigorous mental exercises in the field of classics, in the field of logic, in the field of grammar, science and mathematics. The theory assumes that those training can make an individual effective in all area where a given faculty is employed. Apperception theory:

Apperception states that transfer of learning is done by becoming consciously aware of a particular idea and assimilates this idea with the other which was already acquired. It is a process of relating new ideas to the older ideas that was already acquired.

Theory of Generalization is another way of relating experience in which what is gained at a certain point will redound to the advantage of the individual in the many spheres of his or her thought as well as in his or her action. The Gestalt theory of transfer states that the transfer of learning can be best achieved when an individual is in the very best of the frame of mind; in the time that he or she is aware of the meanings of a particular situation or experiences and to their practical application to one's daily life.

2.2 Concept of Business Education

This portion will tell us the meaning of Business Education as given by some authors. Business Education is simply education for business and also teaches how to be a wise consumer. In line with this, Nwaokolo (1992) states that Business Education encompasses knowledge, attitudes and skills needed by all citizens in order to effectively manage their personal business and economic system that encourages the beneficiaries to acquire skills that will fit them into the world of work. Oyedele (2000) also sees Business Education as a fundamental programme of economic education that has to do with the acquisition, conservation and spending of wealth.

That is Business Education is seen as a programme that teaches how to maximize profits and to be a wise consumer.

Aliyu (2001) views Business Education as education for business or training in business skills which are required for use in business offices, clerical occupation and business policy analysis. Through Business Education programme, students experience the practical application of basic skills for real world and real work situation. With comprehensive business education programme, the students can improve competencies in basic skills where communication, computation and computer skills are applied. The New Standard Encyclopedia defined Business Education as being instruction to prepare students for jobs in the business world.

Aliyu (2001) also opines that business education is a deliberate intent of teachers to inform students about economic and business concepts and skills that might be of use in later life. This means to equip the youths with certain economic and business concepts at a vehicle for better understanding and analysis of the world in which they live. Tijjani (2002) defines Business Education as that aspect of the total educational programme that provides the knowledge, skill, understanding and attitude needed to perform in the business world. From this definition, it can be seen that Business Education provides knowledge, skills, ability that is needed to fit individual into the world of work and to be a wise consumer of goods and services.

National Policy on Education (2004) specifically refers to the study of business “as building a self-reliant nation and building a great and dynamic economy. Yakubu (2005) defines Business Education as an educational process or content which has its primary aim as the preparation of people for roles in business enterprises as employees or as self-employed. In conclusion and based on all the definitions put forward so far by different authors, one could state that Business Education is education given to an individual to equip him or her to be capable of handling tasks in and outside the office, and to rely on its own ability.

2.3 Historical Development of Secretarial Education

The history of Secretarial Education in Nigeria is closely tied to the establishment of the National Policy on Education (1989) which emphasizes the functionalism and acquisition of appropriate skills, competencies as the bedrock for the survival of the individual in the Nigeria society. Thus: subsequently marked the landmark for the inclusion of Business Education in the Nigeria System of Education. Along the line Secretarial Education emerged as an off-shoot of Business Education. Amoor (2008) observes that Secretarial Education was found in the last decades of the 19th Century when some Nigerian Nationals in business partnership with overseas exporters had to learn simple commercial subjects for the purpose of facilitating business transactions.

These businessmen sent their children to learn simple proportion, invoicing, record keeping, profit and loss concepts with the hope that their export market will be met. Between 1940 and 1960 the missions particularly the Roman Catholic established schools for training girls as secretaries. 1955, the secondary modern schools were introduced to give pre-vocational business training. Eight colleges were opened to train teachers. But later on the future of secondary modern school was made bleak and eventually phased out. Although, there are some commercial secondary schools that exist till today such as Aboth Institute, (Late Okpe Grammar School) Sapele, Christian Secondary Commercial College, Apapa, Essi Commercial College, Warri, Yaba College of Technology founded in 1932 was the only post secondary institution offering commercial/business education courses (Aliyu, 2001).

The courses offered there are Clerical/Secretarial and Accountancy, which led to the award of OND. The subjects are; Typewriting, shorthand, office practice, account/book keeping, Business law etc. Aromolaran (1996) says secretarial education had no bright beginning. He said there were very few well organized institutes for training secretaries like college of Arts Science and Technology, and Staff Training Centres which include secretarial training in their curriculum. Also Osuala (1986) in his contribution to the historical development of secretarial education says there were few private owned commercial secondary modern schools and many

roadside commercial institutes which offered courses to prospective secretaries in English language, typewriting, shorthand, and office practice. He added that the graduates sat for professional examinations such as the Royal Society of Art (RSA), Pitman, and London Chambers of Commerce (LCC) office practice after their training.

Nigerians witnessed a great growth in the number of institutions offering Business Education courses during the last two decades. Those University includes, University of Nigeria, Nsukka (1960), followed by University of Lagos (1962); Ahmadu Bello University, Zaria (1962), Obafemi Awolowo University, Ile-Ife (1962); and the University of Benin which introduced Business Education programme in 1975. The Business Teacher Education programme at degree level started in Nigeria in 1975-76 by the University of Nigeria, Nsukka and Ahmadu Bello University, Zaria. A number of other Universities in the South-Eastern parts of the country now offer Business Education programme (Aliyu, 2001).

2.4 Concepts of Secretarial Education

It is the knowledge given to a man or woman to be able to perform duties in an office, either in transferring knowledge to another person or to work under somebody. In view of this definition, Chukwumezie (2001) says that Secretarial Education revolves around job skills, employability and self-reliance. National Board for

Technical Education (NBTE), defines Secretarial Education as the type of education that equips students with vocational skills, effective work competencies and socio-psychological work skills essential for interpersonal relation. In Support of the above, Okolo (2001) says that Secretarial Education provides students with adequate skills, information and competencies needed to function well in office occupation.

Ilo (2002), says, that Secretarial Education is a tool for alleviating poverty. Secretarial Education is useful to modern business offices both private organization, governmental organization and Non-governmental organization in terms of employability, job creation and self-reliance. Adelani (2006) states that Secretarial Education is described as the form of education which focuses on equipping the individual with work skills to enable him survive in an occupation. Adelani (2006) further points out that one of the outstanding significance of Secretarial Education is, the skill is indispensable to the basic needs of the environment and the society at large. Secretarial Education provides knowledge; skills, competencies and attitude needed for would be secretaries to function effectively in office occupation and to be self-reliant.

Udoh (2008) opines that Secretarial Education is an area of instruction that has been in existence for several decades, and it plays very significant role in economic development. Usman (2008) also views Secretarial Education as a vital tool in the hand of

Government to fight unemployment crises. Amoor (2009) views Secretarial Education as a vocational programme that is offered in secondary schools, Polytechnic, Colleges of Education and Universities with the aim of educating and training students to become secretarial teachers and administrators with appropriate skills and competencies to take up a career in teaching, officer occupation and business.

Secretarial Education is essentially vocational education intended to provide the skills and the manpower for the office and other administrative services required by the society. It is that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. Secretarial education is a programme designed to equip students with secretarial skills for employment in various fields of endeavour. Students of this programme are exposed to courses in the special areas as well as in general education. In addition to acquisition of vocational skills in secretarial education, the students are equipped with effective work competencies and psychological work skills which are very essential in everyday interactions with others (Amoor, 2009).

2.5 Problems of Secretarial Education at all levels

Secretarial Education is faced with a lot of problems which will be highlighted. Adelani (2006), points out some of the problems militating against qualitative Secretarial Education which were:

Infrastructural Challenges, Ill-equipped School Environment, Admission Policy/Operation/Regulation, Inadequate Secretarial Teachers/Facilitators, Lack of Government Commitment to Secretarial Education, Low Societal Value for Secretarial Education.

Infrastructural Challenges: In order to acquire skills particularly in shorthand and typewriting, it is necessary to establish adequate infrastructure that would induce and stimulate the learner's enduring values in developing attitudes towards productive skills. When critically looked at the secretarial infrastructural facilities in our educational institutions today, we discovered that they are inadequate and obsolete. No library for secretarial education. The available textbooks if there are any, are out-dated and archival. No laboratory for shorthand and typewriting, dilapidated and out-dated typewriters, deplorable typing studios, these are some of the problems militating against the office that can solve the problems of office education.

It is unfortunate to note that in spite of these changes in the world of work, office education programs are still being taught theoretically in schools, thereby rendering the graduates incapable of handling all this sophisticated equipment because teachers

themselves are not acquainted with the use of these machines. Nwaokolo (1990), in his own contribution said that business discipline lack basic instructional tools for effective and efficient skills training. For example, he continued, many institutions are without computer for instruction in office education, data processing and allied subjects. He concluded by saying that there is a serious dearth of textbooks and other instructional materials for business subjects especially in the area of vocational business education. The few books available are obsolete and do not reflect the socio-economic values of Nigerian business environment.

III-Equipped School Environment: Qualitative office education can be provided to learners if only the environment is fully equipped, conducive and well organized. Unfortunately the school environment of office education class received little or no attention from the school authorities except if the Heads will take upon themselves to put some things in order. When you look at some typing studios there is no air condition, no much ventilation, the floor is not well rugged, very dusty and dirty and the most pertinent situation is the dilapidated power supply in the country today mostly in Zaria metropolis - which makes the students of office education not to practice with the few modern equipment provided.

Aina (1994) identifies some defects in inadequate opportunities for today. Aina pointed out that there are extremely inadequate opportunities for training and research because there are

shortage of laboratories and equipment. Business education in tertiary institutions lack necessary amenities for effective teaching and learning. A situation where equipment like computer, modern typewriters, photocopiers, model offices, shorthand laboratories, stopwatches etc are lacking makes a mockery of the whole programme of business education. Okoro (2005) remarks that lack of adequate funding is the bane of business education. Schools, colleges and universities find it difficult if not impossible to implement business education curriculum to its fullest due to lack of fund.

Okomanyin (2002) agrees with the above statement, Okomanyin further stated that vocational business is capital intensive expenditure in terms of equipment, tools, laboratory workshop as well as manpower training and retraining. Okomanyin (2002) also points out that most Nigerian governments at all levels do not realize this but rather take a wide deep into vocational business education ventures only to be financially stricken midway. Uduma (1990) writing on the need for adequate funding and equipment for business education opines that teaching students typewriting without a typewriter makes learning mechanical.

Uzo (1998) notes that it would be a mere white-wash for business education to be included in a school curriculum without a studio equipped with different types of office machines. Hence Uzo (1998) suggests that the enrolment for fruitful business program should be a bustling community, where it will be possible to relate

learning to life situation in business practice. Uzo (1998) asserts that the materials for learning experiences are basic, essential for effective and dynamic instruction. According to him, like learning experiences themselves the list of materials for learning experiences in Business Education required for teaching are: - textbooks, clips, motion pictures, reference books, book-keeping machine, magazines, billing machine, documents and calculators. Others were duplicating materials, copying machine, adding machines, typist tables/desk, typewriters, study carrels, computers, duplicating machines, tape recorders, chairs, copy-holder, timers, typewriter demonstration, stencils, tape cassette, dictation lab and shorthand machines.

Uzo (1998) further mentions some of the materials needed for learning as: model offices, training aid, radio programmes, word processing centre, flat pictures, television programmes, recording, drawing, construction set, slides, flannel board, filmstrips, collection maps, cartoons, models, display materials, supplementary books, encyclopedia, newspaper, painting, globes, puppets, mockup, specimens, chalkboards, drawing sets, graph and charts and projector. If government can fund the technical education arm of vocational education with tremendous quantities of intro-tech equipment and materials, they should do the same to office education.

Admission Policy: This is another great challenge to business education and secretarial education in particular. Several times, entry qualification is compromised to accommodate frustrated candidates who choose to study office education as last resort. The greatest challenge is the one posed by operators of private office institutions, who do not abide by the minimum standard laid down by the regulatory bodies. Moreover, the corresponding low involvement of government as regulatory authorities has contributed to no small measure to erode the quality of office education.

Alikali (2009), points out another problem of admission policy that when some of the Business Students who had their NCE and majored in Office Education wants to further their education to University level, the problem of Mathematics is a big obstacle militating against the Secretarial Education students and therefore their admission will be revoked thereby making the students to switch to another field of endeavors. For example, a student who had 10-12 points from Colleges of Education and very good in typewriting and shorthand was frustrated because of Mathematics and finally went to Library and Information Science which is not relevant to her course.

Inadequate Secretarial Teachers/Facilitators:

There is inadequate quality and quantity of secretarial teachers in our generation today. It is unusual for a secretarial

graduate to wish to make a career out of teaching when he can conveniently secure a job as a secretary in finance and investment holdings or in oil company or in a well recognized and highly respected places. This poses or compel secretarial institute to employ sub-standard or half baked graduate to fill existing vacancies. The effect of this is that graduate cannot adequately fit in to the world of work and be productive, secretarial education has not been properly projected to take its rightful place. Okeke (1998) defines teaching facilities as all those aids and circumstances which makes it easy for the teacher to impart knowledge, skills and competencies. He added that facilities save time, make lasting impression and promotes interest for both the teacher and the learner.

