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INNOVATIVE STRATEGIES FOR INSTRUCTIONAL DELIVERY OF OFFICE TECHNOLOGY AND MANAGEMENT PROGRAMME IN THE NEW NORMAL IN TERTIARY INSTITUTIONS IN EKITI STATE

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Abstract
This study investigates the innovative strategies for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State. Descriptive survey design was adopted for the study. Two research questions were raised with one hypothesis formulated for the study. The population comprises 35 lecturers in four selected tertiary institutions in Ekiti State. All the entire population size was used because of the manageable size. Structured instrument titled: Questionnaire on innovative Strategies for Instructional Delivery in OTM programme (QISIDOTMP) was used to elicit responses from the respondents. The questionnaire was validated by three experts, one from test and measurement, one from Business Education department and one from Office technology and management. Reliability of the instrument was ensured using Cronbach's alpha and the reliability co-efficient of 8.80 was obtained. The data collected was analyzed using descriptive statistical tool for the research questions and inferential statistical tool for the testing of the hypothesis. The findings revealed that OTM lecturers agreed in the use of identified strategies for instructional delivery of OTM courses. The study concluded that, latest innovative strategies are required and needed in the new normal for instructional delivery of OTM courses. It was recommended that; management of the institutions should procure latest digital facilities with good networking such as internet connectivity to enhance the performance of the secretaries and staff in the institutions. Based on the findings, it was recommended that OTM lecturers should be sent on training and retraining to up skill themselves on the application of innovative strategies for instructional delivery in the new normal for enhanced performance.
Keywords: Innovative Strategies, Instructional Delivery, Office Technology and management, and New Normal

Introduction

Education in the global world is said to be the key to development in all ramification be it economy, political, and social. It is an avenue to acquire requisite training, competencies and proficiencies in the relevant discipline. The skills acquired is needed to secure a paid employment as well as setting up a business venture to become an entrepreneur and employer of labour. However, many graduates in Nigeria tertiary institutions cannot secure a job leading to an increase in unemployment rate in the country. Office technology and management programme which is a sub set of business education and like other aspect of general education has equally been affected by the growing of joblessness and raise question as to whether functional skill acquisition is really the pursuit of office technology and management programme.

This unusual trend has been attributed to the mode of instructional delivery by the lecturers of office technology and management programme. The new innovation in the world of work requires new

skills, competencies and proficiencies. The new approaches to the suitability of the graduates produced to the labour market. Thus, office technology and management programme aims are to contribute to natural development through higher level of manpower development, training and inculcate values to the graduates, develop intellectual capacity of the recipient to individual and acquire the required skills which will enable individual to be self –reliant. (Paul 2022). Office technology and management programme provides training, knowledge and skills needed to perform effectively and efficiently in the labour market and allows its graduates to compete favourably in the global world of work. In order to achieve this objective, premium must be placed on mode of instructional delivery.

Instructional delivery in office technology and management programme is a method by which lecturers facilitate teaching and learning process and activities. It involves assimilation of the contents and subjects matters by the students on schedule without undue hindrances. The students should be able to apply the experience gained and skills acquired in another environment without any difficulties. Hence, the technological advancement in teaching and learning process necessitated technological revolution where instructional delivery is technological based. The conventional method of instructional delivery in office technology and management programme is no longer in vogue as it has been replaced with more sophistical digital technological pedagogy. (Idehan & Emeasoba 2022)

The application of innovative strategies in instructional delivery of office technology and management programme is of immense value in equipping its graduates with needed skills in the global world of work. The objective of office technology and management programme is to produce a qualified and competent graduate who can occupy and compete favourably in the labour market. For this objective to be accomplished, there is need for the application of innovative strategies in the mode of instructional delivery in office technology and management programme. The new normal mode of innovative strategies should be employed in the teaching and learning process. The following innovative strategies would be considered for the purpose of the study. Computational strategies, blended learning strategies, Jigsaw strategies, virtual strategies and adaptive strategies.

Computational strategies is seen as learner-centred strategies and activity oriented whereby the learner carryout problem solving by decomposition, pattern, recognition and abstraction to tackle complex issues through critical thinking, creativity and team work utilizing algorithms. Blended strategies can be defined as an approach to teaching and learning process that combines online educational materials and opportunities for interaction online with physical place-based classroom methods. Here the instructor guides the students as they utilize the internet software to assimilate the subject matter and contents. This increases students' engagement and provide teacher freedom. Assignment is given by the teacher and students are allowed to do the assignment at their own pace.

