



Modern Office Skills Possessed by Business Education Graduate-Student for Effective Job Performance in Business Organizations in Rivers State

AMESI, J. (PhD) & TAIGER, Seiyefa J.

**Department of Business Education,
Faculty of Education,
Rivers State University,
Nkpolu-Oroworukwo, Port Harcourt
Corresponding Author's Email Address: taigerjohn@gmail.com**

ABSTRACT

The study investigated modern office skills possessed by Business Education graduate-students for effective job performance in Business Organizations in Rivers State. Two specific objectives, research questions and hypotheses guided the study. Descriptive survey design was used for the study. Population of the study was 96 Doctor of Philosophy (PhD) and Masters students from Rivers State University and Ignatius Ajuru University of Education, Port Harcourt. The entire population was used for the study. Instrument used for data collection was a structured questionnaire titled “Modern Office Skills Possessed by Business Education Graduate Students in Business Organizations”. Reliability index of 0.87 was obtained using Cronbach Alpha method. Research questions were answered using descriptive statistics (mean and standard deviation) while z-test statistics was used to test the hypotheses at 0.05 level of significance. Findings from the study revealed that Business Education graduate students to a moderate extent, were equipped with managerial and performance skills needed to carry out office functions for effective job performance in Business Organizations, and that Business Education graduate students were to a high extent, able to demonstrate basic knowledge of certain networking system skills. Based on the findings, conclusions were made, and recommendations made among others that curriculum planners should liaise with business organizations which are prospective employers of graduates to ensure that their demands and needs are duly considered during curriculum planning and implementations, and that Government should make available adequate fund for Business Education department as to acquire necessary equipment that would aid the acquisition of necessary competencies required by Business Education students during the course of their programme.

Keywords: Modern Office Skills, Business Education, Performance, Organizations

INTRODUCTION

In today's business world, one of the things that make organizations unique is the extent of the use of Information and Communication Technologies (ICTs). Information and Communication Technology has been defined by Nwogwugwu (2012) as new technologies used for accessing, gathering, manipulating and making available or communicating information for an enhanced learning. ICT refers to digital devices made up of computers and telephones with varying capacities for information processing, which has become today's office managers' management tool. Through the operations of Management Information System (MIS), ICT is used as a major management tool to create, store, organize, retrieve and use information relating to staff, operations, cost, examination and other records (Okoye, 2013). The development of information and communication technology has greatly facilitated the operation of business organizations at a relatively low cost. ICT makes possible the processing of data to generate