Commenting on instructional materials in our colleges, Ulifun (1990) observes that in addition to the problem of under funding and lack of modern equipments, there are inadequate text materials for vocational and technical teacher education. In this country, most of the existing textbooks reflect foreign background who's decoding and interpretation ultimately reduce the students' learning rate. In the National Policy on Education (2004) revised Edition, it was stated there that teacher education should be carried out to: produce highly motivated conscientious and efficient classroom teacher for all levels of our educational system, encourage further spirit of creativity in teachers, help teachers to fit into social life of the community and

society at large, provide teachers with intellectual and professional background adequate for their assignments and to make them adaptable to any changing situation, enhance teacher's commitment to the teaching profession.

Generally, teachers of vocational and technical education are more difficult to get. Stating the nature of business teachers, Okwuanaso, (2000) states that business education is yet to have enough qualified teachers at all levels of education where business education subjects are taught. According to him, these calibers of unqualified teachers teach as they were taught by howling and shouting on students or by ridiculing them. Some time they demonstrate part of the skills but not the sub-components of the complete skills. Etuk (2005) remarks that inadequate and unqualified personnel have been the bane of business education in Nigeria. Etuk (2005) states that this problem applied not only to secondary commercial schools or the business studies sections of comprehensive secondary schools, but also to colleges of education, Polytechnics and Universities.

Lack of Government Commitment to Secretarial Education in Nigeria

Amoor (2009) stated that the Federal government is not exonerated from the accusing fingers that it is partly responsible for the collapsing foundation of secretarial education in Nigerian Institutions today. This is because its attention and priority is wholly focused on sciences thereby neglecting this aspect of education

according to Usman (2008) that is a vital tool to combat unemployment crisis, and also poverty alleviation. Clark (2002) asserts that the Federal Government is very conscious of the general public attitudes towards secretarial education programme as somewhat inferior to other types of education, and yet nothing seems to be done to improve the awareness or the status of this vocational education programme by the Federal Government.

Essong (2002) contributes that as a developing country, Nigeria stands to benefit more from this arm of education if adequate attention is given to the formulation and implementation of policies that will bring out the nest of business education at the tertiary level, since the Federal Government agenda is emphasizing on self-reliance and poverty alleviation.

Low Societal Value for Secretarial Education

It is observed that all parents do not encourage their wards to offer secretarial education at all levels. This is because the society does not place any significant value or dignity on the secretarial profession. In support of the above, Clark (2002) says that business education products have over the years with other technical and vocational education programmes been deprived of accountability by the society because of their reluctant to expunge themselves of the colonial grammar education and white-collar jobs which often business education graduates are referred to as 'typist' because the programme is associated with typing and shorthand. Also Ezugwu

(2002) contributes that the society which includes the students, looks at manipulative skills with contempt so the students cannot be interested in the contemptuous subjects.

2.6 Secretary: its Origin, Qualities and Functions

In dealing with the above personnel, Origin Qualities, and Functions will be treated i.e the personal attributes and business attributes.

Origin: Since the renaissance until the late 19th century, men involved in the daily correspondence and the activities of the mighty has assumed the title of secretary (or in other cases, “Clerk”). With time, like many titles, the term was applied to more and varied functions, leading to compound titles to specify various secretarial work better, like general secretary, financial secretary or secretary of state, just “secretary” remained used either as an abbreviation when clear in the context or for relatively modest positions such as administrative assistant of the officer(s) in charge, either individually or as member of a secretariat. As such less influential posts became more feminine and common with the multiplication of bureaucracies in the public and private sectors, new words were also coined to describe them as personal assistant.

Etymology: The term is derived from the Latin word *secernere*, “to distinguish” or set apart,” the passive participle (*Secretum*) meaning “having been set apart”, with the eventual connotation of something

private or confidential. A secretary is a person overseeing business confidentially. Adewale (2001), defines Secretary as an assistant to an executive, possessing mastery of office skills and ability to assume responsibility without direct supervision, who displays initiative, exercise judgment and makes decisions within the scope of her authority. The word Secretary, according to Azuka (1997) is derives from a Latin word called seretarus meaning 'something to know only to one or few and kept secret or hidden from the view and knowledge of others'.

This means a secretary is a keeper of secrets. Otopa (2002) posits that secretary is very relevant in the business world. There is no gainsaying that he is an indispensable figure in every aspect of an organization. Otopa (2002) further states that the work of a professional secretary has changed from the traditional office routine of handling mails manually to the application of modern office techniques and the use of sophisticated office equipment in the processing of information. The word 'secretary', itself could be used either in general or in restrictive term. In general term, it usually refers to an executive assistant who works with a manager or an executive in an organization.

Oyeyiola (2005) views a secretary as someone who has a sound general education and has passed through a prescribed programme of training with appropriate skills, attitudes and competencies required for assuming roles in an office. Oyeyiola

(2005) points out that a secretary, in general term, is an indispensable office worker whose services are essential to the success of a manager or a chief executive officer's job. The job description may be both primary and secondary in nature. The primary aspect has to do with the general secretarial duties while the secondary aspect is usually to delegate functions and differ within the same job description or even for different job portfolios.

The secretary is, however, being variously referred to as an executive assistant, who possesses a mastering of office skills, who demonstrates the ability to assume responsibility without direct supervision, who exercises initiative and judgment, who makes decisions within the scope of assigned responsibility. According to Association of Secretaries (1990) in Oyeyiola (2005), secretary is a clerical worker who takes and transcribe dictations, make appointments for the employer, meeting people employer, meeting people who call to see him and he is responsible for minor executive or supervisory duties. A secretary thus, is someone who has a sound general education and has passed through a prescribed programme of training in secretaryship possessing demonstrable personal and business attributes; employable skill in shorthand, keyboarding, document processing, and has been actually employed as such in an organization or is in practice providing information and communication support services needed by clients.

Secretary is someone who transcribe dictation from notes or voice recording machine, schedules and maintain appointment, arrange business itineraries and coordinates travel arrangement, composes written communication from oral and longhand instructions, sorts, reads and annotates incoming mails, arranges and coordinate conferences and meetings, organizes and type reports, electronically file document and supervises other employees. From the said definitions of secretary, it can be seen that a secretary also performs the functions of management as: organizing, coordinating, supervising, directing etc. Adewale (2001) listed some of the following as characteristics of a good secretary:

Adaptability: A secretary should be able to adapt him or herself to work in any organization and in any condition or situation.

Level headedness: He should learn to be confident and objective. He should think logically. Be calm and poise always.

A good observer: Be a good observer of people and things.

Intuitiveness: Ability to develop one's mind to visualize and sense things. This requires immediate recognition of and sharp insight into things. A secretary should be able to detect errors in his/her work and point them out to your boss.

Flexibility: To be able to adjust to new situation. Similar to adaptability, not to be static.

Tact: You need tact in whatever you do or say, i.e. to be straight forward.

Friendliness: In order to show this you should be able to observe all the ethics of the office courtesy like “Good Morning| “Good Day”, “Please”, “thank you”.

Accuracy: - Accuracy means freedom from mistakes or errors. This is an important asset of a secretary in order to produce mailable document.

Thoroughness: - To pay attention to details. This requires concentration and carefulness.

Forethoughtfulness: - This means to plan ahead of some future events and to be able to take necessary prior action to forestall its happening.

Initiative: - This means to take some actions independently without waiting on the boss. Always think of improving him or herself.

Self Confidence: - This is to control our emotions, because fear causes tension and affects our emotional stability negatively or positively as well as our self-confidence.

Good Listener: - This requires conscious efforts to hear what is being said. In order be good listener, you pay attention to the speaker, concentrate on the speaker and do not cause distraction.

A good Telephone Personality: - Telephone communication requires good voice, pleasant manner and friendly attitude.

Appearance: - The secretary should be neat. Neatness should be seen in her dressing, hair, nails etc.

2.7 Business Attributes and Functions of A Secretary

This is the attributes that makes the Secretary to be suitable to work in a particular office. Adewale (2001) gives the following business Attributes of a Secretary as secretarial skills, organizing skills, efficiency, reliability and responsibility discretion and initiative, tact and diplomacy and punctuality.

Secretarial Skills: - A secretary is required to possess good shorthand and typewriting skills, secretarial duties and communication skills.

Organizing Skills: - These skills are required in order to achieve organizational objectives

Efficiency, Reliability and Responsibility: - These qualities require the secretary to accept responsibility from her boss without complaint. The routine tasks should be done efficiently.

Discretion and Initiative: - These qualities overlap with personal qualities. They require the secretary to use her initiative and discretion in doing her job without waiting for the boss.

Tact and Diplomacy: - These qualities require the secretary to handle the visitors or telephone callers with diplomacy. She should be able to communicate with all people and should be able to keep the organization's secrets secret.

Punctuality: - A good secretary should be regular and punctual at work.

2.8 Resources in Secretarial Education

Resources in Secretarial Education comprise of three groups - They are human resources, financial resources and material resources or physical resources. These three resources are very crucial in achieving effective secretarial education in Nigeria.

Human Resources: Nzerem (1994) views human resources as all available personnel involved in the process of productions and distribution of goods and services. Nzerem (1994) also says that it means all people resident in the nation or organization who are not incapacitated beyond the possibility of contributing to the social and economic well-being of that nation or organization. Ohakwe (1998) opines that human resources are the people with different specialties, capabilities and roles who are part of the organization. This means people of different background, knowledge that puts their intellect together in an organization to achieve a desired goal.

In an organizational settings, human resources, not capital, not income, not material resources constitute the ultimate asis for wealth of nations, 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 organizations and carry out national development. Abdullahi (2002), states that a country is not able to develop the skills and knowledge of its people and utilize them effectively if the national economy will be unable to

develop anything else. Only a highly motivated, committed and conscientious workforce in secretarial education can translate the objectives set for secretarial education in Nigeria.

Caught in the intricate web of economic down-turn, the human side of the secretarial education has suffered utter neglect. Immersed in serious dearth of human resources, mere schooling is going on at the expense of effective study. Staffs are hardly retrained to meet the diversities in the work environment. Seminar, conferences, workshop and symposium have become luxuries while manual typewriters still rule the pedagogical preparation of secretaries. 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 a reflection of the teacher's conceptualization of his social being.

Leaders of secretarial programmes in Nigeria should configure programmes that ought to raise the dignities of their human resources. This in essence is to change the nomenclature of secretarial education because work should satisfy both the psychological and sociological aspects of life. The feelings of low status may have multiple effects on the teacher and the human side of the secretarial education. It may dampen their ego, diminish their status and thus affect the realization of goals and objectives of

education. The arguments for effective mobilization of human resources rest on the immense benefits accruable to leaders of secretarial education.

A popular quoted professional maxim is that no nation can rise beyond the standard of its teacher. Thus, improve status of workers is both a pre-requisite to and corollary of effective performance. Ivowi (1995) asserts that the children on whom so much attention and money are expended are unable to answer examination questions. More than ever before, the human side of secretarial education expects appropriate and challenging jobs commensurate salaries, regular and prompt promotion, professionalization of jobs and good work environment. We may have the most needed equipment and the best facilities and the money needed may be available, but if these are not effectively utilized and managed by effective, efficient and dedicated 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 how to channel our abundant human and material resources into more productive economic sectors of the economy for national development. The key

to any meaningful and quality organizational life is to invest generously in human resources. Regrettably many top executives are ignorant of this vital concept.

2.9 Funding and Resource Management - The need for articulation:

Secretarial Education programme are both capital and labour intensive and therefore require adequate funding to keep the going. Fund required producing requisite quantity and quality resources. The case for a satisfactory strategy of funding secretarial education programme at all level is not difficult to establish. One only needs to consider the growth of industries, the expansion of trade, the need for qualified secretaries and secretarial machines and equipment. Thus: making a case for financing Education in Nigeria. Quality education requires quality resources and consequently adequate financing. No 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 (Agumuo, 1997).

Funding education is more than providing emoluments for the workers. The problem is that every Government in Nigeria since independence has taken on the self-delusion 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 organizations only to abandon most of

them in states of dilapidation? In a period of constant technological flux, secretarial education programme requires more fund than had been hitherto (Agumuo, 1997).

Funds are needed to procure computers, word processors, electric typewriters, micro films, photocopiers, shredding machines and similar office technologies. This calls for the participation of all and sundry. But Government had floated the idea that she can fund education alone.

It will be misleading to assert that Government has all it takes to fund education in Nigeria. 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 his hands; providing municipal services, social amenities, physical infrastructures, water, light, road, 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 (Agumuo, 1997).