Similarly, Jigsaw strategies is another approach that connotes a cooperative learning techniques where students become experts on a specific topic, share their knowledge with other colleagues and thus collectively learning the entire subject matters. These strategies are effective in exposing students to a particular skill or experience where learners are allowed to learn through collaboration. Virtual strategies is an online learning environment that allows teachers and students to communicate, interact, collaborate, and explain ideas, though and feelings. It enables students to access quality academic collaboration and acquire knowledge anywhere on the planet so long as they both have a reliable internet connectivity. (Timya and Duktur 2023)

Adaptive strategies is a systematic strategies hat personalizes the learning experience by adjusting content and activities based on a student's individual needs and preference aiming at optimize learning outcomes. The adoption of innovative strategies in the new normal for instructional delivery in office technology and management programme has undoubtedly enhanced students' academic performance tremendously. These strategies have been found to possess the antecedents and capability to improve quality of instructional delivery in the tertiary institutions. They have the potentiality of supporting curriculum implementation and real time interactive between the lecturers and the students which resulted into improved learning outcomes. (Ogwunte, Agburuga, & Abung, 2023)

Idehen and Emeasoba (2022) observed that the innovative strategies in office technology and management programme has not been yielding the desired results and expectations. This can be clearly showed in the qualities of graduates produced to the labour market which the employers of labour assessed and found not employable. The justification of the 21st century employers of labour could be traced to the mode of instructional delivery that stemmed from innovative strategies in teaching and learning process. The skills possessed by office technology and management students differs from the skills required in the labour market thereby creating a skills deficiency.

Statement of the Problem

21st century employers of labour complained bitterly about the skills deficiency on the part of the office technology and management graduates produced in tertiary institutions of learning to the labour marked. They tagged them half-baked graduate which cannot be employed to the global world of work. This issue of unemployment in the country has led to socio vices like banditry and kidnapping that are bedeviling the country. The state and federal government are spending billions of naira on security challenges and empowerment in order to address the issue of unemployment that stemmed from skills gaps. Lecturers in office technology and management programme seems to a greater number still adopt the traditional pedagogy of teaching and learning activity instead of adopting innovative strategies in the instructional delivery in the new normal. The rationale for this seems to be that lecturers of office technology and management discovered non availability of innovative strategies technological facilities in the institutions. Thus, it seems that the lecturers of office technology and management does not possess the requisite skills to utilize the innovative strategies in their instructional delivery. Based on these established premises, it is imperative to investigate the need for innovative strategies for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State.

Research Questions

1. What are the types of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State.

2. What are the level of availability of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State.

Hypothesis

1. There is no significant difference in the mean ratings of male and female office technology and management lecturers on the types of innovative strategies required for effective

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teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State.

Method

The description survey design was used for the conduct of the study. The population of the study consisted of all lecturers in the department of vocational and technical education and Office Technology and Management where office technology and management domiciled in Ekiti State tertiary institutions. These institutions include Ekiti State University, Ado Ekiti (7), Federal University of Oye, Oye Ekiti (5), Bamidele Olomilua University of Education, Science and Technology Ikere Ekiti (10) and Office Technology and Management department, Federal Polytechnic, Ado Ekiti. (13). There are 35 lecturers in these departments. The entire elements of the population was used for the study because of the manageable size of the population. The instrument used was a structured questionnaire titled: "Questionnaire on innovative Strategies for Instructional Delivery in OTM programme (QISIDOTMP)" The Questionnaire of 20 items based on the purpose of the study and the research questions. The instrument was validated by three experts from the department of vocational and technical education and test and measurement, Ekiti State University, Ado Ekiti. A pilot study was conducted at Federal University, Oye Ekiti in order to establish the reliability of the instrument. Cronbach Alpha was used to determine the reliability of the instrument which yielded a reliability coefficient of 0.87. Each of the question item was assigned four response options of High Extent (VHE-4 points), High Extent (HE-3points) Low Extent (LE-2points) Very Low Extent (VLE- 1)

Results

Research Question 1: What are the types of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State.

Table 1: Respondents' Mean and standard Deviation Scores on the types of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State.

S/N	Question Items	X	SD	Remark
1.	Blended Strategies	4.0	0.60	Required
2.	Gamification Strategies	4.0	0.93	Required
3.	Virtual Strategies	3.1	1.21	Required
4.	Jigsaw Strategies	3.9	1.26	Required
5.	Computational Strategies	4.0	0.94	Required
6.	Peer Strategies	4.1	0.93	Required
7.	Service Strategies	3.5	1.15	Required
8.	Adaptive Strategies	3.2	1.27	Required
9.	Personalized Strategies	3.5	1.15	Required
10.	Learning by Doing Strategies	3.9	1.26	Required
Grand Mean		**3.72**		

Data in Table 1 showed that the item identified on the innovative strategies required for instructional delivery in office technology and management programme in the new normal in tertiary

institutions in Ekiti State. The findings revealed that the identified innovative strategies have their mean scores ranges from 3.1 to 4.1. This implies that those items are types of innovative strategies required for instructional delivery in office technology and management programme in tertiary institutions in Ekiti State in the new normal. The items include; blended strategies, gamification strategies, virtual strategies, jigsaw strategies, computational strategies, peer strategies, service strategies, adaptive strategies, personalized strategies and learning by doing strategies.