information. Information in this sense is data that have been processed, which become meaningful and understandable to the receiver. Information and Communication Technology needs have become the current trend in the 21st century global development. It is indeed an essential need of the modern society. The vision of the ICT Policy is to make Nigeria an IT capable country in Africa and a key player in the information, society, using it as the engine for sustainable development and global competitiveness in areas like education, creation of health, poverty alleviation; job creation and so on. The needs of the society are expressed in terms of general aims which influence curriculum planning. That is how the Business Education Graduate Students under study possess skills for modern office needs. An office is seen as any place where business, clerical and professional activities take place. The modern office, according to Ekpenyong (2015), involves the use of new inventions or devices in an office to transform, or change the process of office work. Ekpenyong stated that it is this rapid change in the technology of office work through the use of computers to do the work that was previously done manually that explains what we call modern office. Modern office more often than not is more wide open than traditional offices. Traditional office depends on manual typewriters and punching machines. Personnel that worked in the office at that time included the typist, the receptionist, the secretary, the messenger or office assistants, tea girls and a host of other office workers. The office of today has changed as a result of many electronic devices which adorn today's offices. Electronic equipment permits fast and economical processing of huge amount of data, records can be managed using electronic filing techniques and electronic document interchange. Central to the ICT operations is the computer. Modern office of today does not need many workers as against the traditional office. Since the use of ICT enables few hands to effectively run an office. Current changes in the business office led to a sustained call by secretarial studies students, business educators, managers of business organizations and other practitioners in the field for the need to align the Secretarial Studies programme with the prevailing realities in the business office brought about by ICTs. 'This call is to prevent Business Education students and allied Office Management and Technology graduates being rendered irrelevant in contemporary offices due to insufficient skills acquisition. In response to these repeated calls, the National Board for Technical Education (NBTE) as one of its functions, in 2004, designed the existing Office Technology and Management programme (Obi, 2012). Business Education Programme is to equip it graduates and the office management and technology students with vocational skills in socio-psychological work skills for employment in various fields of endeavour. In addition to other changes, the present Business Education programme (Office Management and Technology Option) incorporates many ICT courses that equip students with relevant skills to fit into 21st century offices as against a few courses in word processing in the old programme. Performance according to Pondicherry University (2017), is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed. Nolan (2014) viewed performance as an achievement of an organization or individual in relation with its set goals including outcomes achieved or accomplished through contribution of individuals or teams to the organization's strategic goals. Skill is the proficiency, or dexterity that is acquired or developed through training or experience. It can also be seen as an ability to carry out an activity or job well especially because of practice. Oyemade (2013) viewed skill as the ability which comes from a person's knowledge, aptitude to do something efficiently. Therefore, to ascertain the level of skill possession of the Business Education graduates in Rivers State, the opinion of their supervisors is very important since they are responsible for planning and directing the work flow of the organization and making sure that individuals carry out their duties accordingly. The choice of these three organizations is based on the fact that they have automated offices where most of the modern office equipment can be found. As modern office needs are changing every day, there is need to train skilled Business Education graduate students to meet these modern office needs employed after graduation. In order to ensure that trainees acquire needed skills for the emerging responsibilities in industries in this technological era and that the required standard is maintained, the NBTE ensured that relevant curricula and minimum standard are put in place. This is followed by periodic accreditations of the institutions offering Business Education programme. Business Education courses are offered in colleges of technology, polytechnics and universities of technology where successful trainees are awarded National Diploma (ND), Higher National Diploma (HND) Nigerian Certificate in Education (NCE) or

Bachelor of Science (B.Sc.) degrees. Graduates of these Business Education programmes are therefore certified as qualified secretaries based on their training. The programme is oriented towards ICT and incorporates in its design, Office Application, Office Technology, Business and Administrative Management, General Studies. The programme does not terminate with the attainment of a B. Sc. Certificate. Further provisions are made for higher certifications; and these are the Master's and Doctorate degrees' (Ph. D) qualification. The Graduate students referenced in this study are majorly these categories of students studying Business Education. At this level it is expected that they should be well groomed and vast in modern office skills. Office Application Skills has to do with the ability to understand the impact of ICT in the workplace, identify the computer main components, work efficiently on any window environment using word processing packages and to apply key health and safety using principles in the office (Okoro, 2009). According to Ojukwu and Ojukwu in Olukemi and Boluwaji (2014), the office application skills which OMT students and business education graduates must acquire if they are to remain relevant in the present dispensation and fit into modern offices include: keyboarding skills, skills in shorthand, computer excel manipulation, networking skills, word processing, reprographic skills for documentation, office practice skills, database management among others. The Office Technology Skills include the knowledge and skills to understand the trends in technological development in the field of secretarial functions, differentiate types and functions of office equipment and understand the problems of automation in developing countries (NBTE, 2004). The skills also include the ability to operate inter-office communication equipment (inter-corn, telephone, e-mail), modern office technology, operating of shredder machine, operating duplicating machine, as well as operating photocopying machine and other reprographic machines and others. Business and Administrative and Management skills on the other hand is concerned with the ability to develop fundamental knowledge in the theory and practice of general business organization and to examine the Nigerian business environment. It develops students' skills in planning, organizing, directing, controlling, motivating, staffing, and office management skills among others. Akarahu (2011) affirmed that graduates of Business Education Programme must be able to exhibit entrepreneurial skills needed for business growth, efficiently apply financial management and maintain petty cash book, manage time judiciously, give attention to details and motivate subordinates to a greater performance in the office. Akarahu maintained that the responsibility of planning the work schedule, coordinating office activities and establishing priorities are that of the office managers. Similarly, the general studies skills expected of Business Education graduates include effective inter-personal relationship and communication which are very essential for office management and technology students. The skills also include possession of high degree of expression skill, listening skill, writing skill, personality development such as models of personality, ability to manage and resolve conflict and so on. The relevance of a programme is measured by the effectiveness, competence and job performance of the graduates of the programme when employed in Business and government organizations (Azuka, 2012). Also, the rationale for determining the extent Business Education graduates possess skills in meeting the modern office needs can be underscored when viewed from the perspective of supervisors' position as ones who monitors or oversees employed graduates of Business Education programme to ensure that they perform their assigned jobs efficiently at the right time. Also, the frequency of the emergent new technologies in the work environment of the trainee office workers underscore the need for assessing the skills possess by graduates of Business Education programme. The rate of unemployment among Business Education graduates of tertiary institutions across the nation suggests that Business Education graduates may not have been performing up to the skill requirements of modern offices. Akpotohwo (2014), observed that supervisors of private and public organizations are worried about the poor performance of graduates of the Business Education programmes in their office functions. Akpotohwo also opined that this poor performance could be as a result of inadequate trainings received in the programmes which tend to render the graduates ineffective in modern offices. This may likely be the case in Rivers State. Therefore, this study is carried out to investigate the modern office skills possessed by Business Education Students for effectiveness in Business organization in Rivers State. The assessment will probably enhance the delivery and facilitation of teaching and learning, and better equipment of Business Education programme with ICT facilities for better students' training.