2.9.1 Instrumental and Efficiency Reasons for Funding Secretarial Education: Why funding Secretarial Education Programme? Funds are required to procure both human and capital resources. As educational resources diminish and costs increase, the need to talk

about funding becomes very compelling. With the introduction of Universal Basic Education in Nigeria in September 1975 and the attendant explosion in school population everything connected with education, apart from the student, has been in short supply teachers, schools and everything needed for the proper education of the youths are in short supply and these require adequate funding. In some cases, the school population has increased tremendously while the facilities have remained the same and at times have been deteriorated (Unpublished Seminar Paper by M.Ed Business Education Student, A.B.U Zaria)

As a result of lack of fund, mass schooling is being achieved at the expense of mass education. The incidence and phenomena of over crowded classrooms and over-populated schools with preponderance of unqualified vocational technical teachers and with hardly any teaching equipment and materials required an urgent an appropriate funding pattern if teaching rather than “cheating” is to take place; and if education rather than mere schooling is to result. Funding of education is a joint effort of both federal, states and local Government. Government welcomes and encourages the participations of local committees, individuals and other organizations. It was in this vein that Oguoma (1997) calls for the participation of the Government and government agencies, the contributions of organized private sectors, contributions of

institutions of learning, parents and religious bodies and social club to finance education.

2.9.2 Material Resources and Secretarial Education Programme: Material resources considered here are audio-visual materials. Audio-visual aids are classified into audio equipment, visual material and audio-visual equipment.

Teaching secretarial education courses involves a multi-dimensional approach Visual Audio and Audio-visual. Audio materials usually include the radio, tape recorder, magnetic tape, turn table and grammar phone. Visual aids according to Okeke (1998), are made up of projected and non-projected materials. Projected materials range from computer, film strips, slide, over-head projector and opaque projectors. Non-projected materials, according to him are the chalkboard, flannel board, charts, pictures, templates and puppets. All these are important in teaching secretarial education courses. Some of the advantages of audio-visual media include: providing concrete bases for conceptual thinking, motivate learners, facilitating development of learning from diffusion phase to an integrated and abstract phase. This makes learning more permanent, permitting individualization of instruction, and facilitate repetition of a complex performance of skill by trainee until a desired mastery level is attained (Okeke, 1988).

In most secretarial education courses, the teaching of its subjects has 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.

2.9.3 Specific Instructional Material Needed for Effective Secretarial Education: Instructional materials are teaching aids which guide the students to gain more understanding to what is been taught in the class. The most common one are: -

- (i) **Radio:** is a component part of audio material. It is a magic box for the reception of electric waves without a connecting a wire. Its advantages in teaching include immediacy, realism, conquest of space and time, authenticity and inexpensiveness. It is easy to operate and maintain. It covers a wide population and very portable. The primary function of radio was to entertain, inform and educate. Radio is the most popular mass medium in the society Okeke (1998).
- (ii) **Television:** is a device used for transmitting and reproducing a view or scene by conveying light rays into electrical waves and reconverting these into visible light rays. The advantages of using the television in teaching secretarial education courses abound:

It is a convenient and economical means of reaching a wide spectrum of population. The network programmes are examples, It provides general education, enrichment and recreation for larger audience. Example, advertisement, transportation and banking programmes, It is capable of helping to bring about needed social improvement and development.

(iii) **Instructional Video:** The utilization of instructional video in teaching secretarial education deserve special attention since video is considered as the most exciting and efficient means of communication by human endeavor. Instructional video is a potential instrument of individual teaching. Instructional video has special strength in providing movement, and such topics as merchandising, pricing policies, advertising departments, sales and the distributor and industrial marketing can be vividly and adequately demonstrated. (Okeke, 1998).

(iv) **Overhead Projector**
One of the most recent, popular and versatile additions to the range of instructional media is the overhead projector. This is another useful instrument for teaching. Little technical attention is required and recent innovations have produced compact, portable machines which project excellent image free from distortion in rooms requiring no blackout. (Okeke, 1998).

2.10 Secretarial Education Curriculum

Secretarial Education Curriculum is the set of instruction guiding the students of Secretarial Education Students. Aliyu (2001) views curriculum as “A selection from the culture of society”. Aliyu (2001) explains further that “certain aspects of our way of life, certain kinds of knowledge, attitudes and values are regarded so important that their transmission to the next generation is not left to chance” and so society entrusts the selection to professional educators in institutions known as school. Aliyu (2001) contends that curriculum is, “a plan of activity deliberately organized so that pupils will attain, by learning, certain educational ends or objectives”. Aliyu (2001) says that, curriculum is, “that reconstruction of knowledge and experience, systematically developed under the auspices of the school (or university) to enable the learners to increase his or her control of knowledge and experience.

Aliyu (2001) views curriculum as process of learning which takes all human sensitivities, political, economical and professional into account. The curriculum of any school consists of all the situation that the school may select and consistently organize for the purpose of bringing about changes in behaviour of pupils as a means of developing the personality of the individual. It is made up all of all the experiences, both within and outside which children have under the administration of the school. Thus, the curriculum is

a total experience with which the school deals in educating young people. Aliyu (2001) maintains that curriculum specifies the objectives, learning experiences, content, methods, instructional materials and evaluation techniques of a learning task. Curriculum is referred to the courses which student pursue and complete for targets defined in terms of high grades, passes, certificate or other forms of academic award.

At the university level, there is bachelor's degree programme which is ran at Business Administration Departments. The courses offered are hereby geared towards the award of B.Sc (Business Administration), B.Sc. Banking and Finance etc. Also there is Business Education programme which is also geared towards the training of teachers in Business Education for the award of Bachelor of Business Education (B.B.Ed). Business Education is slated into three (3) options which are Office or Secretarial Option, Accounting option and Distributive or Marketing option.

The courses at the First Degree level (B.Ed) are: Introduction to Vocational and Technical Education, Principles of Business Education, Business Communication, Methods of Teaching Business Subjects, Introduction to Research, consumer Education, Administration and Supervision of Business Education, Seminar in Business Education, Research Project, Curriculum Development in Business Education, Student Industrial Work Experience Scheme (SIWES) and Teaching Practice.

Masters/Ph.D levels: The Masters and Ph.D programmes in Business Education were designed to provide intensive study and attainment of specific competencies in vocational and technical business areas. This knowledge and skills are required for career at post-secondary school levels as well as supervision and administration of business education programmes. The required courses for the award of Masters Degree in Business Education are: General courses for all options including research methods, educational statistics 1 and 2. At the Office or Secretarial Option there are courses like Administrative Office Management, Problems in Office Education, Research in Business Education, Curriculum Issues in Business Education, Data Processing and Management of Business Information System, Coordination Techniques in Office Education, Organization and Teaching of Office Practice, Advanced Principles of Business Education and Thesis (Present Curriculum of Business Education 2010 till date).

The Current NBTE Curriculum (2005) stated the new nomenclature of Secretarial Education as Office Technology Management (OTM) with their course specification and course titles. In order to have a uniform curriculum, this present course specification should be adopted and implemented in Nigerian schools so as to make the trained secretaries to be able to carry out tasks in the modern business offices.

2.11 Innovations In Secretarial Education

Technology is the order of the day in today's work. If business education which is the umbrella of secretarial education is directly linked with the operation of the office, it then becomes mandatory for a secretarial education programme to have touched the aspect of information technology which should be included in business education programme. Office is the life wire or backbone of any organization and that is the reason why it is recognized for its information management role.. Information is the bedrock of decision making. Aliyu (2001), postulates that, the transition from traditional process to mechanize system is the essence of current innovations going on in the office. Information technology is the processed data while data is raw facts about an entity.

Technology is the application of basic scientific knowledge in providing solution to problems surrounding us. Information technology is the use of facts available to man in solving the problems challenging his existence. The concepts of information technology are office mechanization, office automation, and electronic office. All these concepts are pointing to the application of modern machines and equipment in performing office tasks of information processing. Aliyu (2001) quotes that information technology is important to the economic, socio-political and cultural developments of Nigeria and should not be viewed as luxury. Nwosu (1999) asserts that, Information Technology embraces all

modern systems for processing information and communication in data, text, images and voice.

The centre of Information Technology is computer. Okwuanaso (1992) cautions that, modern business technology has poses many problems for the educational systems that were not present in the past. According to him, there had been various predictions and forecasted which indicated that about half of what the students learnt will be obsolete. The world is a dynamic stage. New and improved methods and equipment for a better living condition of man are constantly finding their way into today's offices. The technological research in progress over the world is motivated by man's efforts to make life easier and meaningful. The advancement of technology had given rise to success in human inventions that were almost difficult to achieve.

In order to know how significant the advent of technology has helped in our organizations with particular interest to the profession of a secretary, we should deem it worthy to consider its relevance to the duties and roles of a secretary. The job of a secretary has greatly been revolutionized by technological advancement. The demand for high-talented manpower is firmly rooted in the level of technological complexity which characterizes modern life and the complexities of modern social organizations. It in the view of Eni (1989) that it is important to business education that manpower be trained to meet the current skill demands of prospective employers.

2.12 Job Tasks Required By Secretaries, The Traditional And The Modern Tasks

Tasks can include many varied duties - like research, typing, producing flyers, filing, transcription, screening telephone calls, appointments, liaising with clients and other staff members, attending meetings, composing of letters, making travel arrangement, supervising, training staff etc. The major roles or tasks the secretary performs are to provide assistance to a manager or managers. The traditional roles or tasks of the secretaries in office occupation are as follows: Organizing the office physically, take shorthand note from the boss, keep diary of events for the boss, ensure that mails are received, recorded for dispatch, prepare tea for the boss, ran errands for the boss. (Agumuo 1995)

National Board for Technical Education (1989) adds more traditional roles as: Typing correspondence, taking dictation and transcribe, arrange files and various information into appropriate headings, answer phone calls and attending to visitors, make travel arrangement for the boss, arrange meetings and booking hotel accommodation and acting on boss's behalf. Aromolaran (1996), states that the office of today (automated office) expects a trained secretarial tasks to transcend from the traditional tasks to the modern tasks of the automated office. He further stated that, a secretary who intends to keep his/her job should be prepared to for

the challenging tasks of automated office since office automation and organizational restructuring have led to professional confidential secretaries to assume responsibilities that were once reserved or done by the managerial staff.

According to Bureau of Labour (2006), Professional Secretaries serve as information and communication manager for an office, plan and schedule meetings and appointments, organize and maintain paper work and electronic files, disseminate information by using telephone, mail services, web sites and Electronic mail (e-mail). Secretaries are aided with these tasks by a variety of office equipment such as fax machines, photocopy machines, scanners, telephone (cell phone), paper shredders. In addition, secretaries use computers to do tasks that were done by managers to create spreadsheet, compose correspondence, manages data base, use of access for compilation, created presentations, reports and documents using desk top publishing software and digital graphics.

Aromolaran (1992) also states that there are several other non-typing work that must be acquired by the secretary to enable him/her experience success and job satisfaction in today's automated office which include assisting her executive in decision-making on some of the problems confronting the establishment, supervising the subordinates, ability to work under pressure and manage her time and that of her boss effectively, ability to work for more than one boss in this our economic melt down country and

ability to manage herself and her boss desire to work with computer, excellent English Language skills and ability to use reference and resource materials. Amoor (2008) says with the above specifications, it is believed that secretarial education is not meant for the drop-out, unintelligent and underachievers but rather for candidates who are endowed with bountiful skills to run the course.

2.13 Review of Empirical Studies

Secretarial Education had long encountered a lot of problems and challenges in trying to restore its images and how it can face the challenges in 21st century. Therefore many researchers had written on secretarial education and the skills and competencies needed by the students to qualify them for the world of work.

Ohakwe (2001) who carried out a study on: Manual Office skills in an Information Technological Era. Three objectives of the study were: to determine whether typing skills were required of secretaries in today's business, whether shorthand skills were required of secretaries in today's environment and to determine whether the machines operating skills the secretaries must possess. The study also had the three research questions are: The population of the study was 148 personnel who worked with secretaries, as the population was relatively small so it constituted the sample. Ohakwe (2001) used structured questionnaire of four rating scale and used test reliability co-efficient of 0.81 as level of significant. The

statistical tools used were Standard Deviation, Mean Score and Z-test for analyzing the research questions and Null hypotheses. Ohakwe (2001) found that typing skills fundamentally require keyboard competencies whether manual, electric or electronic. The use of computer, telex equipment, e-mail and accessing Internet, all these require the application of keyboard skills. It was concluded that: Typing skills were important for secretarial activities in today's office. Shorthand skills and knowledge were no longer required in automated business offices, office machines operating skills will continue to be emphasized in a period of technological boom. Ohakwe made some recommendations as: typing skills should be emphasized in the business office of today and tomorrow, shorthand skills should be de-emphasized. Operating machine skills should be emphasized.

