



ENHANCING SELF-EMPOWERMENT OF OFFICE TECHNOLOGY AND MANAGEMENT GRADUATING STUDENTS THROUGH SUSTAINABLE FUNDING IN POLYTECHNICS IN SOUTH WEST, NIGERIA

ABSTRACT

Education requires adequate financial provision for successful implementation of the various programmes.

Funding ensures the establishment of standard that leads to the production of graduates empowered with relevant skills and competencies. The purpose of the study was to find out if there is any significant influence of funding on self empowerment ability of Office Technology and Management graduating

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Introduction

Office Technology and Management was established with an emphasis on vocational skills to produce graduates with vocational skills so that they can contribute to the development of the nation. It is a vocational programme in polytechnics that emphasizes job competencies, self empowerment and work adjustment (Ikelegbe, 2020, Sokyese, Wetnwan and Bewaran, 2018). The National Board for Technical Education whose statutory functions it is to formulate policies, including reviewing of curriculum for Polytechnic and Colleges of Technology in Nigeria came up with the restructuring of the programme and there is no doubt that the restructuring has brought a lot of dynamics and enrichment to the programme for graduating students in polytechnics. However, the office technology and management programme in the polytechnics seems to be facing some challenges in certain areas such as inadequate infrastructural facilities, poor curriculum implementation, poor enforcement of quality assurance, lack of qualified teachers on office technology and management, lack of organized teachers' training and development and inability to access



students in polytechnics in South West, Nigeria. Two research questions and one hypothesis were raised to guide the study. Descriptive survey research design was adopted for this study. A sample of 205 graduating students were used for the study from the total population of 427 HND graduating students in the Department of Office Technology and Management in six polytechnics in South West States, Nigeria. Eighty academics staff using total enumeration were also used for the study. The research instrument was a 4-point scale likert-type questionnaire. Descriptive statistics were used to analyze the research questions while Simple Linear Regression analysis was used to test the hypothesis at 0.05 level of significance on SPSS package. The study revealed that there was a significant influence of funding on self empowerment attributes of graduating students ($\beta = 0.443$, $p < 0.05$). This implies that funding accounts for 44.3% of variance in self empowerment of OTM students. The study concluded that funding plays a crucial role in the self empowerment attributes of graduating students of polytechnics in South West, Nigeria. The study recommended an increase in funding by government and other education stakeholders to vocational education especially Office Technology and Management programme in order to enhance the empowerment capabilities of graduating students.

Keywords: Self-Empowerment, Office Technology and Management, Funding, Polytechnics.

research grants and sponsors in office technology and management programme. Self empowerment of OTM graduating students in polytechnics according to Oladunjoye (2016) entails creating and supporting enabling conditions that would enable them to act for themselves in an environment that supports access to knowledge, information and skills as well as a positive value system. This he further stressed will result in creation of jobs and employment opportunities for graduates. Gidado and Agbazuwaka (2019) asserted that empowerment focuses on giving OTM graduating students the opportunity of acting for themselves and having access to all the necessary ingredients needed for their self employment. Self empowerment is the conscious pursuit of personal growth of graduating students by improving personal skills, competencies, talents, and knowledge. However, the key component to self empowerment in the view of Odyssey (2020) has to do with self growth in order to seek self fulfillment and proactively reach full potential. The ultimate goal of self empowerment of graduating students according to him is self fulfillment. Lack of basic attributes affect activities that improve skills and talents, result in competencies, and ultimately affect the realization of dreams and aspirations. Umar (2014) opined that among the basic goals of office technology and management



programme are the various business attributes acquired in class to real life situation and personal attributes and competencies required for the performance of basic business job. Aina (2019) admitted that Office Technology and Management programme in polytechnics is expected to provide occupational skills for graduating students either as employees or self-employed.

Funding involves making the required funds needed for OTM programme available in polytechnics. The poor level of funding in office technology and management programme in polytechnics according to Eze (2013) has resulted in lack of well-equipped libraries, laboratories and workshops as well as obsolete and outdated equipment, which are not quickly replaced with current ones. He further posited that the state of OTM programme in Nigeria today is worrisome due to poor funding and if these institutions must survive, there must be urgent need for alternative means of improving their funding.