Review of Related Literature

The study focused on modern office skills possessed by business education graduate students for effective job performance in business organization in Rivers State. The review of literature was basically on documentary sourced like thesis, dissertations, journals articles and publications in newspaper. However, much of the literature concerned on journals and publications including books authored by researchers. Theories were reviewed based on the study like cognitive flexibility theory, skill acquisition theory and engagement theory. Conceptual framework work was done according to each specific objectives in the study and the major variable that made up the study were also conceptualized. Empirical studies were reviewed and it was observed that most of them did not look at modern office skills that would be possessed by Business Education graduate-students for effective job performance in business organizations which the present study tends to fill the gap.

Statement of the Problem

The modern office needs of today have become enormous and pose a challenge to trainees in office skills. The influx of technology has drastically changed the office setting and equipment. Continuous flux does not seem to be matched by efficiency and effectiveness. The unsatisfactory performance of Business Education graduates across the nation suggests that the graduates may not have been equipped with the performance skills required to meet with modern office needs. One would have thought that with the advancement in technology and modern office equipment which gave rise to the inclusion of several Information and Communication Technology (ICT) courses in the Business Education curriculum, the graduates would be adequately equipped with the relevant skills needed to carry out office functions efficiently but this is far from the case. Most Business Education graduates are still unable to demonstrate basic knowledge of certain networking systems nor able to use the internet technologies to source for current information in the office. It is on this ground that this study seeks to ascertain the modern office skills possessed by Business Education Graduate students for effectiveness in Business organizations in Rivers State.

Purpose of the study

The main aim of the study was to determine the modern office skills possessed by Business Education graduate students for effective job performance in Business Organizations in Rivers State. Specifically, the study sought to;

1. Determine the extent to which Business Education graduate students are equipped with the managerial skills needed to carry out office functions for effective job performance in Business Organizations in Rivers State.
2. Determine the extent to which Business Education graduate Students are able to demonstrate basic knowledge of certain networking system skills for effective job performance in Business Organizations in Rivers State.

Research Questions

The following research questions were posed for the study.

1. To what extent are Business Education graduate students equipped with managerial skills needed to carry out office functions for effective job performance in Business Organizations in Rivers State?
2. To what extent are Business Education graduate students able to demonstrate basic knowledge of certain networking system skills for effective job performance in Business Organizations in Rivers State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance;

1. There is no significant difference in the mean ratings of Masters and Ph.D. Business Education Graduate students on the extent to which they are equipped with managerial skills needed to carry out office functions for effective job performance in Business Organizations in Rivers State.
2. There is no significant difference in the mean ratings of Masters and Ph.D. Business Education graduate students on the extent to which they are able to demonstrate basic knowledge of certain networking system skills for effective job performance in Business Organizations in Rivers State.