Nwosu (2002) conducted a research study on: Word Processing and Electronic Office Operations competencies needed by secretaries in selected business offices in Abia and Imo States. Nwosu used fifty nine (59) secretaries out of forty one (41) business offices. The data collected were means of a 20 Items self report inventory titled: Word Processing Competency Inventory (WPCI). One of his research questions was; what is the word processing competencies being used by secretary? The research design used was a simple survey research design. The population of the study consisted of Fifty one (51) Secretaries to Chief Executives in all the

Public Liability Companies. Five points Likert Scale were used for the instrument. The Processing Inventory developed by the researcher was validated by ten experts by using test-retest reliability co-efficient. Sixty Five (65) copies of questionnaires were administered while sixty two (62) copies were returned but 59 were useful for the study. The researcher used percentages, mean rating and standard deviation for analyzing the data. The results showed that 52% of the word processing and electronic office operations competencies were needed by secretaries. It was concluded that majority of the competencies identified as currently being needed by secretaries were not included in the curriculum currently being used in the training of secretaries.

Amoor, (2010) work is titled: Challenges of Secretarial Education Programme in Nigerian Universities in an Era of Modern Office Technology and Information Systems. Amoor used survey design for his study, five research questions and five null hypotheses were raised. The population for his study comprised of 215 final year Secretarial Education Students and 32 Lecturers. There is no sampling and sampling technique because the population was small and therefore the whole population was used. The study covered five oldest universities. The instrument used was questionnaire and the statistical tools used for the analyses and interpretation of data was; frequency distribution, percentages, Pearson Product Moment Correlation (PPMC) and t-test for testing of null hypotheses. In this

study it was revealed that; there was significant relationship between Secretarial Education Programme in Nigerian University and Modern Office Technology and Information System. It was also revealed that; Modern office technology and information system were not adequately available in most of the Nigerian universities that offered Business Education (Secretarial Option) for teaching and learning and those that have the equipment students were not exposed to them. No enough Secretarial Education Teachers to expose the students to the modern office technology and information system.

Student Work Experience Scheme (SIWES) did not bridge the gap between the theories of Modern Office Technologies taught in class. Amoor made the following recommendations as thus: Universities' management should source fund from their Alumni, Non-Governmental Organizations to purchase and install the necessary modern office technology and information systems for teaching and learning. More adequately trained and qualified lecturers should be employed and encouraged to remain in the University for the benefit of the students.

This work talked about the challenges of Secretarial Education Programme in Nigerian Universities in an era of modern office technology and Information System which had a similar characteristic with the present study, Secretarial Job-Tasks required in modern business office and their implications on secretarial education curriculum. Some of the sub-headings in Literature

Review were similar like the concept of Secretarial Education, the historical development of Secretarial Education. The only critique of this empirical study is that the population for this study was relatively small compared to the five Universities under study.

Arthur (2002) conducted a research study on Integrating Information Technology with the Secretarial Education Curriculum in tertiary institutions in Bauchi. The population for the study was 180 including both teachers and students. The researcher had a sample of 120 and it was randomly selected. A structured questionnaire was used for data collection. The data was presented and analyzed using tables and percentages. Among the findings are: Information Technology made job of Confidential Secretaries in Office occupation more speedily and in a better form, that the existing curriculum for Secretarial Education was no longer adequate for preparing Secretaries to occupy posts in modern offices and that in most institutions, computer courses were taught by computer science lecturers and such lecturers do not understand the objectives of such courses for Secretarial Education. They failed to impact the required knowledge, skills and competencies in Secretaries in training.

This study agreed with the present study like in his findings that the existing curriculum for Secretarial Education was not adequate for preparing Secretaries to occupy posts in modern offices was also stated in this present study as one of the statement

of problems. Also lecturer from other field coming to teach in computer courses is also stated as a result of not having enough and qualified teachers to take the course. Therefore, the researcher has the following criticism as against the study that: The problem with this previous study was that there is no pilot study conducted anywhere and the population was too small for both teachers and students

Akinyemi (2001) in his work titled: Impact of Office Technology on Information Processing and Its Implications for Secretarial Training in the 21st Century made the following recommendations: that the curriculum for Secretarial Education should be reviewed to reflect the realities in an ultra modern office; and aims and objectives of Secretarial Education should be reviewed to make it more relevant to the world of work in an era of Modern Office Technology.

This study is relevant to the present studies because it also talked about how the curriculum for Secretarial Education should be reviewed to meet the challenges of modern offices and the job-tasks the secretaries needed to perform.

Ogunedum (2007) carried out a research study on: Relevance of Business Education and Technology for 21st Century and National Development: A case study of College of Education, Zuba, FCT, Abuja. The study revealed that Business Education programme was of great importance to national development in 21st century; its curriculum content was relevant to the 21st century, teaching and

learning facilities as well as staff were adequate and that Business Education programme has not been fared in its preparation of students for the world of work in 21st century. The researcher made the recommendation that: Curriculum of Business Education should be reviewed to tally with the corresponding changes or trend of the 21st century; and the obsolete equipment in Business Education Department or section need to be replaced the new one.

The researcher made some observations that; the modern office equipment and the lecturers in tertiary institutions were not adequate and the exposure of Business Education Students (Secretarial Students) to the modern office equipment was at zero level.

Manual office skill in an era of information Technology by Ohakwe (2001) - in his finding - It was found that typing skills fundamentally requires keyboard competencies whether manually, electrically or electronically. Because the use of office automation requires keyboard skill that keyboarding should be emphasized and shorthand de-emphasized.

Most of the competencies identified in Nwosu is not in the current curriculum therefore secretaries if not acquired the appropriate skills and competencies needed to function effectively they will not fit to be in any organisation.

Inadequate office technology/information system in our Nigerian Universities had thereby rendered the performance of

secretariat student ineffective. Some students were not exposed to some of the equipment in modern offices.

Inadequate secretarial educational teachers which led to poor performance of student and which also led to half-baked graduate.

2.14 Summary of the Reviewed Literature

Business Education is any education which businessman has and which makes him a better businessman, no matter whether it was obtained formally or informally. It is the intellectual abilities or ideas the businessman put together that make him succeed in his business. It is also the fundamental programme of economic education that has to do with the acquisition, conservation and spending of wealth. Simply put, it teaches how to maximize profits and to be a wise consumer. Secretarial Education is a vocational programme that is offered at all levels with the aim of educating and training students to become secretarial teachers and administrators. It is a tool that combats unemployment crises. It is the form of education that focuses on equipping an individual with work skills to enable him survive in an occupation.

Secretarial Education is significant because the skill is indispensable to the basic needs of the environment and the society at large. It provides knowledge; skills, competencies and attitude needed for would be secretaries to function effectively in office occupation and to be self-reliant. There are some problems

militating against Secretarial Education at all levels, such as infrastructural challenges, ill-equipped school environment, admission policy, inadequate secretarial teacher/facilitators, lack of government commitment, and low societal value etc. Secretary is regarded as an assistant to an executive possessing mastery of office skills and ability to assume responsibility without direct supervision, he/she displays initiative, exercise judgment and makes decision within the scope of his/her authority. Secretary possesses both business attribute and personal attribute and also exhibit some functions.

Resources in secretarial education are human resources and material resources. Secretarial Education needs to be funded by the Federal, State, Local Government and Agencies. The curriculum of Secretarial Education needs to be reviewed to go in line with the current NBTE curriculum and course specification for higher institutions. The innovation in Secretarial Education is the transition from traditional process to mechanized system. The difference between the traditional tasks and modern tasks were enumerated.

The researcher made some observations that; the modern office equipment and the lecturers in tertiary institutions were not adequate and the exposure of Business Education Students (Secretarial Students) to the modern office equipment was at zero level.

Manual office skill in an era of information Technology by Ohakwe (2001) - in his finding - It was found that typing skills fundamentally requires keyboard competencies whether manually, electrically or electronically. Because the use of office automation requires keyboard skill that keyboarding should be emphasized and shorthand de-emphasized.

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Inadequate office technology/information system in our Nigerian Universities had thereby rendered the performance of secretariat student ineffective. Some students were not exposed to some of the equipment in modern offices.

Inadequate secretarial educational teachers which led to poor performance of student and which also led to half-baked graduate.

In order to bridge the gap between this work and the empirical studies, it was discovered that in all of these studies the gender of the students were not considered i.e. those that perform well in Secretarial Education Programme either male perform best or female perform more than male and equally well the height of the students as it affects the performance of Secretarial Education Programme was not considered and studied.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter contained the description of the research design and methods used in the study under the following sub-headings:

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample Size and Sampling Procedure
- 3.4 Instruments for Data Collection
 - 3.4.1 Validity of the Instrument
 - 3.4.2 Pilot Study
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

3.1 Research Design

In this study, a descriptive survey research design was adopted. This is because this design was identified by many authors and researchers, including Sambo (2008), as good for identifying attitudes, facts and behavioural self report from large sample size. The research design enabled the researcher to describe and explain the secretarial job tasks required in modern business offices in the North-Central Nigeria. Since the researcher was mostly concerned about the job-tasks required of the secretary in modern business

offices, this research design was appropriate since it allowed the researcher to describe what was observed. Survey method was adopted based on the large population involving systematic collection of data from the population of the study through the use of questionnaire, interview, observations and others.

3.2 Population of the Study

The population of this study comprises of Executives and Secretaries from public and private offices such as computer services, manufacturing companies, Educational Institutions and Government Agencies in the North-Central Nigeria. Kwara had 662 Chief Executive Officers and 965 Secretaries, Niger had 600 Chief Executive Officers and 774 Secretaries, Plateau had 497 Chief Executive Officer and 605 Secretaries, Benue had 422 Chief Executive Officers and 635 Secretaries, Kogi had 416 Chief Executive Officers and 595 Secretaries and Nassarawa had 363 Chief Executive Officers and 466 Secretaries. These gave total population of Chief Executive Officers as 2,960 and total population of Secretaries as 4,040 in both Public and Private sectors. The break down is shown in Table 3.1.

Table 3.1 Population for the Study

STATES	ORGANIZATIONS	No. of Chief Executives	No. of Secretaries
KWARA	Computer Services	130	190
	Manufacturing Companies	102	204
	Companies	110	201
	Educational Institutions	320	370
	Government Parastatals	662	965
NIGER	Computer Services	104	201
	Manufacturing Companies	79	110
	Companies	198	102
	Educational Institutions	219	361
	Government Parastatals	600	774
PLATEAU	Computer Services	92	103
	Manufacturing Companies	98	112
	Companies	123	140
	Educational Institutions	184	250
	Government Parastatals	497	605
BENUE	Computer Services	120	131
	Manufacturing Companies	101	127
	Companies	81	107
	Educational Institutions	120	270
	Government Parastatals	422	635
KOGI	Computer Services	101	142
	Manufacturing Companies	84	152
	Companies	110	131
	Educational Institutions	121	170
	Government Parastatals	416	595
NASSARAWA	Computer Services	96	109
	Manufacturing Companies	87	92
	Companies	72	90
	Educational Institutions	108	175
	Government Parastatals	363	466
	TOTAL	2,960	4,040

Source: Federa Civil Service Commission, Abuja and Corporate Affairs Commission, Kaduna

3.3 Sample size and Sampling Procedure

This is the process of determining sample for the study. Krejcie and Morgan (1970), stated that in determining sample from large population a minimum of one to five percent can be considered as appropriate sample for the population. The researcher agreed with this because the population is large and all cannot be studied due to time constraint.

The break down of the sample population is shown in Table 3.2.

Table 3.2 Sample of the Population for the Study

STATES	ORGANIZATIONS	NO. OF CHIEF EXECUTIVES	NO. OF SECRETARIES
KWARA	Computer Services	7	9
	Manufacturing Service	5	10
	Institutions	5	10
	Government	16	19
	Parastatals	33	48
NIGER	Computer Services	5	10
	Manufacturing Service	4	6
	Institutions	10	5
	Government	11	18
	Parastatals	30	39
PLATEAU	Computer Services	5	5
	Manufacturing Service	5	6
	Institutions	6	7
	Government	9	12
	Parastatals	25	30
BENUE	Computer Services	6	7
	Manufacturing Service	5	6
	Institutions	4	5
	Government	6	14
	Parastatals	21	32
KOGI	Computer Services	5	7
	Manufacturing Service	4	8
	Institutions	6	7
	Government	6	8
	Parastatals	21	30
NASSARAWA	Computer Services	5	5

	Manufacturing Service	4	5
	Institutions	4	4
	Government	5	9
	Parastatals	18	23
TOTAL		148	202

A proportional random sampling was adopted using a hat drawn method by the use of folded paper that contained Yes and No. All Yes picked constituted the sample.

Therefore, the samples selected were 33 Executives and 48 Secretaries from Kwara, 30 Executives and 39 Secretaries from Niger, 25 Executives and 30 Secretaries from Plateau, 21 Executives and 32 Secretaries from Benue, 21 Executives and 30 Secretaries from Kogi and 18 Executives and 23 Secretaries from Nassarawa bringing the total samples as 148 Executives and 202 Secretaries.