However, Ubogu and Money (2018) averred that the reason for funding of OTM programme is to equip graduating students with the requisite knowledge, skills and capacity for self empowerment and to enhance the quality of life. It is not a misplacement to say that office technology and management programme has not been adequately budgeted for with consideration to budgetary allocation to the education sector. Olorundare and Kayode (2014) viewed that the diminishing budgetary allocation remains the biggest threat to education. This inadequacy in the submission of Atuahere (2018) has adversely affected the overall output of the nation's industrial sector as Nigerian educational system has been churning out graduates who are at best suited and skilled for white collar jobs, with little or no basic experience and self empowerment skill. Funding of the educational system and financing high technology to support the system have been serious problems in Nigeria. Eravwoke and Ukavwe (2019) admitted that funds allocated for OTM development purposes are not adequate and this inadequacy has created a gap and raised the question of credibility of the programme. Regardless of all the advantages derivable from office technology and management programme, Atuahere (2018) believed that this aspect of education needs to be adequately funded to equip its beneficiaries with the skills and knowledge needed to contribute meaningfully to the economic growth of the nation.

Office Technology and Management Programme

Office Technology and Management programme is an aspect of vocational education which equips graduate with the right skills to engage in a life of work in the office as well as for self-employment. It occupies a reasonable space in Nigerian economic growth and development. Omoniyi, Elemure and Abiodun (2019) viewed that Office Technology and Management stands as one of the main tools with which economic development could be facilitated. They further posited that Nigeria, like other developing countries looks to tertiary institutions to make a significant contribution to her economic growth and



competitiveness and so improvements in our institutional programmes will remain critical.

Nwaiwu (2021) observed that Office Technology and Management is meant to equip students with skills for employment in various fields of endeavour, expose them to courses in their special areas as well as courses in general education and equip students with effective work competencies and socio-psychological work skills for employment in various field of endeavour. In the view of Bakare and Aderogba (2020), Office technology and management is a vocational programme where students learn knowledge and skills in managing and operating technologies in the offices. Famiwole and Akindula (2016) saw it as an educational process involving the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

This field of education like any other vocational areas as observed by Famiwole and Akindula (2016) has intensified emphasis on skills acquisition for its graduates with the view to enhancing their capability for self-employment. Thus, OTM is a programme naturally enriched with the capacity of making its recipient an entrepreneur who can stand its own needs met and as well an employer of labour. Oladunjoye (2016) described OTM as that aspect of the educational programme that helps tremendously in the creation of jobs and employment opportunities for the unemployed. OTM therefore has the aim of development of occupational competence for creating and obtaining a job.

Fasae and Elemure (2008) submitted that having a vocation will build into a person the sense of belonging and responsibility as a member of a community, which will also help the community itself to achieve economic independence because improvement in the quality of life at the individual level Will eventually contribute to the national development. OTM programme according to them play an important role in self empowerment and promotion of private enterprises. Business and office technology skills must therefore be inculcated which every citizen must imbibe as a culture to translate the country into an economically self-reliant and strong nation in line with the educational policy.

Self Empowerment

Ezeahurukwe (2015) described the concept of economic empowerment as acquiring education, especially functional vocational education that will enable him to be self-reliant or self sustained through self-employment, government employment and any education that fails this acidic test has failed all. Our economy could only be sustained when the citizens are competent, knowledgeable, creative and skillful. The empowerment of graduates will enhance the economy and this will lead to reduction in the level of poverty, illiteracy, unemployment, and income inequality.



Ezeahurukwe (2015) believed that self empowerment is essential for job success, establishment and efficient management of one's enterprising initiatives. Self empowerment is connected to being able to depend on one self, one's resources rather than those of others. The desire of most developing countries including Nigeria in the submission of Abubakar, Abdullahi and Gupa (2017) is to have a self- reliant and resilient economy capable of generating an internally self sustaining growth and alleviate poverty through skill acquisition. The importance of self empowerment arises because of increasing unemployment and under employment in the country.

Funding

Nwafor, Uchendu and Akani (2015) described funding as the process of making the acquired funds available for the programme that requires them either in the short or long run. Effective implementation of education programme according to Ukata (2019) involves substantial funding. Funding to institutions is believed to be far below expectation which, has resulted to poor or lack of necessary workshops, training facilities and consequently dearth of business teachers. Mogaji (2019) viewed that adequate funding is a basis for effective functioning of every aspect of education including tertiary education. He further asserted that no programme can be successfully implemented without adequate funding.