METHODS

The study adopted a descriptive survey design because it was based on modern office skills possessed by Business Education Graduate Student for Effective job performance in Business Organization The study was carried out in Rivers State.. The population of the study comprised 96 Business Education Graduate students of the 2019/2020 session, in universities in Rivers State. Statistics available from the Post graduate schools of Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUOE), has the population of business education graduate students as 96. This consists of 43 MSc and 18 PhD from Rivers State University, and 30 MSc and 5 PhD from Ignatius Ajuru University of Education. The breakdown is presented in the table below:

Table 1: Population Distribution of Business Education Graduates

Institution	Number of Students	
	Masters	PhD
Rivers State University	43	18
Ignatius Ajuru University of Education	30	5
Total	73	23
Grand Total		96

Source: Business Education Departmental Offices, 2019/2020 Academic Session

The entire population was used for the study hence there was no sample and sampling technique. The instrument for data collection was a self-structured questionnaire developed by the researcher titled “Modern Office Skills Possessed by Business Education Students in Business Organization” (MOSPESBO). The questionnaire was divided into two sections: Section A and B. Section ‘A’ sought the demographic data of the respondents while Section ‘B’ was structured in line with the specific objectives of the study. The response options of the questionnaire items are on 4-point rating scale of High Extent (HE) = 4 marks, Moderate Extent (ME) = 3 marks, Low Extent (LE) = 2 marks and Very Low Extent (VLE) = 1 mark. The instrument was subjected to face and content validation to determine its adequacy and appropriateness for the study and for its proper wordings. In order to establish the reliability of the instrument to be used for this study, the Cronbachs’ Alpha formula method of establishing reliability was adopted. The data collected for the study were analyzed by the researcher using descriptive statistics. Mean and standard deviation were used to answer the research questions. Decision for the analysis was based on the following ranges of rating:

Rating Scale	Interpretation
3.5 – 4.00	Very High Extent
2.50 – 3.49	High Extent
1.50 – 2.49	Moderate Extent
0.50 – 1.49	Low Extent

Z-test statistics was used to test the null hypotheses at 0.05 level of significance. Decision for the acceptance and rejection of each hypothesis was based on the value of the computed z; if it is less than the critical z the null hypothesis was accepted but if more, the null hypothesis was rejected.

RESULTS

Research Question 1: *What extent are Business Education graduate students equipped with managerial skills needed to carry out office functions for effective job performance in Business Organizations in Rivers State?*

Table 2: Mean Ratings on the Extent to which Business Education Graduate Students Equipped with Managerial Skills Needed to Carry out Office Functions for Effective Job Performance in Business Organizations

S/N	Items	Masters (n = 73)			Ph. D (n=23)			Masters/PhD		
		\bar{X}	SD	Rmks	\bar{X}	SD	Rmks	\bar{X}	SD	Rmks
1	Manipulating skills in publishing software	2.76	1.07	HE	2.96	1.04	HE	2.86	1.06	HE
2	Technological skills to operate office equipment	3.00	0.99	HE	3.17	0.54	HE	3.09	0.77	HE
3	Word processing skills	2.97	1.06	HE	2.65	1.13	HE	2.81	1.10	HE
4	Good communicating skills	3.21	1.05	HE	3.00	1.06	HE	3.11	1.06	HE
5	Interpersonal/ human relationship skills	3.15	1.08	HE	3.22	0.93	HE	3.19	1.01	HE
6	Set appropriate businesses goal	3.05	1.12	HE	2.74	1.07	HE	2.90	1.10	HE
7	Manage time and meet job schedules	2.66	1.06	HE	2.57	1.10	HE	2.62	1.08	HE
8	Acquisition of management and supervisory skills	2.56	1.13	HE	2.70	1.08	HE	2.63	1.11	HE
9	Identify opportunities and generate ideas suitable to the opportunities	2.84	1.09	HE	2.91	1.02	HE	2.88	1.06	HE
10	Inventory control and turnover	2.90	1.12	HE	2.83	1.20	HE	2.87	1.16	HE
	Grand Mean/SD	2.91	1.08	HE	2.88	1.06	HE	2.90	1.07	HE