3.4 Instrument for Data Collection

A self constructed questionnaire was administered to the Executives and the Secretaries to obtain information from them. It was constructed based on the objectives, research questions and the null hypotheses of the study. It was made up of the following parts and sections. Part one was for the Executives and Part two for Secretaries in which each was further arranged in sections as follows:

Section A: Demographic factors of the respondents such as age, educational background, occupation, income, rank, religion.

Section B: The questions on this section were drawn on the task scale format with no right or wrong answers to any of the statement. It consists of 20 items. The respondents were expected to indicate the degree of satisfaction on a four-point scale with: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) which were scored as: SA = 4, A = 3, D = 2 and SD = 1, respectively.

The break down of the instrument was as follows: Research Question 1 had items 1-5, Question 2 had items 6 - 10, Question 3 had items 11-15 and Question 4 had items 16 -20.

3.4.1 Validity of the Instrument: The questionnaire was given to experts in Business Education Section, Department of Vocational and Technical Education, Ahmadu Bello University, Zaria for vetting and, based on their comments and contributions, the final draft of the questionnaire containing 20 items were used for the study.

3.4.2 Pilot Study: In order to ensure that the instrument was free from any ambiguity that may lead to misunderstanding, a pilot study was carried out in Nigerian Railway Corporation, Zaria. A total of twenty (20) copies of the questionnaire were administered to the Executives and the Secretaries in the organization that is ten (10) copies each to Executives and Secretaries to fill. The choice of this Institute was based on its centrality to the study area and accessibility of meeting

the target respondents. The questionnaire were completed by the respondents and returned. After the pilot study it was discovered that the responses with low rating might have been a reflection of the Information Technology in the office scene where computers are now used to accomplish what was traditionally done using typewriters and shorthand.

3.4.3 Reliability of the Instrument: The data collected from the pilot study were subjected to statistical analysis using Chi-Square and t-test in order to determine the reliability coefficient and internal co-efficient of the instrument. The Split-half option within the Statistical Package of the Social Science (SPSS) version 16 was used for the test. The result showed that there was no significance difference in the opinion of Executives and Secretaries on job-tasks required by Secretaries in modern business office. The reliability coefficient of 0.85 showed that the instrument was reliable. This agreed with Akua (1998) who stated that a reliability coefficient of 0.665 and above was considered valid, and 0.85 falls within the range.

3.5 Procedures for Data Collection

The researcher, with the assistance of six (6) trained research assistants from each of the six (6) states administered the questionnaire to the selected respondents. The questionnaire was given to the 148 Executives and the 202 Secretaries. The respondents were given three to four days to complete the

questionnaire, after which the researcher and the research assistants went round to retrieve them. All the copies of the questionnaire were returned within the week which the exercise lasted.

3.6 Procedure for Data Analysis

The data collected for this study were analyzed using frequencies and percentage for personal data of the respondents. Percentages and Means were used to analyze the data that answered the research questions. Inferential statistics was used to test the null hypotheses. t - test statistics was used to test the null hypothesis one at 0.05 level of significance, since it is a test of difference and Chi-square statistics was used to test hypotheses 2, 3 and 4 at 0.05 level of significance, since it is the test of relationship.

In the analysis Strongly Agreed and Agreed were considered as “Agreed” while Disagreed and Strongly Disagreed were considered as “Disagreed”.

Decision Rule: A mean score of 2.50 and above was considered as agreed while a mean score below 2.50 was considered as disagreed. For the Null hypotheses, if the calculated t-test and Chi-square is lesser than the critical value of t-test and Chi-square, the null hypothesis is retained. On the other hand, if the calculated t-test and Chi-square is greater than the critical value of t-test and Chi-square, the null hypothesis is rejected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter was discussed under the following sub-headings:

- 4.1 Demographic characteristics of respondents
- 4.2 Answering Research Questions
- 4.3 Testing of Null Hypotheses
- 4.4 Summary of Major Findings
- 4.5 Discussion of the Findings
- 4.1 **Demographic characteristics of Respondents**

Three hundred and fifty (350) respondents from the North Central Zone were involved in the study. The demographic variables were selected in line with the topic under study. The analysis of demographic characteristics is presented in Tables 4.1.1 to 4.1.12

Table 4.1.1 Distribution of Executives by Gender

Gender	Frequency	Percentages
Male	87	58.78
Female	61	41.22
Total	148	100

Source: Field Survey 2011

Table 4.1.1 indicated the gender distribution of the respondents. It showed that 87 respondents representing 58.78% were males and 61 representing 41.22% were females. This implied that there were more male Executives in various offices than female Executives. The reasons was that at the early

40s and 50s female were not opportune to study, majority of parents trained only their male children than females.

Table 4.1.2 Distribution of Respondents by Age

Age (In Years)	Frequency	Percentages
21-25	20	13.51
26 - 30	34	22.97
31- 35	26	17.57
36 - 40	28	18.92
41 and Above	40	27.03
Total	148	100

Source: Field Survey 2011

Table 4.1.2 showed the age distribution of Executives respondents as grouped. These data revealed that 40 which represents 27.03% of the Executives were within the age range of 41 and above years, 34 (22.97%) were within the age range of 26 -30 years, 28 (18.92%) also were within the age range of 36 - 40 years, 26 (17.57%) were within the age range of 31 - 35 years, while 20 (13.51%) were within the range of 21 - 25 years. The analysis showed that 27.03% of the respondents were within the age range of 41 and above years. This indicates that there were few young Chief Executives that work with the Secretaries. Because younger ones are employed as executive nowadays.

Table 4.1.3 Educational Background of the Executives

Educational Background	Frequency	Percentages
NCE	26	17.57
HND	38	25.68
B.ED	32	21.62
M.ED	30	20.27
Ph.D	22	14.86

Total	148	100
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Source: Field Survey 2011

Table 4.1.3 showed the distribution of Educational Background of the Executives. From the Table 4.1.3 it can be seen that HND was the highest qualification with 38 that is 25.68%, B.ED 32 representing 21.62%, M.ED had the frequency of 30 that is 20.27%, NCE had 26 (17.57%) and Ph.D 22(14.86%). This indicated that 25.68% of those working in various offices as secretaries were HND holders because some offices and organizations preferred HND Secretarial Students than people from other institutions.

Table 4.1.4 Distribution of the Executives by Occupation

Occupation	Frequency	Percentages
Civil Servant	100	67.57
Private Workers	28	18.92
Self-Employed	20	13.51
Total	148	100

Source: Field Survey 2011

Table 4.1.4 indicated that is 100 67.57% were those working with the Government (Civil Servant), 28 18.92 were those working with the private sectors while 20 that is 13.51% were self-employed.

Table 4.1.5 Distribution of Executives by Salary Grade-Level

Income	Frequency	Percentages
GL. 01 - 08	60	40.54
GL. 09 - 12	58	39.19
13 and Above	30	20.27

Total	148	100
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Source: Field Survey 2011

Table 4.1.5 showed that people working in various offices either Government Parastatals and self-employed were mostly on income level 01 - 08 were 60 that is 40.54%, those on income level 09 - 12 were 58 that is 39.19% while those on income level 13 and above had 30 that is 20.27%. This is an indication that majority (60%) of these people were low income earners.

Table 4.1.6 Distribution of Executives by Ranks

Ranks	Frequency	Percentages
DG/CEO	4	2.70
Director	13	8.78
Deputy Director	16	10.81
Manager	25	16.89
Assistant Manager	24	16.22
Others	66	44.60
Total	148	100

Source: Field Survey 2011

The data in Table 4.1.6 indicated the distribution of rank of the respondents. It showed that 4 that is 2.70% were the Director General/Chief Executive Officers that secretaries worked directly with, Director had frequency of 13 that is 8.78%, Deputy Directors were 16 that is 10.81%, Managers were 25 that is 16.89%, and there were 24 Assistant Managers that is 16.22% while Others representing all other Executives like Professors, Dean, Assistant Dean, Head of Departments etc were categorized under Others who

were 66, that is 44.60%. This indicates that others scored higher percentage than the rest which, therefore, shows that there were other Executives that worked with Secretaries than the above mentioned ranks.

Table 4.1.7 Distribution of Secretaries by Gender

Gender	Frequency	Percentages
Male	104	51.49
Female	98	48.51
Total	202	100

Source: Field Survey 2011

Table 4.1.7 indicated the gender distribution of the respondents. It showed that 104 that is 51.49% were males and 98 that is 48.51% were females. This implied that there were more male secretaries in both public and private organizations than female Secretaries. The reason for this is that, male secretaries have time to spend in the office but female ones have more concern about their homes i.e. their family affairs than this work.

Table 4.1.8 Distribution of Secretaries by Age

Age (In Years)	Frequency	Percentages
21-25	37	18.32
26 - 30	40	19.80
31- 35	50	24.75
36 - 40	36	17.82
41 and Above	39	19.31
Total	202	100

Source: Field Survey 2011

Table 4.1.8 showed the age (in years) distribution of Secretaries. The Table data showed that 37 that is 18.32% of the respondents were within the age range of 21 - 25 years, 40 that is 19.80% were within the age range of 26 - 30 years, 50 that is 24.75% were within the age range of 31 - 35 years, 36 that is 17.82% were within the age range 36 - 40 while 39 that is 19.31% respondents were within the age range of 41 and above years. This indicates that there were mostly younger ones serving or working as Secretaries in both public and private organization than the elderly ones. This is because, the olden days secretaries are not trained technologically but today, offices are looking for younger ones below thirty years of age who are still strong to work as secretaries.

Table 4.1.9 Educational Background of Secretaries

Educational Background	Frequency	Percentages
NCE	27	13.37
HND	52	25.74
B.ED	43	21.29
B.Sc	15	7.43
M.ED	35	17.33
Ph.D	11	5.44
None of the above	19	9.40
Total	202	100

Source: Field Survey 2011

Table 4.1.9 of data showed the distribution of Educational Background of Secretaries. The data showed that HND had the highest frequency of 52 that is 25.74%, B.Ed had 43 that is

21.29%, M.Ed had 35 that is 17.33%, NCE had 27 that is 13.37%, None of the above had 19 (9.41) while there were 11 that is 5.45% respondents with Ph.D who are serving as secretaries to some of the institutions. This indicates that majority (52%) of the Secretaries were HND holders are mostly preferred because of their practical orientation.

Table 4.1.10 Distribution of Secretaries by Occupations

Occupation	Frequency	Percentages
Civil Servant	104	51.49
Private Workers	60	29.70
Self-Employed	38	18.81
Total	202	100

Source: Field Survey 2011

Table 4.1.10 showed the Occupational Distribution of Secretaries. From the Table it can be deduced that majority 104 that is 51.49% of Secretaries were Civil Servants, 60 29.70% were private workers while 38 that is 18.81% were self-employed. By implication this means that secretary is needed in every organization at both public and private and self-established sectors.

Table 4.1.11 Distribution of Secretaries by Salary Grade-Level

Income	Frequency	Percentages
GL. 01 - 08	90	44.55
GL. 09 - 12	69	34.16
13 and Above	43	21.29
Total	202	100

Source: Field Survey 2011

Table 4.1.11 showed the Distribution of Income of Secretaries. Based on the table data it can be seen that majority that is 90 44.55% of the Secretaries were within the income range of 01 - 08. Also, 69 that is 34.16% of the respondents were within the range of 09 - 12, while those within the income range of 13 and above were 43 that is, 21.29%. This is because they are employed with their National Diploma (ND) and HND.

Table 4.1.12 Distribution of Secretaries by Ranks

Ranks	Frequency	Percentages
Confidential Secretary I	53	26.24
Confidential Secretary II	55	27.23
Typist	37	18.32
Others	57	28.21
Total	202	100

Source: Field Survey 2011

Table 4.1.12 showed the Rank Distribution of Secretaries. The Table 4.1.12 showed that 53 that 26.24% of them were Confidential Secretary I, 55 that is 27.23% were Confidential Secretary II, 37 that is 18.32% of the respondents were Typists while 57 that is 28.21% were others. This indicates that others which were 28.21% were other ranks of Secretaries such as Principal Confidential Secretary, Chief Confidential Secretary, and Assistant Chief Confidential Secretary etc. This rank of secretaries has gone above the above stated ranks and therefore falls under other ranks.

4.1 Answering Research Questions

The four research questions of the study were analyzed and presented in Tables 4.2.1 to 4.2.4. Each variable investigated in the study was examined along the related objective and research question formulated to guide the investigation. The expressed opinion on the items and variables were measured in a four interval scale but frequencies and percentages for the respective items were however summarized into two categories of 'agreed' and 'disagreed' for comprehensive analysis. The mean for each item was computed on the four interval scale used in the study. Any mean score of 2.50 and above signified 'agree' to the item, while 2.49 and less signified 'disagree'. The analysis of research questions 1 to 4 were presented as follows:

Research Question One: What are the job-tasks required by Secretaries in modern business offices?

Questionnaire items one (1) to five (5) in appendix one were used to answer the research questions one and the summary of responses is as shown in Table 4.2.1

Table 4.2.1 Mean Scores of the Respondents on the Job-Tasks Required by Secretaries in Modern Business Offices.