Funding occupies a central place in every organization because without finance educational goals and objectives cannot be achieved. To this, Amesi and Nnadi (2015) submitted that no institution or organization can survive or carry out its functions effectively without adequate funding at its disposal. It is obvious that educational institutions are in need of funds to execute their various programmes. Inadequate financial resources will certainly have the effect of limiting educational development policies and programmes of the government (Nwafor, Uchendu and Akani, 2015).

In Nigeria, Amesi and Nnadi (2015) opined that the annual budget allocated to education is still very low till date contrary to United Nations Educational, Scientific and Cultural Organization (UNESCO) standard which stipulates that at least 26% of the annual budget should be devoted to develop education. According to them, there should be a total collaborative effort of funding education by all stakeholders. Adebayo (2016) in his view posited that the government should partner with the private sector to fund education in the country. Private sector according to him should be actively involved in the funding of education in the country and that, if this is done, it will go a long way to improve funding. Funds are necessary in administration of educational institutions, it aids in providing all the necessary materials and facilities needed in the system. Institutions cannot perform optimally without funding in its entire administrative ramification. Ogbuanya, Njoku, Kemi and Ogunkelu (2018) suggested that the right funding mechanism need to be adopted in funding education. According to them, there is need to encourage a funding



mechanism which is differentiated in terms of academic programmes, subjects and institutions because all academic institutions, programmes and courses are not of the same calibre and the same attention need not be given to all. The government and other stakeholders in the submission of Omoniyi, Elemure and Abiodun (2019), have a role to play in providing funds for the development and sustenance of office technology and management programme.

However, with the economic down turn in Nigeria, the educational sector is experiencing gross under funding. This inadequate funding is made pronounced in OTM which unfortunately is highly capital-intensive. The apparent neglect is highly visible in the level of available facilities, equipment, structure and personnel. Given the poor state of higher institutions in Nigeria, Ezene (2017) maintained that it is doubtful if it can ever meet its unequivocal role of technological growth. Ezeonwurie (2019) believed that the state of education is one of the crucial indicators of the seriousness of a society in its quest for national development because the quality of education in a society determines the quality of the society manpower.

Statement of the Problem

Office technology and management as it is offered in the various polytechnics seems not to be fulfilling the goal of self empowerment. Graduating students seems to be lacking the necessary attributes needed for self empowerment. Close observation shows there is deficiency in personal and business attributes that would have enabled them to engage in vocational and business skills after graduation. This may also affect the economy as half baked graduates with no skills and competency for self empowerment will be produced. Preliminary investigation has also revealed a decline in funding of office technology and management programme in polytechnics. As a result, required facilities are not adequately provided, curriculum are not well implemented, quality are compromised, there are inadequate and outdated library books and journals, non-existent fund for conferences and exchange programmes, inadequate resources for recurrent expenditures, inadequate capital resources – which have led to suspension and/or non-completion of capital projects, leading to overcrowded and rundown facilities, deficiencies in the curriculum and its delivery, and mercenary attitude to teaching and research. All these seem to have affected the programme in the area of efficiency and standard. This study therefore investigated the extent of funding accorded the OTM programme in South West, Nigeria in order to facilitate self empowerment of graduates of the programme.

Objectives of the Study

1. Examine the self empowerment attributes of graduating students in polytechnics in South West, Nigeria.
2. Investigate the funding of Office Technology and Management programme in polytechnics in South West, Nigeria.



Research Questions

1. What is the level of self empowerment attributes of office technology and management graduating students in polytechnics in South West, Nigeria?
1. To what level is the funding of Office Technology and Management programme provided in polytechnics in South West, Nigeria?

Hypothesis

H₀₁: There is no significant influence of funding on self empowerment ability of Office Technology and Management graduating students in polytechnics in South West, Nigeria.