Research Question 2: What are the level of availability of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State.

Table 2: Respondents' Mean and standard Deviation Scores on the level of availability of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State.

S/N	Question Items	X	SD	Remark
1.	Blended Strategies	4.0	0.60	VHE
2.	Gamification Strategies	4.0	0.93	HE
3.	Virtual Strategies	3.1	1.21	ME
4.	Jigsaw Strategies	3.9	1.26	VHE
5.	Computational Strategies	4.0	0.94	ME
6.	Peer Strategies	4.1	0.93	VHE
7.	Service Strategies	3.5	1.15	ME
8.	Adaptive Strategies	3.2	1.27	ME
9.	Personalized Strategies	3.5	1.15	ME
10.	Learning by Doing Strategies	3.9	1.26	VHE
Grand Mean		**3.72**		

Data in Table 2 showed that the level of availability of innovative strategies required for instructional delivery in office technology and management programme in the new normal in tertiary institutions in Ekiti State is very high. The findings revealed that the identified innovative strategies have their mean scores ranges from 3.1 to 4.1. This implies that those innovative strategies required for instructional delivery in office technology and management programme in tertiary institutions in Ekiti State in the new normal are highly available for teaching and learning activities. The items include; blended strategies which is highly available, gamification strategies which is highly available, virtual strategies moderately available, jigsaw strategies highly available, computational strategies moderately available, peer strategies highly available, service strategies moderately available, adaptive strategies moderately available, personalized strategies moderately available and learning by doing strategies highly available.

Hypothesis: There is no significant difference in the mean ratings of male and female office technology and management lecturers on the types of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State.

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Table 3: Test of significant difference in the mean ratings of male and female lecturers on the types of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State.

Variable	N	Mean	SD	Df	t-cal	P-value	Decision
Male	35	3.68	0.51				
				33	2.17	1.95	Rejected
Female	35	3.40	0.63				

P<0.05 alpha level

Source: Field Survey 2025

The data presented on the t-test statistics in table 3 revealed that the t-calculated (t-cal) value of 2.17 was greater than the t-table (t-tab) value of 1.95 at 0.05 level of significance and 33 degree of freedom. This indicates that there was significant ($p<0.05$) difference in the mean ratings of the responses of male and female office technology and management lecturers on the types of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State. Thus, the null hypothesis of no significant ($p<0.05$) difference in the mean ratings of responses of male and female OTM lecturers is rejected.

Discussion of findings

The findings in research question one showed that office technology and management lecturers agreed on the identified strategies as the types of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State. This implies that office technology and management lecturers utilizes blended strategies, gamification strategies, virtual strategies, jigsaw strategies, computational strategies, peer strategies, service strategies, adaptive strategies, personalized strategies and learning by doing strategies in the teaching and learning activities and for instructional delivery. This allow office technology and management students to acquire OTM skills by stimulating their interest, application of psychomotor taxonomy and ability to apply the skills in another area. This finding corroborated the findings of Idehen and Emeasoga (2022) innovative strategies are required for instructional delivery in office technology and management programme for enhanced skills acquisition.

The findings on research question two revealed that office technology and management lecturers agreed that the level of availability of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State is very high. This has created an avenue for the utilization of the innovative strategies for instructional delivery by the office technology and management lecturers. This finding was in consonance with the report of Ogwunte and Okolocha (2016) who submitted that there is high level of availability of innovative strategies for instructional delivery in business education in tertiary institution in South South, Nigeria.

The finding in the hypothesis revealed that that there was significant difference in the mean ratings of the responses of male and female office technology and management lecturers on the types of innovative strategies required for effective teaching and learning of office technology and management courses in the new normal in tertiary institutions in Ekiti State. This finding of this hypothesis disagree with the finding of of Idehen & Emeasoba that there was no significant difference between male and

female business educators on the innovative strategies in the teaching and learning activities. The difference in both finding could be attributed to divergent opinion and location.

Conclusion

Based on the findings of the study, the study concluded that office technology and management lecturers agreed on the identified innovative strategies has been required for instructional delivery in office technology and management programme in the new normal. While they also agreed that the level of availability of the innovative strategies for instructional delivery in very high in office technology and management programme. Thus, the application of innovative strategies by the office technology and management lecturers is very imperative in the 21st century world of work in other to produce a competent graduates that can compete favourably with their contemporaries globally

Recommendations.

1. The full application of innovative strategies should be embraced and inculcate into office technology and management curriculum for instructional delivery.
2. Training and retraining of office technology and management lecturers should be given a priority by the institutional management in order to improve the utilization of innovative strategies by office technology and management lecturers.
3. Office technology and management lecturers should abridge themselves on the utilization of identified innovative strategies for instructional delivery for enhanced performance in teaching and learning process.

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