S/N	Item Statement	Respondents	Agreed F (%)	Disagreed F (%)	Mean	Remark
1	Secretary required a clerical job-tasks	Executive Secretary	141 (97.7) 189 (93.5)	7 (4.7) 13 (6.5)	3.40	Agreed
2	He or she required a stenographic job-tasks	Executive	83 (56.1)	65 (43.9)		

		Secretary	60 (29.7)	142 (70.3)	2.33	Disagreed
3	Secretary needs computer base word processing job-tasks	Executive	139 (93.9)	9 (6.1)	3.52	Agreed
		Secretary	192 (95)	10 (5)		
4	Secretary is required to know office machine operation job-tasks	Executive	138 (93.3)	10 (6.7)	3.46	Agreed
		Secretary	188 (93.1)	14 (6.9)		
5	Secretary needs a supervisory job-tasks	Executive	124 (83.3)	24 (16.2)	3.15	Agreed
		Secretary	174 (86.1)	28 (13.9)		
	Aggregate Mean Score				3.17	

Source: Field Survey 2011.

From Table 4.2.1, item 1 gave a mean score of 3.40 which indicated that majority 189 (93.5%) of the respondents, and 141 (97.3%) of Secretaries and Executives respectively agreed that a Secretary in modern business offices needed clerical job-tasks as against 13 (6.5%) and 7 (4.7%) of Secretaries and Executives who disagreed. Item 2 in the Table had a mean score of 2.33 which revealed that Secretary in modern business office did not need Stenographic job-tasks. To this item, only 60 Secretaries representing 29.7% and 83 Executives representing 56.1% agreed. 192 (95.0%) of Secretaries and 139 (93.9%) of Executives agreed that Secretary needed computer base word processing job-tasks as against 10 (5.0%) and 9 (6.1%) of Secretaries and Executives respectively who disagreed that Secretaries needed not computer based word processing job-tasks.

This was supported with a mean score of 3.52 for item 3. The respondents unanimously agreed to item 4 with 188 (93.1%) of Secretaries and 138 (93.3%) of Executives who agreed that secretary in a modern business office needs to know office machine operation job-tasks while 14 (6.9%) of Secretaries and 10 (6.8%) of Executives disagreed. A mean score of 3.46 was recorded for item 4 signifying agreement to the item. Item 5 in the table gave a mean score of 3.15 signifying agreement to the notion that a Secretary in a modern business office needs supervisory job-tasks. To this item 174 (86.1%) of Secretaries and 124 (83.8%) of Executives agreed as against 28 (13.9%) of secretaries and 24 (16.2%) of Executives who disagreed.

On the overall, Table 4.2.1 showed an aggregate means score of 3.17 which indicated that Secretaries and Executives agreed that a secretary in a modern business office needed all the job-tasks in the table except item two.

Research Question two: To what extent does Information Technology have impacts on the Performance of Secretarial Education Students?

Items 6 to 10 in Table 4.2.2 were used to answer this research question and the summary is presented in Table 4.2.2

Table 4.2.2

Mean Scores of respondents on the extent of Information Technology impacts on the performance of Secretarial Education Students

S/N	Item Statement	Respondents	Agreed F (%)	Disagreed F (%)	Mean Score	Remark
6	Information Technology helps in performing internet services	Executive Secretary	143 (96.6) 190 (94)	5 (3.4) 12 (6)	3.53	Agreed
7	Information Technology helps in performing e-mail services	Executive Secretary	138 (93.3) 196 (97)	10 (6.7) 6 (3)	3.44	Agreed
8	It helps in storing information using electronic devices.	Executive Secretary	145 (97.9) 197 (97.5)	3 (2.1) 5 (2.5)	3.64	Agreed
9	It helps in retrieving information using electronic devices.	Executive Secretary	143 (96.6) 201 (99.5)	5 (3.4) 1 (0.5)	3.66	Agreed
10	It helps in performing telecommunication/voice activating tasks	Executive Secretary	126 (85.2) 177 (87.6)	22 (14.8) 25 (12.4)	3.17	Agreed
	Aggregate Mean Score				3.49	Agreed

Source: Field Survey 2011

From Table 4.2.2, it showed that 190 (94.0%) of Secretaries and 143 (96.6%) of the Executives agreed to item 1 which stated that Information Technology helped in performing Internet services, while 12 (6.0%) and 5 (3.4%) of Secretaries and Executives disagreed. This item had a mean score of 3.53 which means an agreement. The responses of the respondents to Item 7 of the Table showed that 196 (97.0%) of Secretaries and 138 (93.3%) of the Executives agreed that Information Technology helped in performing e-mail services as against 6 (3.0%) and 10 (6.7%) of

Secretaries and Executives respectively disagreed. The item had a mean score of 3.44 indicating agreement. 197 (97.5%) of Secretaries and 145 (97.9%) of Executives agreed that Information Technology helped Secretarial Education Students in storing information using electronic devices. While 5 (2.5%) and 3 (2.1%) of Secretaries and Executives disagreed. A mean of 3.64 was recorded for the item.

Responses of Secretaries and Executives to item 9 of Table 4.2.2 revealed that Secretaries and Executives agreed that Information Technology helped in retrieving information using electronic devices with 201 Secretaries representing (99.5%) and 143 Executives representing (96.6%) who agreed, while only 1 (0.5%) of Secretaries and 5 (3.4%) of Executives disagreed. This was supported with a mean score of 3.66. In item 10 of the Table, 177 (87.6%) of Secretaries and 126 (85.2%) of Executives agreed that Information Technology helped in performing telecommunication/Voice activating job-tasks, while 25 (12.4%) and 22 (14.8%) of Secretaries and Executives respectively, disagreed. A mean of 3.17 supported this view that is, there is agreement.

On the overall, Table 4.2.2 revealed that the respondents agreed to all the items with an aggregate mean score of 3.49. This indicated that Information Technology played important roles in the performance of Secretarial Education Students.

Research Question Three: What are the Competencies Required by Secretarial Education graduates in Performing Job-Tasks in Modern Business Offices?

Items 11 to 15 in Table 4.2.3 were used to answer this research question and the summary of the respondents' responses to the items is presented in table 4.2.3

Table 4.2.3 Mean Score of Respondents on the Job-tasks required in Modern Business Offices.

S/N	Item Statement	Respondents	Agreed F (%)	Disagreed F (%)	Mean Score	Remark
11	Students required record management job-tasks competencies	Executive Secretary	143 (96.6) 194 (96)	5 (3.4) 8 (4)	3.41	Agreed
12	Secretarial Education Students required human relation job-tasks competencies.	Executive Secretary	130 (87.8) 186 (92.1)	18 (12.2) 16 (7.9)	3.27	Agreed
13	Secretarial Education Students required supervisory job-tasks competencies.	Executive Secretary	128 (86.5) 180 (89.1)	20 (13.5) 22 (10.9)	3.10	Agreed
14	Students required office machine operation job-tasks competencies.	Executive Secretary	116 (78.4) 169 (83.6)	32 (21.6) 33 (16.3)	3.04	Agreed
15	Secretarial Education Students required clerical job-tasks competencies	Executive Secretary	125 (84.5) 158 (78.2)	23 (15.5) 44 (21.8)	3.10	Agreed
	Aggregate Mean Score				3.18	Agreed

Source: Field Survey 2011

From Table 4.2.3, item 11 gave a mean score of 3.41 which indicated that 194 (96.0%) of Secretaries and 143 (96.6%) of Executives agreed that Secretarial Education Students required record management job-tasks competencies as against 8 (4.0%) and 5 (3.4%) of Secretaries and Executives who disagreed. Item 12 of the Table sought the opinion of the respondents on whether Secretarial Education Students required human relation job-tasks competencies. In response to this item 186 (92.1%) of Secretaries

and 130 representing 87.8% agreed as against 16 (7.9%) of Secretaries and 18 (12.2%) of Executives who disagreed. This showed mean score of 3.27 indicating agreement.

Item 13 of Table 4.2.3 revealed that 180 Secretaries representing 89.1% and 128 Executives representing 86.5% agreed that Secretarial Education Students required supervisory job-tasks competencies as against 22 (10.9%) and 20 (13.5%) of Secretaries and Executives who disagreed. A mean score of 3.10 for the item indicated agreement. Item 14 of the Table showed that 169 Secretaries representing 83.6% and 116 Executives representing 78.4% agreed that Students required office machine operation job-tasks competencies as against 33 (16.3%) and 32 (21.6%) of Secretaries and Executives respectively who disagreed. This notion gave mean score of 3.04 which indicated agreement to the item. Item 15 of the Table sought to determine whether Secretarial Education Students required a Clerical Job-Tasks Competencies. The responses to this item showed that 158 (78.2%) of Secretaries and 125 (84.5%) of Executives agreed as against 44 (21.8%) and 23 (15.5%) of Secretaries and Executives, respectively, who disagreed. The item had a mean score of 3.10 signifying agreement to the item.

On the overall, an aggregate mean score of 3.18 was recorded for all the items in Table 4.2.3 which indicated the respondents agreed that Secretarial Education Students required all the job-tasks competencies indicated in the table.

Research Question Four: To what extent do the Lapses in the Current Curriculum used in the preparation of Secretarial Education graduates affects their Job performance in modern business offices?

Item 16 to 20 in Table 4.2.4 were used to answer this research question

and the summary were presented in Table 4.2.4

Table 4.2.4: Mean Scores of Respondents on the extent the Lapses in the current Curriculum affects their job performance.

S/N	Item Statement	Respondents	Agreed F (%)	Disagreed F (%)	Mean Score	Remark
16	Secretarial Education students lack data base knowledge.	Executive Secretary	122 (82.4) 142 (70.2)	26 (17.6) 60 (29.8)	2.94	Agreed
17	Secretarial Education	Executive	103	45		

	Students do not know computer programming.	Secretary	(69.6) 146 (72.3)	(30.4) 56 (27.7)	2.89	Agreed
18	The study of Excel or Lotus 123 is not in the curriculum	Executive	108 (73)	40 (27)	2.85	Agreed
		Secretary	135 (66.9)	67 (33.1)		
19	Secretarial Education Students cannot operate other machine except computer.	Executive	74 (50)	74 (50)	2.31	Disagreed
		Secretary	69 (34.2)	133 (65.8)		
20	The knowledge of teleconferencing and voice activation is lacking.	Executive	105 (71)	43 (29)	2.68	Agreed
		Secretary	134 (66.3)	68 (33.7)		
	Aggregate Mean Score				2.73	Agreed

Source: Field Survey 2011

From Table 4.2.4, item 16 gave a mean score of 2.94 which indicated that 142 (70.2%) and 122 (82.4%) of Secretaries and Executives respectively, agreed that Secretarial Education Students lacked data-base knowledge, while 60 (29.8%) and 26 (17.6%) of Secretaries and Executives disagreed. Item 17 of Table 4.2.4 sought to determine whether Secretarial Education Students did not know computer programming. Responses to this item showed that 146 (72.3%) of Secretaries and 103 (69.6%) of Executives agreed, while 56 (27.7%) of Secretaries and 45 (30.4%) of Executives disagreed. This was agreed with a mean score of 2.89 indicating agreement. Item 18 of the Table gave a mean score of 2.85 which signified agreement to the notion that the study of Excel or Lotus 123 was not in the curriculum; with 135 (66.9%) and 108 (73.0%) of Secretaries

and Executives who agreed as against 67 (33.1%) and 40 (27.0%) of Secretaries and Executives who disagreed.

Item 19 of the Table gave a mean score of 2.31 which indicated disagreement to the view that Secretarial Education Students were not able to operate other machine except computer, with only 69 (34.2%) Secretaries and 74 (50.0%) Executives who agreed as against 133 (65.8%) of Secretaries and 74 (50.0%) Executives who disagreed. Item 20 of the Table revealed that 134 (66.3%) of Secretaries and 105 (71.0%) of Executives agreed that the knowledge of Teleconferencing and Voice activation was lacking as against 68 (33.7%) and 43 (29.0%) of Secretaries and Executives who disagreed. The item had a mean score of 2.68 which supported the agreement of the respondents to the item.

On the overall, items in Table 4.2.4 had an aggregate mean score of 2.73 which indicated that the respondents agreed that all the items in the Table were lapses identified in the previous curriculum of Secretarial Education.