Methodology

A descriptive survey design was employed in this study. The population of this study consists of 80 academic staff and 427 higher national diploma graduating students in Office Technology and Management in polytechnics in six states of South West, Nigeria. The sample size was made up of 80 academic staff and 205 higher national diploma graduating students in office technology and management in polytechnics in South West, Nigeria. Total enumeration was used for the academic staff because of the fewness of number and a sample of two hundred and five (205) higher national diploma graduating students was used out of the total population of 427 for the study using proportionate sampling from the six polytechnics selected for the study. The sample size was derived and adopted from Krejcie and Morgan sample size table. Two four point Likert-type rating scale structured questionnaires were used. One for the academic staff and the other for students for the study. Both face and content validity of the research instruments was done. All the copies of the questionnaire distributed to the graduating students were retrieved while 68 copies were retrieved from the academic staff. Frequency counts; simple percentages and mean and standard deviation were used in the analysis of data for the research questions and the results put in tables. For research Hypothesis, Simple Linear Regression analysis was used to test the hypotheses at 0.05 level of significance on SPSS package.

Analysis of Result

Research Question 1

What is the level of self empowerment attributes of office technology and management graduating students in Polytechnics in South West, Nigeria.

Table 1: Level of Self empowerment attributes of OTM graduating students in Polytechnics in South West, Nigeria

Item Statement		Very Adequate	Adequate	Not Adequate	Very Inadequate	X Mean	Std. Dev.
1	Initiative and drive for computer sales, book binding and photocopying centre	91 (44.4%)	90 (43.9%)	14 (6.8%)	10 (4.9%)	3.278	0.190



2	Intelligent and managerial skills in internet service	91 (44.4%)	89 (43.4%)	17 (8.3%)	8 (3.9%)	3.282	0.190
3	Honesty and discretion to handle business / computer training schools	8 (3.9%)	79 (38.5%)	106 (51.7%)	12 (5.9%)	2.404	0.156
4	Well organized to establish a computer centre	6 (2.9%)	74 (36.1%)	119 (58.1%)	6 (2.9%)	1.639	0.197
5	Nobility in Professional career counseling	90 (43.9%)	71 (34.6%)	34 (16.6%)	10 (4.9%)	3.175	0.182
6	IT literary knowledge of commercial programming / software	18 (8.8%)	90 (43.9%)	91 (44.4%)	6 (2.9%)	2.585	0.156
7	Project management skills in holding a printing press	7 (3.4%)	73 (35.6%)	104 (50.7%)	7 (3.4%)	2.302	0.158
8	Professional communication skills to manage business registration and employment agency	12 (5.9%)	17 (8.3%)	85 (41.5%)	91 (44.4%)	1.756	0.187
9	Objectivity in handling documentary / information centre	59 (28.8%)	16 (7.8%)	121 (59.0%)	9 (4.4%)	2.400	0.156
10	Professionalism in business curriculum development	17 (8.3%)	75 (36.6%)	102 (49.8%)	11 (5.4%)	2.478	0.156
11	Organization skills in handling seminars / short courses	11 (5.4%)	77 (37.6%)	88 (42.9%)	29 (14.1%)	2.341	0.157
12	Methodical in working as a research fellow	37 (18.0%)	28 (13.7%)	69 (33.7%)	71 (34.6%)	2.151	0.163
13	Multitasking ability in dealing with several stakeholders in consultancy services	25 (12.2%)	46 (22.4%)	92 (44.9%)	42 (20.5%)	2.278	0.159

Average Mean = 2.466

Key: Very Adequate (4), Adequate (3), Not Adequate (2), Very Inadequate (1), Std Dev = Standard Deviation

Mean Threshold: If the mean is 0.000-1.499 = Very Inadequate (VI), 1.500-2.499 = Not Adequate (NA), 2.500-3.499 = Adequate (A) and 3.500-4.449 = Very Adequate (VA).

The above table reveals the self empowerment attributes of office technology and management graduating students in Polytechnics in South West, Nigeria using their frequencies, percentages, means and standard deviations. All the items on the table were decided as 'not adequate' as their means were within 1.500-2.499. Generally, the table



shows a weighted mean of 2.466(0.170) and overall decision as ‘not adequate’. This implies that the self empowerment attributes of office technology and management graduating students in Polytechnics is low.

Research Question 2

To what level is the funding of Office Technology and Management programme in Polytechnics in South West, Nigeria?