Source: Field Survey Data, 2021

The above table 4.1 explains the responses of masters and Ph.D. Business Education graduate students on the extent they are equipped with managerial skills needed to carry out office functions for effective job performance in Business Organizations in Rivers State. The mean response on each item for both groups is indicated as the aggregate in the last column, the grand mean from which the final decision is taken. It could be observed from the table that both masters and Ph.D. agreed on good communicating skills, interpersonal/ human relationship skills, set appropriate businesses goal and manage time and meet job schedules with mean responses defining moderate extent. Also they agreed that they identify opportunities and generate ideas suitable to the opportunities with respective mean rating of 2.84 and 2.91. A general overview shows that the mean response for each item describing the extent Business Education graduate students are equipped with managerial skills needed to carry out office functions for effective job performance in Business Organization is moderate; above all the grand mean of 2.90 (SD = 1.07) suggests that Business Education Graduate students are equipped with managerial skills needed to carry out office functions to a high extent.

Research Question 2: *What extent are Business Education graduate students able to demonstrate basic knowledge of certain networking system skills for effective job performance in Business Organizations in Rivers State?*

Table 3: Mean Ratings on the Extent to which Business Education Graduate Students are Able to Demonstrate Basic Knowledge of Certain Networking System Skills for Effective Job Performance in Business Organizations.

S/ N	Items	Masters (n = 73)			Ph.D (n = 23)			Masters/PhD		
		\bar{X}	SD	Rmks	\bar{X}	SD	Rmks	\bar{X}	SD	Rmks
11	Conversant with networking principles & procedures	2.15	1.11	ME	2.65	0.90	HE	2.40	1.09	HE
12	Fast flow of online interaction between units of organization	2.23	0.96	ME	2.70	0.82	HE	2.47	0.89	HE
13	Can by-pass bugs if there is network congestion	2.30	1.07	ME	2.43	1.01	ME	2.37	1.04	ME
14	A quiet and introverted person that follows a step-by-step process in networking.	2.29	1.06	ME	2.83	0.78	HE	2.56	0.92	HE
15	You make contact over the telephone	2.75	0.86	HE	2.96	0.66	HE	2.86	0.76	HE
16	Only make contacts by e-mail	2.81	0.74	HE	3.00	0.64	HE	3.08	0.67	HE
17	Contacts are made via telephone, whatsapp, facebook	2.90	0.72	HE	3.26	0.61	HE	3.08	0.67	HE
Grand Mean SD		2.49	0.93	ME	2.83	0.77	HE	2.66	0.85	HE

Source: Field Survey Data, 2021

The above table shows an item-by-item analysis of the responses of masters and Ph.D. students on the extent Business Education graduate students are able to demonstrate basic knowledge of certain networking system skills for effective job performance in Business Organizations in Rivers State. A critical view of the table reveals that both masters and Ph.D. students' respondents agreed that they make contact over the telephone, by e-mail and via telephone, whatsapp and facebook as a networking system skill for effective job performance to a high extent. They all agreed that to a low extent, they can by-pass bugs if there is network congestion. However, the two groups differ in their views on being conversant with networking principles & procedures, fast flow of online interaction between units of organization and a quiet and introverted person that follows a step-by-step process in networking skills for effective job performance. While the Ph D respondents claimed a moderate extent, the Masters stood on a moderate extent. On the whole, the respective grand mean of 2.49 and 2.83 for Masters and Ph. D graduate students indicates that while the category of Ph. D accepted being able to demonstrate basic knowledge of certain networking system skills for effective job performance to a high extent, the category for Masters disagreed and maintained a moderate extent. However, the aggregate grand mean response of 2.66 suggests that Business Education graduate students are able to demonstrate basic knowledge of certain networking system skills for effective job performance in Business Organizations, to a high extent.

The z-test statistics was used for testing of hypotheses and the results are presented in the tables that follow.

Hypotheses Testing

H₀₁: There is no significant difference in the mean ratings of Masters and Ph.D. Business Education Graduate students on the extent they are equipped with managerial skills needed to carry out office functions for effective job performance in Business Organizations in Rivers State.

Table 4: z-test Analysis of Mean Ratings of Business Education Graduate Students on the Extent they are Equipped with Managerial Skills needed to Carry out Office Functions for Effective Job Performance in Business Organizations in Rivers State

Variables	N	Mean	SD	Std Error	Z-calc	Z-crit	α	Remarks
Masters	73	2.91	1.08					
				0.25	0.12	1.96	0.05	Accept Ho
Ph.D.	23	2.88	1.06					

Source: Field Survey Data, 2021.