On the other hand, item one had a total number of Strongly Agreed and Agreed as 330 with the overall percentages of 94.29%, while 20 (5.71) disagreed that Secretaries did not require a clerical job-tasks. Item 2 indicated that 143 40.86% agreed that Secretaries needed stenographic job-task as against 207 (59.14%) who disagreed that Secretaries needed stenographic job-tasks in modern business offices. Item 3 indicated 331 94.57% respondents agreed with that Secretaries required computer programming job-task while 19 representing 5.43% disagreed. Item 4

showed that 329 agreed with a percentage of 94%, while 21 (6%) disagreed. Item 5 showed that 298 agreed with 85.14%, while 52 (14.86%) disagreed with the statement. Item 6 indicated that 333 (95.14%) agreed that secretaries required Internet services while 17 (4.86%) disagreed. Item 7 showed that 334 (95.43%) agreed that secretaries needed e-mail services as against 16 (4.5%) who disagreed. Item 8 indicated that 342 (97.71%) agreed to the statement, while 8 (2.29%) disagreed. Item 9 showed that 334 representing 98.29% agreed as against 9 (1.71%) who disagreed. Item 10 indicated that 303 respondents representing 86.5% agreed as against 47 (13.43%) who disagreed. Item 11 also indicated that 337 (96.29%) agreed as against 13 (3.71%) who disagreed.

Item 12 showed that 316 (90.29%) agreed, while 34 representing 9.71% disagreed. Item 13 indicated that 308 (88%) agreed, while 42 (12%) disagreed. Item 14 showed that 286 (81.43%) agreed while 64 representing 18.57% disagreed. Item 15 showed that 283 respondents (80.86%) as against 67 (19.14%) who disagreed. Item 16 indicated that 264 (75.43%) agreed with the statement as against 86 (24.57%) who disagreed. Item 17 showed that 249 (71.14%) respondents agreed as against 101 (28.86%) who disagreed. Item 18 indicated that 282 (80.57%) agreed, while 68 (19.43%) who disagreed. Item 19 showed that 209 (59.71%) agreed as against 141 (40.29%). While item 20 indicated that 174 (49.71%) agreed as against 176 representing 50.29% who disagreed. This is an indication that Secretaries needed all the items to function effectively in the modern business offices except items 2 and 20 which had

very low percentages of 40.86% and 49.71%. Details is found in appendix iv.

4.3 Test of Null Hypotheses

Four null hypotheses were stated and tested to further probe into the Statistical validity of the solutions proffered for the research question of the study. The null hypotheses were tested as follows:

Null Hypothesis 1: There is no significant difference in the views of Secretaries and Executives on the job-tasks required by the secretary in modern business offices.

This null hypothesis one was tested with the response of the respondents on the job-tasks required by the Secretaries in modern business offices as examined in Table 4.2.1. The independent t-test statistics was used for the test because independent t-test brings significant difference between two independent samples at 0.05 level of significance. The summary of the t-test is presented in Table 4.3.1 while the detail is seen in appendix v.

Table 4.3.1: t-test Test on the views of Secretaries and Executives on the Job-Tasks required by the Secretaries in Modern Business Offices.

Variables	N	Mean	SD	Std Error	t-value	Df	P	Decision
Secretaries	202	3.38	1.07	0.33	0.74	348	0.52	NS
Executives	148	2.86	0.93	0.04				

t-critical = 1.96 at 0.05

Table 4.3.1 showed that the Secretaries had the total number of responses as 202 with the mean of 3.38, SD of 1.07, the table value of 0.74, the Df of 348 and P stood at 0.52, while the Executive had 148 (N),

mean of 2.86, SD of 0.93. The result in the Table revealed that the Secretaries and Executives did not differ in their opinion on the job-tasks required by the Secretary in modern business offices. This is indicated with an observed t-value of 0.74 and probability level of 0.358 in the Table. The observed t-value (0.74) is lower than the critical value of 1.96 and the significant level observed in the test is 0.52 ($P > 0.05$). This means that the null hypothesis that there is no significant difference in the views of Secretaries and Executives on the job-tasks required by the Secretary in modern business offices was therefore retained.

Null Hypothesis II: There is no significant impact of Information Technology on the Performance of Secretarial Education graduates.

This null hypothesis was tested with the responses of the respondents on the impact of Information Technology on the performance of Secretarial Education Students as examined in Table 4.2.2. The Chi square statistics (Contingency table test) was used for the test because it was a test of relationship. The summary of the Chi-square test is presented in Table 4.3.2.

Table 4.3.2: Chi-square Test on the Impact of Information Technology on the Performance of Secretarial Education Students.

Variables	N	Mean	SD	X ² -Cal	Df	P	Decision
Roles Played by Information Technology	350	3.44	1.57	331.13	12	0.001	S
Performance of Secretarial Education Students	350	2.35	1.02				

X²-Critical = 21.03 at 0.05

N = 350, Mean = 3.44 and 2.35, SD = 1.57 and 1.02 X2-
Cal=331.13, DF = 12, P = 0.0001

The result of the test in Table 4.3.2 showed that there is significant relationship between the roles played by Information Technology and the performance of Secretarial Education graduates. The total responses were 350, the mean for the roles played by Information Technology was 3.44, SD 1.57, Chi-square calculated was 331.13, Df 12, and the probability of 0.001 while the performance of Secretarial Education Students had 350 (N), 2.35 mean and SD 1.02. The value of calculated Chi-square 331.13 was greater than the critical value of 21.03 at 0.05 level of significance. This was supported by the observed probability 0.001 for the test is lower than the fixed level of 0.05 ($P < 0.05$). This means that the null hypothesis that there is no significant relationship between the impact of Information Technology and Performance of Secretarial Education graduates was, therefore, rejected. This implied that the performance of Secretarial Education graduates is significantly dependent on the impact of Information Technology.

Null Hypothesis III: There is no significant relationship between the competencies required by the Secretarial Education graduates and the performance of job-tasks in modern business offices.

This null hypothesis was tested with the responses of the respondents on the competencies required by the Secretarial Education Students as examined in Table 4.3.3. Chi-square Statistics (Contingency

table test) was used for the test because it was a test of relationship. The summary of the Chi-square test is presented in Table 4.3.3.

Table 4.3.3: **Chi-square Test on the Competencies Required by the Secretarial Education Students in Performing Job-Tasks in Modern Business Offices.**

Variables	N	Mean	SD	X ² -Cal	Df	P	Decision
Competencies Required by Secretarial Students	350	3.68	1.01	231.62	12	0.000	S
Performance of Secretarial Education Students	350	3.42	0.55				

X²-Critical = 21.03 at 0.05

From the Table 4.3.3 it can be seen that Competencies required by Secretarial Students has the 350 and the total number of responses, mean of 3.68, SD of 1.01, X²-Cal was 231.62, Df 12 and Probability of 0.000 while performance of Secretarial Education Students has N of 350, mean of 3.42 and SD of 0.55. The result of the test in Table 4.3.3 revealed significant relationship between the competencies required by Secretarial Education graduates and the performance of job-tasks in modern business offices. This was supported by the observed probability value (0.000) which is less than the fixed level (0.05) (P<0.05). The mean and standard deviation of competencies required were 3.68 and 1.01 respectively as against 3.42 on 0.55 for the performance. This means that the null hypothesis that there is no significant relationship between the competencies required by Secretarial Education graduates and the performance of job-task in modern business offices was therefore rejected. This implied that performance of job-tasks in modern business offices is

statistically related (dependent) on the competencies required by Secretarial Education graduates.

Null Hypothesis IV: There is no significant relationship between the lapses in the current curriculum and the preparation of Secretarial Education graduates for the job-tasks in modern business office.

This null hypothesis was tested with the responses of the respondents on the lapses identified in the current curriculum as examined in Table 4.3.4. Chi-square statistics (Contingency table test) was used for the test because it was a test of independence. The summary of the Chi-square test is presented in Table 4.3.4.

Table 4.3.4: Chi-square Test on Relationship between Lapses Identified in the Current Curriculum and Preparation of Secretarial Education Students for the Job-Tasks in Modern Business Offices.

Variables	N	Mean	SD	X ² -Cal	Df	P	Decision
Competencies Required by Secretarial Students	350	3.46	1.11	101.22	12	0.001	S
Performance of Secretarial Education Students	350	2.35	1.06				

X²-Critical = 21.03 at 0.05

From Table 4.3.4 the mean of Lapses in current curriculum is 3.46 and the standard deviation of 1.11 as against a mean of 2.35 and standard deviation of 1.06 for job-tasks in modern business offices. The Chi-square test showed that there is significant relationship between the Lapses in the current curriculum and job-tasks in modern business offices. This is because the X² - Calculated of 101.22 is greater than the critical value of 21.03. This was also supported by the observed significant level of (0.001)

which is less than the fixed (0.05) ($P < 0.05$). This means that the null hypothesis that there is no significant relationship between the Lapses identified in the current curriculum and the preparation of Secretarial Education graduates for job-tasks in modern business offices was therefore rejected. This implied that job-tasks in modern business offices is dependent on the correction of the lapses identified in the current curriculum.

4.5 Summary of Major Findings

The major findings of this study can be summarized as:

1. The Secretaries and Executives did not differ on the job-tasks required by the Secretary in modern business offices in North-Central Nigeria and the job-task are:
2. Performance of Secretarial Education graduates is significantly dependent on the impact of Information Technology on their performance in modern business offices in the North-Central Nigeria.
3. The performance of job-tasks in modern business offices in North-Central Nigeria was significantly dependent on the competencies acquired by Secretarial Education graduates.
4. The performance of Secretarial Education graduates in job-tasks in modern business offices depended on the correction of the lapses in the current curriculum.

4.6 Discussion of Findings

The Secretarial Job-tasks required in modern business offices and implications on Secretarial Education Curriculum in the North-Central Nigeria were investigated in this study. The results obtained in respect of research questions revealed that Secretaries and Executives do not differ on the job-tasks required by the Secretary in modern business offices. It shows that the Secretary needed computer based word processing job-tasks to perform in modern business offices. This is because virtually every activity in modern business offices was automated. This finding was buttressed by Eni (1989) who stated that a Secretary who intends to keep his/her job should be prepared to face the challenging tasks of automated office.

It shows that the performance of Secretarial Education graduates was significantly dependent on the roles played by Information Technology. This is because virtually every activity in modern business offices is automated. This finding coincided with the findings of Aromolaran (1996) who stated that the office of today as an automated office which expected a trained Secretarial tasks to transcend from the traditional tasks to the modern tasks of the automated office. Information Technology helped in the various activities performed by the Secretary in modern business offices. It helped in retrieving information and in e-mail services. It was supported by Nwosu (1999) who stated that Information Technology

embraces all modern systems for processing information and communication in data, text, images and voice. This finding was in line with Bureau of Labour (2006) which states that Professional Secretaries serve as Information and Communication manager for an office, electronic files, and mail services.

The result found based on research question three that the performance of job-tasks in modern business offices is dependent on the competencies acquired by Secretarial Education Students. This implies that Secretarial Education Students needed to acquire necessary competencies such as record management job-tasks competencies, human relation job-tasks competencies, supervisory job-tasks competencies and others to be able to cope in modern business offices. This finding is supported by Amoor (2008) who states that a Secretary in a modern office should be equipped with modern office e equipment. Amoor (2009) says further that it is believed that Secretarial Education is not meant for the dropout, unintelligent and underachievers but rather for candidates who were endowed with bountiful skills to run the course.

The result of the study also found that lapses identified in the current curriculum needed to be corrected, for Secretarial Education graduates to be able to cope in modern business offices. It was identified that Secretarial Education graduates lacked Database knowledge, Students did not know computer programming, the study of Excel and Lotus 123 was not in the curriculum, knowledge of

teleconferencing and voice activation was not included in the curriculum. This finding agreed with Okwuanaso (1992) who observes that the present Curriculum of Business Education should be updated to include Information Technology if Business Education is to be relevant in the 21st Century. This view was also supported by Amoor (2009) who states that the world has been infected by Information and Communication Technology and Business Education should not be immune against the infection.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The study was carried out to determine the Secretarial Job-Tasks required in modern business offices and implications on Secretarial Education Curriculum in the North-Central Nigeria. In order to achieve the main objective of the study, four (4) specific objectives were raised which included, to identify the job-tasks required by the Secretary in modern business offices. In line with these specific objectives, four (4) research questions were formulated to guide the study which included, what are the job-tasks required by the Secretaries in modern business offices? Based on the research questions, four (4) null hypotheses were posited to include, there is no significant difference between the job-tasks performed by the secretaries and the traditional tasks.

Review of related literature was presented under relevant headings: - Concept of Business Education, Concept of Secretarial Education, Historical Development of Secretarial Education, Problems of Secretarial Education at all levels, Secretary, Its qualities and functions, Resources in Secretarial Education, Funding and Resource Management, Instrumental and Efficiency Reasons for Funding Secretarial Education, Material Resources and Secretarial Education Programme, Secretarial Education Curriculum, Innovations in Secretarial Education, Job-tasks required in modern

business offices, Empirical Studies and Summary of the Reviewed Literature.

Descriptive Survey research design was adopted for the study. A total population of Secretaries stood at 4,040, while that of Executive stood at 2,960. A total sample of two hundred and two (202) Secretaries and One hundred and forty eight (148) Executives were used for the study. The data collected were presented in tables and analyzed using frequencies, percentages and weighted mean scores. The null hypotheses one (1) was tested using t-test, while Chi-square was used for testing Null hypotheses Two (2), Three (3) and Four (4) at 0.05 level of significance. The major findings included that:

The Secretaries and Executives did not differ on the job-tasks required by the Secretary in modern business offices in North-Central Nigeria and the job-task are:

Performance of Secretarial Education graduates is significantly dependent on the impact of Information Technology on their performance in modern business offices in the North-Central Nigeria.