Table 2: Funding of Office Technology and Management programme in Polytechnics in South West, Nigeria

	Item statement	Very adequate	Adequate	Not adequate	Grossly inadequate	X Mean	Std. Dev.
1	Community resources as a source of funds	7 (10.3%)	18 (26.5%)	21 (30.9%)	22 (32.4%)	2.147	0.284
2	Philanthropists and other contributors	6 (8.8%)	22 (32.4%)	22 (32.4%)	18 (26.5%)	2.235	0.278
3	Internal generated fund	(4.4%)	23 (33.8%)	26 (38.2%)	16 (23.6%)	2.191	0.226
4	Industries and firms	2 (2.9%)	22 (32.4%)	17 (25.0%)	27 (39.7%)	1.985	0.298
5	Alumni Association	4 (5.9%)	27 (39.7%)	16 (23.5%)	21 (30.9%)	2.206	0.280
6	Endowment and development fund	6 (8.8%)	18 (26.5%)	22 (32.4%)	22 (32.3%)	2.118	0.286
7	Actual funds released to OTM for the past years by institutions	3 (4.4%)	26 (38.2%)	23 (33.8%)	16 (23.5%)	2.235	0.278
8	Contingency funds released to OTM education for the past years	1 (1.5%)	25 (36.8%)	24 (35.3%)	18 (26.5%)	2.132	0.285



9	Accessibility of funds wherever it is necessary	2 (2.9%)	22 (32.4%)	16 (23.5%)	28 (41.2%)	1.971	0.299
10	Approved budget for the past years	7 (10.3%)	19 (27.9%)	26 (38.2%)	16 (23.5%)	2.250	0.277
11	Imprest approved for OTM department	6 (8.8%)	29 (42.6%)	19 (27.9%)	14 (20.6%)	2.397	0.272
12	Money from donations, department fees etc.	4 (5.9%)	29 (42.6%)	19 (27.9%)	16 (23.6%)	2.162	0.283
13	Adequacy of funds released for maintenance of facilities	5 (7.4%)	21 (30.9%)	20 (29.4%)	22 (32.3%)	2.132	0.285
14	Adequacy of funds released for seminars and workshops for staff	9 (13.2%)	30 (44.1%)	16 (23.5%)	13 (19.1%)	2.515	0.270
15	Adequacy of funds released for research purposes	11 (16.2%)	24 (35.2%)	22 (32.4%)	11 (16.2%)	2.515	0.270

Average Mean = 2.213

Key: Very Adequate (4), Adequate (3), Not Adequate (2), Grossly Inadequate(1), Std Dev = Standard Deviation

Mean Threshold: If the mean is 0.000-1.499 = Grossly Inadequate (GI), 1.500-2.499 = Not Adequate (NA), 2.500-3.499 = Adequate (A) and 3.500-4.449 = Very Adequate (VA).

The above table reveals the adequacy of funding of Office Technology and Management programme in Polytechnics in South West, Nigeria using their frequencies, percentages, means and standard deviations. All the items on the table were decided as 'not adequate' as their average means were within 1.500-2.499 except funds released for research



purposes, seminars and workshops with a mean of 2.515 . Generally, the table shows a weighted mean of 2.213(0.278) and overall decision as ‘not adequate’. This implies that funding of Office Technology and Management programme in Polytechnics are inadequate.

Testing of the hypothesis

Hypothesis 1

There is no significant influence of funding on self empowerment attributes of office technology and management graduating students of polytechnics in South West, Nigeria.

Table 4.14: Simple Linear Regression analysis showing the significant influence of funding on self empowerment attributes of graduating students

Model	Unstandardized Coefficients		Standardized Coefficients		T	P
	B	Std. Error	Beta			
	(Constant)	27.293	1.796		15	.000
	Funding	.264	.066	.443	4.013	.000
P < 0.05						

Table 4.14 showed that there was a significant influence of funding on self empowerment attributes of graduating students ($\beta = 0.443$, $p < 0.05$). This implies that funding accounts for 44.3% of variance in self empowerment of students. The remaining 55.7% of variance may be accounted for by other variables not included in this study.

Discussion of Findings

The study revealed that self empowerment ability of office technology and management graduating students in polytechnics is low. Supporting this finding, Suleiman (2016) affirmed that office technology and management programme is a functional education that takes cognizance of the dynamics of the labour market, equips its graduates with occupational skills and competences for self empowerment.

The result is also consistent with the findings of Babalola and Taimiyu (2013) which revealed that quality office technology and management programme equip the graduates with appropriate skills and competencies for self empowerment, self- reliance and where possible, employment in the formal sector. According to this finding, it is the possession of these skills needed by the labor market that enable them contribute maximally to national development.