The table reveals that a calculated z-value of 0.5 which is less than the critical value of 1.96. This computed value is not significant at 0.05 alpha level, hence the null hypothesis of no significant difference in the mean response of masters and Ph.D Business Education Graduate students on the extent they are equipped with managerial skills needed to carry out office functions for effective job performance in Business Organizations in Rivers State is accepted. This implies that both masters and Ph.D. students agreed that to a moderate extent, they are equipped with managerial skills needed to carry out office functions for effective job performance in Business Organizations in Rivers State.

H₀₂: There is no significant difference in the mean ratings of Masters and Ph.D. Business Education graduate students on their ability to demonstrate basic knowledge of certain networking system skills for effective job performance in Business Organizations in Rivers State.

Table 5: z-test Analysis of Responses of Business Education Graduate Students on their Ability to Demonstrate Basic Knowledge of Certain Networking System Skills for Effective Job Performance in Business Organizations in Rivers State

Variables	N	Mean	SD	Std Error	Z-calc	Z-crit	α	Remarks
Masters	73	2.49	0.93					
				0.19	1.79	1.96	0.05	Accepted Ho
Ph.D.	23	2.83	0.77					

Source: Field Survey Data, 2021.

Table 2: reveals a mean score of 2.49 for Masters graduate students, 2.83 for Ph. D graduate students, a standard error of 0.19 and a computed z-value of 1.79 which is below the critical value of 1.96. It could be observed that the computed value of z (1.79) is lower than the critical value (1.96). Since the calculated value is lower than the critical value, the null hypothesis is accepted at 0.05 level of significance. This confirms the position of the overall aggregate grand mean of 2.66, which suggests that Business Education graduate students are able to demonstrate basic knowledge of certain networking system skills for effective job performance in Business Organizations to a high extent.

DISCUSSION OF FINDINGS

Managerial Skills Needed to Carry out Office Functions for Effective Job Performance in Business Organizations in Rivers State.

One major finding in this study was that Business Education graduate are equipped with managerial skills needed to carry out office functions for effective job performance in Business Organization to a high extent. No significant difference was found in the mean responses of masters and Ph.D Business Education Graduate students on the extent they are equipped with managerial skills needed to carry out office functions for effective job performance in Business Organizations. In other words, both Masters and Ph.D. students agreed that they are equipped to a high extent, with managerial skills to carry out office functions for effective job performance. This finding is in agreement with the view of Nwosu

(2012) who depicts that graduates can effectively perform their duties in the emerging office technologies through the use of computer system, internet, database management, software packages, Microsoft words star etc. This finding was also affirmed by Miller, Okoro and Oji-Anyaegebu (2012) who opined that the managerial skills expected of Business Education graduate in the modern automated offices are visible in the areas of internet connectivity, digital photocopier, electronic paper trimmer, computer operation, information management, and scanner and paper shredders. Proper acquisition of these modern office skills must make office worker highly relevant and more efficient in their office occupation. Employees are obviously expected to acquaint themselves with these managerial skills that will enable them to manage both human and materials in the office they find themselves. In agreement with Miller, Okoro and Oji-Anyaegebu, Eze, Ezenwafor and Igberaharha (2016) depicts that business education graduates need office technology and management skills to a high extent for self-employment. The two studies are related in terms of similar variable of investigation. Though the geographical areas of studies differ, it is interesting to note the conformity of both findings.

Ability to Demonstrate Basic Knowledge of Certain Networking System Skills for Effective Job Performance in Business Organizations in Rivers State