The performance of job-tasks in modern business offices in North-Central Nigeria was significantly dependent on the competencies acquired by Secretarial Education graduates.

The performance of Secretarial Education graduates in job-tasks in modern business offices depended on the correction of the lapses in the current curriculum.

5.2 Conclusion

Based on the findings of the study, it is hereby concluded that Secretary in modern business offices required computer based knowledge job-tasks and also competencies related to computer because almost all of the tasks performed by Secretaries in modern business offices were computerized. These job-tasks and competencies were not reflected in the present curriculum of Secretarial Education. Since this is the case, the secretarial Education graduates would find it difficult to cope in modern business offices because they have not learnt the required skill. This will slow the pace of the work carried out by secretaries in modern business office since the traditional job-tasks with which they are trained is slow, it will affect the graduate secretaries in terms of employment opportunity. It was also concluded based on the major findings that the impact of Information Technology was significant on the performance of Secretarial Education graduates. If Information Technology had a significant impact on the performance of Secretarial Education graduates then something needed to be done to enlighten the Secretarial Education graduates on Information Technology like coaching them practically. For if their performance is affected technologically it will lead to low grades which will affect the students psychologically and emotionally and this would further affects their generation and leads to poor perception of the course.

It was concluded that the performance of Secretarial Education graduates depended on the correction of the lapses in the curriculum of Secretarial Education. If this correction was not effected it will lead to poor performance of Secretarial Education graduates, Poor performance of Secretarial Education graduates would render them incompetent in the modern business offices and as a result of this, the image of Business Education, which Secretarial Education is an integral part, will be tarnished which will lead to poor enrolment into Business Education, and Secretarial Education will be affected.

5.3 Recommendations

Based on the major findings and conclusions of the study, the following recommendations are made:

1. There is the need for institutions such as Colleges of Education and Universities to train Secretarial Education Students with computer based word processing knowledge in order to make them relevant in the modern business offices.
2. There is the need for Secretarial Education Teachers to acquired new Technologies in that they can be able to teach Secretarial Students using relevant equipment.
3. There is the need for Federal and States Ministries of Education to provide facilities for Information and Communication Technology in Institutions of learning so that

Secretarial Education graduates can be trained and equipped to face the challenges of modern business offices. This implementation can be done through the help of National Bodies of Business Education and through Alumni of every institution and also through Agencies and volunteers.

4. There is the need for curriculum planners at the NCE and Degree levels to correct the lapses in the curriculum by acquiring the new Office Technology Management (OTM) Curriculum and Course Specifications so that the missing gap between the curriculum and the job-tasks in modern business offices would be bridged. This can be done through the help of the Federal Government by providing necessary equipment and funds needed and also through seminars and workshop to be conducted by the curriculum planners. Also they need to liaise with other institutions offering secretarial courses to check the lapses in their own curriculum and make necessary adjustment. The inculcation can be done through National University Commission and through National Commission for Colleges of Education.

5.4 Limitation of the Study

This study was limited to Secretarial Job-Tasks required in modern business offices and implications on Secretarial Education Curriculum in the North-Central Nigeria. The major limitation of this

study was the lack of co-operation from some of the Secretaries and Executives in the filling and returning of the questionnaire. Another limitation of this study was the difficulty faced in obtaining permission in offices where the study was conducted. The researcher was able to manage the limitation through persistent visit to the study areas and through the help of research assistants.

5.5 Suggestions for Further Study

It is suggested that further study can be carried out on the same topic in other Geo-political zones of Nigeria to see whether or not similar result could be obtained and also in the following areas:

1. Relationship between the Impact of Information Technology and the Performance of Secretarial Education graduates in the North-Central Nigeria.
2. Influence of Competencies acquired by Secretarial Education Students on the job-tasks performance in modern business offices in North-Central Nigeria.

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APPENDIX I

Business Education Section,
Department of Voc. and Tech. Education,
Faculty of Education,
Ahmadu Bello University,
Zaria - Kaduna State.

Date_____

Dear Respondent,

Request to Fill Question

I am a Postgraduate student of Business Education carrying out a study on “Secretarial Job-Tasks Required in Modern Business Offices and the Implication for Secretarial Education Curriculum in the North Central Zone in Nigeria. I write to solicit for your assistance and co-operation in providing the required information by responding to the items. It is an academic exercise for the award of Masters in Business Education. The information provided will be treated as confidential.

Thanks.

Yours faithfully,

ALIKALI, Patience Ekele

APPENDIX II

QUESTIONNAIRE FOR THE EXECUTIVE
SECTION A
PERSONAL DATA

Instruction: Please tick (✓) the appropriate box as it applies to you

Name: _____

Gender: Male ()
 Female ()

Age (In Years): 20 - 25 ()
 26 - 30 ()
 31 - 35 ()
 36 - 40 ()
 41 and above ()

Highest Educational Background:
 NCE ()
 HND ()
 B.ED ()
 M.ED ()
 Ph.D ()

Occupation:
 Civil Servant ()
 Self Employed ()

Salary Grade Level:
 GL. 01 - 08 ()
 GL. 09 - 12 ()
 GL. 13 and above ()

Rank:
 DG/CEO ()
 Director ()
 Deputy Director ()
 Manager ()
 Assistant Manager ()
 Others

Specify:

Section B

Instruction: Please tick (✓) the appropriate response column as it applies to you

SA - Stands for Strongly Agreed, A - Agreed, D - Disagreed, SD Strongly Disagreed,

S/N		SA	A	D	SD
	Research Question 1: What are the job-tasks required by the secretaries in modern business offices?				
1	Secretary requires a clerical job tasks				
2	He/she requires a stenographic job-tasks				
3	Secretary needs computer base word processing job-tasks				
4	Secretary is required to know office machine operation job-tasks.				
5	Secretary needs a supervisory job-tasks				
	Research Question 2 To What Extent does Information Technology have impacts on the performance of Secretarial Education Graduates?				
6	It helps in performing Internet services				
7	It helps in performing e-mail services				
8	It helps in storing information using electronic devices				
9	It helps in retrieving information using electronic devices				
10	Its helps in performing telecommunication/voice activating tasks				
	Research Question 3 What are the Competencies Required by the Secretarial Education Students in performing job-tasks in modern business office?				
11	The students require Record Management job-tasks competencies				
12	They require Human Relation job-tasks competencies				
13	They require supervisory job-tasks competencies				
14	They require office machine operation job-tasks competencies				
15	They require clerical job-tasks competencies				

	Research Question 4 To What Extent do the lapses in the current curriculum used in the preparation of Secretarial Education Graduates affects the job performance in modern business offices?				
16	The students lack Database knowledge.				
17	They do not know computer programming.				
18	The study of Excel or Lotus 123 is not in the curriculum.				
19	They cannot operate other machines except computer.				
20	The knowledge of teleconferencing and voice activation is lacking.				

APPENDIX III

QUESTIONNAIRE FOR THE SECRETARY
SECTION A
PERSONAL DATA

Instruction: Please tick (✓) the appropriate box as it applies to you

Name: _____

Gender: Male ()
 Female ()

Age(In Years): 20 - 25 ()
 26 - 30 ()
 31 - 35 ()
 36 - 40 ()
 41 and above ()

Highest Educational Background:
 NCE ()
 HND ()
 B.ED ()
 M.ED ()
 Ph.D ()

Occupation:
 Civil Servant ()
 Self Employed ()

Salary Grade Level:
 GL. 01 - 08 ()
 GL. 09 - 12 ()
 GL. 13 and above ()

Rank:
 Confidential Secretary I ()
 Confidential Secretary II ()
 Typist ()
 Others

specify:

Section B

Instruction: Please tick (✓) the appropriate response column as it applies to you

SA - Stands for Strongly Agreed, A - Agreed, D - Disagreed SD - Strongly Disagreed,

S/N		SA	A	D	SD
	Research Question 1: What are the job-tasks required by the secretaries in modern business offices?				
1	Secretary requires a clerical job tasks				
2	He/she requires a stenographic job-tasks				
3	Secretary needs computer base word processing job-tasks				
4	Secretary is required to know office machine operation job-tasks.				
5	Secretary needs a supervisory job-tasks				
	Research Question 2 To What Extent does Information Technology have impacts on the performance of Secretarial Education Graduates?				
6	It helps in performing Internet services				
7	It helps in performing e-mail services				
8	It helps in storing information using electronic devices				
9	It helps in retrieving information using electronic devices				
10	Its helps in performing telecommunication/voice activating tasks				
	Research Question 3 What are the Competencies Required by the Secretarial Education Students in performing job-tasks in modern business office?				
11	The students require Record Management job-tasks competencies				
12	They require Human Relation job-tasks competencies				
13	They require supervisory job-tasks competencies				
14	They require office machine operation job-tasks competencies				
15	They require clerical job-tasks competencies				

	Research Question 4 To What Extent do the lapses in the current curriculum used in the preparation of Secretarial Education Graduates affects the job performance in modern business offices?				
16	The students lack Database knowledge.				
17	They do not know computer programming.				
18	The study of Excel or Lotus 123 is not in the curriculum.				
19	They cannot operate other machines except computer.				
20	The knowledge of teleconferencing and voice activation is lacking.				

APPENDIX IV

RESPONSES TO RESEARCH QUESTIONS

QUESTIONNAIRE ITEMS FOR SECRETARIES AND EXECUTIVES

Q 1	ITEM	SA %	A	D	SD	%
		D			A	
1.		89(77)	100(64)	6(4)	7(3)	94.29
2.		5.71				
3		39	60(44)	83(38)	59(27)	40.86
4		59.14				
5		109(95)	83(44)	9(7)	1(2)	94.57
		5.43				
ITEM 2		106(77)	82(64)	12(4)	2(3)	94
6		6				
7		103(53)	71(71)	2(5)	26(19)	85.14
8		14.86				
9						
10		115(92)	75(51)	6(2)	6(3)	95.14
ITEM 3		4.86				
11		91(84)	105(54)	(7)	6(3)	95.43
12		4.57				
13		135(97)	62(48)	5(2)	(1)	97.71
14		2.29				
15		147(95)	54(48)	1(3)	(2)	98.29
		1.71				
ITEM 4		77(51)	100(75)	16(11)	9(11)	86.57
16		13.43				
17						
18						
19		91(71)	103(72)	2(3)	6(2)	96.29
20		3.71				
		73(68)	113(62)	4(14)	12(4)	90.29
		9.71				
		31(51)	149(77)	15(15)	7(5)	88
		12				
		55(53)	114(63)	20(17)	13(15)	81.43
		18.57				
		67(67)	91(58)	19(11)	25(12)	80.86
		19.15				
		44(51)	98(71)	30(18)	30(8)	75.43

24.57					
47(44)	99(59)	34(34)	22(11)		71.14
28.86					
103(41)	71(67)	2(31)	26(9)		80.57
19.43					
29(34)	106(40)	56(46)	11(28)		59.71
40.29					
21(40)	48(65)	60(19)	73(24)		49.71
50.29					

APPENDIX V

NULL HYPOTHESES TESTING

Table 4.3.1: t-test Test on the views of Secretaries and Executives on the Job-Tasks required by the Secretaries in Modern Business Offices.

Variables	N	Mean	SD	Std Error	t-value	Df	P	Decision
Secretaries	202	3.38	1.07	0.33	0.74	348	0.52	NS
Executives	148	2.86	0.93	0.04				

t-critical = 1.96 at 0.05

Table 4.3.2: Chi-square Test on the Role Information Technology Played on the Performance of Secretarial Education Students.

Variables	N	Mean	SD	X ² -Cal	Df	P	Decision
Roles Played by Information Technology	350	3.44	1.57	331.13	12	0.001	S
Performance of Secretarial Education Students	350	2.35	1.02				

X²-Critical = 21.03 at 0.05

Table 4.3.3: Chi-square Test on the Competencies Required by the Secretarial Education Students in Performing Job-Tasks in Modern Business Offices.

Variables	N	Mean	SD	X ² -Cal	Df	P	Decision
Competencies Required by Secretarial Students	350	3.68	1.01	231.62	12	0.000	S
Performance of Secretarial Education Students	350	3.42	0.55				

X²-Critical = 21.03 at 0.05

Table 4.3.4: Chi-square Test on Relationship between Lapses Identified in the Current Curriculum and Preparation of Secretarial Education Students for the Job-Tasks in Modern Business Offices.

Variables	N	Mean	SD	X ² -Cal	Df	P	Decision
Competencies Required by Secretarial Students	350	3.46	1.11	101.22	12	0.001	S
Performance of Secretarial Education Students	350	2.35	1.06				

X²-Critical = 21.03 at 0.05