The result of the study is also consistent with the findings of Irukakur and Noeleen (2018) that confirmed the empowerment of office technology and management graduates to creativity and innovation and the core set of 21st century skills which include capabilities



in analytical problem solving, innovation and creativity, self-direction and initiative, flexibility and adaptability, critical thinking, and communication and collaboration skills. This result was further strengthened by the findings of Ubulom and Ogwunte (2017) which affirmed that office technology and management assists students to develop positive attitudes, innovation and skills for self empowerment, rather than depending on the government for employment and which in-turn produces graduates with self-confidence and capacities for independent thought to discover new information leading to economic development. The finding stated that Office technology and management ensures the translation of dreams and ideas into successful ventures, facilitates the identification, creation and utilization of non-existent saving, brings self empowerment and creates employment.

The result of the study was also corroborated by the findings Hassan (2013) which asserted that one of the most critical challenges that face every country in the world is tackling the problem of skill development among graduates and office technology and management has continued to remain the most influential tool for skill development. This according to the findings are as a result of the fact that through office technology and management programme, jobs are created for graduates and other job seekers thereby contributing in solving this problem.

The result of the study showed that funding of Office Technology and Management programme in Polytechnics in South Western, Nigeria are inadequate. The result of this study is consistent with the findings of Ezeonwurie (2019) which revealed that alternative funding strategies are relevant and necessary in enhancing effective delivery of office technology and management programmes. The study affirmed that provision of funds, equipment and facilities will strengthen office technology and management programme by impacting in its recipients the adequate competencies, skills and right attitude to become relevant in the world of work. Institutions should therefore encourage individuals, philanthropists to provide funds and equipment to support effective running of the programme.

The result of Onuoha (2013) affirmed that there is funding gap in office technology and management that requires new creative means to fill. The study revealed that government now finds it difficult to meet the financial needs for education. Supporting this finding, Famade, Omiyale and Adebola (2015) observed that there is the need for alternative channels of funding which will ensure qualitative office technology and management programme in the face of declining financial resources allocation to the programme. This study was in agreement with the findings of Adeniran (2017) which maintained that institutions should become more creative and innovative in their approach to sourcing for additional fund. With the trend of declining financial allocation to the education sector, the study affirmed that the need for alternative channels of funding for office technology and management programme becomes inevitable.



The result of this study is also consistent with the findings of Amesi and Nnadi (2015) that revealed that financial setbacks in office technology and management programmes can be attributed to lack of specific budgetary allocation, mismanagement of available financial and material resources, diversion of International Donor Assistance Funds, equipment and materials, unfavourable government policies which negates effective financing of office technology and management programmes. The result of this study is in agreement with the findings of Eravwoke and Ukavwe (2019) which revealed that the Nigerian government is increasingly finding it difficult to meet the high cost of servicing higher institutions in Nigeria.

Supporting this result, it was affirmed by Olufunwa, Waziri and Olorunmolu (2013) that the reasons for poor funding of office technology and management programmes were because of inadequate budgetary provisions, federal government being the sole funding and lack of financial commitment to the programmes. This fact was further confirmed by the finding of Wordu (2018) which confirmed that it has become pertinent that there should be ways of supplementing government subventions for the finance of key activities in office technology and management programme.

Conclusion

The study established the relationship between funding and self empowerment of graduating students of polytechnics in south west, Nigeria. Financial constraints in the administration of office technology and management programme have negatively affected the implementation of the curriculum and this has brought an adverse effect on the business and personal attributes of graduating students in polytechnics. The importance of office technology and management programme in skill acquisition makes it a programme to be desired to contribute meaningfully to the economic development of the country. The study concludes that funding has a significant influence on self empowerment of graduating students of polytechnics. The goal of self empowerment of graduating students could only be achieved when there is adequate funding of the programme.

Recommendations

- i. An increase in funding by government and other education stakeholders to vocational education especially Office Technology and Management programme is required to enhance the empowerment ability of graduating students.
- ii. Management of institutions should identify possible strategies or explore alternative means to ensure adequate funding of Office Technology and Management programme.
- iii. A review and expansion of office technology and management curriculum should be considered by stakeholders and curriculum planners for inclusion of more skills related courses for self empowerment of graduating students.



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