Business Education graduate students on the aggregate agree on their ability to demonstrate basic knowledge of certain networking system skills for effective job performance in Business Organizations to a high extent. A significant difference was not found between the mean responses of Masters and Ph. D Business Education graduate students with regards to their ability to demonstrate to a high extent, basic knowledge of certain networking system skills for effective job performance in Business Organizations. This finding corroborates the findings of Eze, Ezenwafor and Igberaharha, (2016) who carried out a study on Assessment of Employability Skills Needed for Self-Employment by Business Education Graduates in Delta State, and found that business education graduates in Delta State need office technology and management skills to a high extent for self-employment. The ability to demonstrate the basic knowledge of certain networking system skills suggests employability or appropriate skills for self-employment. However, this finding of the current study contradicts in parts, the findings of Mumuni, and Hawa, (2014) who carried out a study on Modern Office Technology and the Performance of the Business Graduates in Contemporary Organizations in Ghana and established the wide usage of computers, printers and pen drives but recorded lower percentages with intercom, video techniques, projectors and general networking. The availability and use of modern office equipment were found to inevitably affect the activities and output of the business graduates in offices and business organizations, the lack of which may have accounted for the disagreement between the graduate students' responses in the current finding. Mumuni, and Hawa, (2014) study is related to the current study as both have common variables and used the same method of data collection and analyses, but differ in the area of study, nevertheless, the findings are similar. In agreement with Nebo, Nwankwo, Okonkwo and Rita, Adu-opping (2014) opined that paying close attention to others enables you hear and understand what's being said improves work place job performance. The finding is also in agreement with the finding of Mumuni and Hawa (2014) who observed that intercom, video techniques, projectors and general networking recorded lower percentages in usage in Wa municipality, but was shown to be of necessary effective communication. It increases organizational corporation and job effectiveness when verbal communication channels are utilize. Nebo, et al. also found that good communication skills such as ability to hold civilized values, pass information with pleasantries, project a good image, link up organization with beneficial publics, resolve conflicts; interpersonal which has the ability to disseminate information, while interprets and discriminate sources of information, manage crisis, prepare for emergency, display good grooming and maturity on the job, acquire good vocabulary and diction and express clearly stimulates business organization growth for effective productivity, which is also in support of the current finding.

CONCLUSION

Based on the findings, it was concluded that the increasing demands of business organization in this technologically-driven work setting, employers are undoubtedly in continuous search of Business

Education graduates who are not only ready to demonstrate modern office skills but are competent in using these skills to create positive working environment for the overall job performance of the organization. Business Education graduates who have competencies in the modern office skills that are aligned with their contextual behaviors will put them in an advantageous position to stay and progress in workplaces and become attuned to the challenging demands of different work situations. These have resulted in the need to educate Business Education students with the necessary corporate governance knowledge that would enable them function effectively in a corporate organization.

RECOMMENDATIONS

Based on the findings of the study and conclusion made, the following recommendations are made

1. Business Education curriculum planners should liaise with business organizations which are prospective employers of graduates from the various institutions of learning, to ensure that their demands and needs are duly considered during curriculum planning and implementations. This will enable graduates to be relevant in business organization before exploring farther options
2. Government should make available adequate fund for Business Education department as to acquire necessary equipment that would aid the acquisition of necessary competencies required by Business Education students during the course of their programme
3. Business Education graduate students should strive toward skills acquisition because success and progress in the world of work and becoming self-employed self-reliant is dependent on the amount of skills and abilities possessed students with marketable competencies

REFERENCES

- Adu-Oppong, A.A (2014). Communication in the Workplace: Guidelines for Improving Effectiveness. Retrieved from <https://www.researchgate.net/publication/304782482> 14/11/2020
- Akarahu, C. U. (2011). Business education graduates' entrepreneurs' rating of financial management and innovative, thinking skills utilization in entrepreneurial ventures in North Central states, Nigeria. *NAU journal of technology and vocational education* 3(1).
- Delta State, Nigeria. *European Journal of Management and Marketing Studies*, 1(2), 1-14
- Dreyfus, H. & Dreyfus, S. (1986). *Mind over Machine*. New York: Free Press.
- Ekpenyong, U. (2015). Assessment of management competences possessed by Postgraduate University Business Education students to handle entrepreneurship business challenges in Nigeria. *Journal of Education and practice*, 6(18), 35-41. Retrieved on February 14, 2021, from www.richtmann.org.
- Kirkpatrick, D.L. (1994). *Evaluating Training Programmes: The Four Levels*. San Francisco, CA: Berrett-Koehler
- Miller, O, Okoro, P.U. & Ojianaegbu, I. (2012). Assessment of communication and manipulative skills of HND office technology and management products by employers of labour in Delta state. *Business Education Journal*, 8(2), 124 – 136
- Motowidlo, S. J. (2012). Industrial and organizational behaviours. *Journal of applied and social psychology*, 27(1), 12-22. Retrieved on March 18, 2021, from onlinelibrary.wiley.com.
- Motowidlo, S. J. & Borman, W. C. (2012). Behaviour dimensions of job performance. *Handbook of psychology, vol 12*. Retrieved on February 16, 2021, from onlinelibrary.wiley.com.
- Mumuni, A & Hawa, S. A (2014). Modern Office Technology and the Performance of the Business Graduates in Contemporary Organisations in Ghana. *Journal of Information and Knowledge Management*, 3(4), 52-57
- Ogunleye, A. J. & Osekita, J. (2016). Effect of job status, gender and employees' achievement motivation behaviour on work performance: a case study of selected local government areas in Ekiti state, Nigeria. *Researchgate journal* 19 (7), 8 - 18. Retrieved on February 02, 2021 from www.researchgate.net

- NBTE (2004). Assessment of the adequacy of NBTE (2004) national diploma and higher national diploma curriculum for office technology and management. *NAU Journal of technology and vocational education*, 1(1). Retrieved from www.naujtved.com.ng.
- Nebo, C. S. Nwankwo, P. N & Okonkwo, Rita, I. f (2015). The Role of Effective Communication on Organizational Performance: A Study Of Nnamdi Azikiwe University, Awka *Review of Public Administration and Management*, 4(8), 131-148
- Nwogwugwu J. K. (2012). The Need for New Office Skills Competencies for Secretaries Working in the 21st century officer. *Business Education Journal*, 111(9), 113-119
- Nwosu, B.E. (2012). Innovations in business education. A case of keyboarding in business curriculum. *Business Educational Journal*, 3(4), 47-52
- Ogunleye, A. J. & Osekita, J. (2016). Effect of job status, gender and employees' achievement motivation behaviour on work performance: a case study of selected local government areas in Ekiti state, Nigeria. *Researchgate journal* 19 (7), 8 - 18. Retrieved on February 02, 2021 from www.researchgate.net
- Obi, E. C. (2012). ICT in national development: The challenges and prospects for Business Education programme in Nigeria tertiary institutions. *Nigerian Journal of Business Education*, 5(1) 29-36. Retrieved on January 13, 2021 from www.nigjbed.com.ng.
- Okoro, J. (2009). Why students choose business teacher education programme in Nigeria University Business Education. *Journal/Association of Business Educators of Nigeria, Awka*, 7(1), 70-81. Retrieved on March 15, 2021 from delsu.edu.ng.
- Okoye , K.R.E. (2013). Emerging issues in business, vocational and technical education in Nigeria: The challenges and prospects. *A keynote address presented at the 3rd annual national conference organized by school of business education, FCE (Technical), Asaba 20th-24th May, 2013.*
- Okoye, A. C (2016). Professional Competencies Required off Secretaries in Modern Automated Offices in Tertiary Institutions in Anambra State of Nigeria. *Online Journal of Arts, Management and Social Sciences (OJAMSS)*, 1(1), 89 – 97
- Onoyovwi, H.E. (2014). *Perceived Affective Work Skills required by Secretaries for effective service deliveries in modern Office.* A paper presented at the 18th Annual National Conference of Association of Business Education of Nigeria (ABEN)
- Oyemade G.F (2013). Secretarial Administration Yesterday and today. Workshop proceedings of NAPSSON 1993.
- Pondicherry University (2017). Trade and economic relations. *International journal of South Asian Studies*, 27(5), 215-225. Retrieved on January 27, 2021, from backup.pondiuni.edu.in.
- Ubulum, W.E (2008). Mentoring among academic staff of two Nigerian tertiary institutions. *Nigeria journal of educational research and evaluation*, 8(3), 65-72
- Ugwuogo C.C. (2013). Business Education and National Development: Issues and Challenges. *Business Education Journal*, 3, 137-146.
- Van, S. & Motowidlo, S. J. (2012). Factors affecting job performance: a review of literature. *Journal of applied and social psychology* 5(2) 14-21. Retrieved on January 14, 2021 from tci-thaijo.org