

Impact of Retooling Office Technology and Management Skills for Entrepreneurial Proficiency among Business Education students in Yusuf Bala Usman College of Education and Legal Studies, Katsina state, Nigeria.

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Abstract

The study investigates the Impact of Retooling Office Technology and Management Skills for Entrepreneurial Proficiency among OTM students in Business Education Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria. The study was guided by three specific objectives, three research questions. The design for the study was descriptive survey. The study had a population of fifty five (55) business education students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina State Nigeria; the entire population was used as a sample of the study. Structural questionnaire was used for data collection using modified four likert scale. The instrument was validated by three experts and reliability coefficient index of 0.75 was obtained using Cronbach alpha reliability test. The data collected for the study was analyzed using mean and standard deviation. Items with mean score of 2.5 and above were interpreted as 'Agree' while items with mean score below 2.5 were interpreted as 'Disagree' The study revealed among others that artificial intelligence has significant role in enhancing service delivery on secretarial professionals in Nigeria. It was concludes that the information and communication technology skills in office technology and management have impact on entrepreneurial proficiency among office technology and management in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria. The study recommended among others that Government and private organization should also adequately provide modern technological gadget for the enhancing more office technology and management skills in improving entrepreneurial proficiency among OTM students.

Keywords: Retooling OTM skills, Entrepreneurial Proficiency

Introduction

The advent of rapidly evolving office technologies necessitates a re-examination of educational strategies, particularly in the fields of relevant of office technology and management (OTM). As businesses globally adopt new digital tools and platforms, there is an increasing demand for professionals equipped with not only technological expertise but also robust management skills that foster entrepreneurial proficiency.

Historically, the traditional office management curriculum emphasized administrative skills and basic operational procedures (Hodges & Burchell. 2016). However, the proliferation of information and communication technology (ICT) has transformed how office functions are executed, requiring a departure from the outdated pedagogical practice. The integration of advance technology such as cloud computing, collaboration tools and business analytics into everyday office task has reshaped the skills set required from OTM students (Meyer, 2019).

The concept of retooling encompasses both the technological and managerial aspect that are essential for creating a workforce capable of driving innovation and efficiency in office settings (Billett, 2016). The skills needed extend beyond mere technological proficiency to include critical

thinking, effective communication, and problem solving abilities all are crucial for fostering entrepreneurial-mind of students who can adapt and thrive in dynamic work environments. (Becker & Park, 2011).

Statement of the Problem

In the face of growing youth unemployment and an increasingly digitalized economy, Business Education is expected to produce graduates equipped not only with employability skills but also with entrepreneurial competencies. However, there is mounting concern that many Business Education students particularly those specializing in Office Technology and Management (OTM) graduate without the practical skills required to identify, create, and manage viable business ventures in the 21st-century workplace.

While the curriculum offers courses in entrepreneurship and office procedures, it often lacks adequate emphasis on modern ICT tools, digital communication, virtual office systems, and cloud-based technologies, which are critical for entrepreneurial success in a technology-driven economy. Consequently, a disconnect persists between the competencies students acquire and the demands of the current entrepreneurial ecosystem.

Additionally, an inadequate focus on practical applications of technology and management, lack of hand-on experience with modern office technologies and management lead the gap between theoretical knowledge and real-world application, ultimately affecting the student's confidence and readiness to enter into the entrepreneurial workforce.

Studies such as Aliyu (2021) and Oladipo & Okoro (2022) have identified skill gaps in business education graduates, particularly in terms of innovation, digital adaptability, and independent business operation. Despite reforms in curriculum design, there is limited empirical evidence on how *retooling OTM skills* that is, upgrading and aligning them with modern business demands can significantly enhance the entrepreneurial proficiency of students.

In line with above aforementioned the researchers were intended to carry out the research on Impact of Retooling Office Technology and Management Skills for Entrepreneurial Proficiency among Business Education students in Yusuf Bala Usman College of Education and Legal Studies, Katsina state, Nigeria.

Objectives of the Study

The major objective of this study is to determine the Impact of Retooling Office Technology and Management Skills for Entrepreneurial Proficiency among OTM students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria. The specific objectives is based on the scope of the study are to:

1. Determine the retooling information and communication skills for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria

2. Assess the retooling managerial skills for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria
3. Determine the retooling customer relationship management (CRM) skills for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria

Research Questions

The following research questions were raised in order to guide the study:

1. What are the retooling information and communication skills for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria?
2. What are the retooling managerial skills for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria?
3. What are the retooling customer relationship management (CRM) skills for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria?

Review of Related Literature

2.1 Conceptual Framework

2.1.1 Concept of Office Technology and Management (OTM)

Office Technology and Management (OTM) is an interdisciplinary academic and professional field that combines traditional office administration skills with modern information and communication technology (ICT) to enhance the efficiency, productivity, and innovation of office operations in public and private sectors.

According to Oladipo and Okoro (2022), OTM involves the acquisition of competencies in office procedures, digital technologies, information processing, communication systems, and administrative management necessary for effective organizational support and entrepreneurship.

“Office Technology and Management equips students with practical and theoretical knowledge to manage administrative systems, handle business communication, and use modern technological tools to support decision-making processes in office environments” *Oladipo & Okoro (2022, p. 115)*

Umar and Abdulkadir (2021) define OTM as “a discipline designed to produce skilled manpower that can competently manage both manual and electronic office systems in the digital age.”

Key Elements of OTM:

1. **ICT Skills:** Use of software applications (e.g., MS Office, databases, cloud tools)
2. **Office Administration:** Records management, scheduling, filing, and correspondence
3. **Communication:** Business communication skills (written, oral, and electronic)
4. **Entrepreneurial Training:** Innovation and enterprise development

5. **Office Automation:** Application of machines and tools to reduce manual work

Retooling of Office Technology and Management (OTM) Skills these are updated or modernized competencies required for effective office and entrepreneurial operations. They include:

- Digital literacy and information management
- Proficiency in Microsoft Office Suite and cloud-based tools
- Communication and interpersonal skills
- Record and document management systems
- Office automation and virtual collaboration platforms

2.1.2 Concept of Entrepreneurial Proficiency

Entrepreneurial proficiency refers to the combination of knowledge, skills, attitudes, and competencies that enable an individual to successfully identify business opportunities, mobilize resources, innovate, and manage a sustainable enterprise in a dynamic market environment.

According to **Henry, Hill, and Leitch (2020)**, entrepreneurial proficiency encompasses “a set of functional and behavioural capabilities that allow individuals to act on entrepreneurial intentions, adapt to market challenges, and generate value through business creation and management.”

“Entrepreneurial proficiency is not only the capacity to start a business but also the ability to sustain and grow it through innovation, leadership, and strategic execution.”

Components of Entrepreneurial Proficiency:

1. **Opportunity Identification:** Ability to recognize and assess viable business ideas
2. **Innovation and Creativity:** Developing new products, services, or processes
3. **Business Planning and Management:** Strategic planning, marketing, and financial control
4. **Resource Mobilization:** Efficient use of human, financial, and material resources
5. **Risk Assessment and Resilience:** Evaluating uncertainty and sustaining ventures
6. **Use of Technology:** Applying digital tools to improve efficiency and market reach

2.1.3 Concept of Business Education

Aliyu (2021) describes business education as “a skill-oriented programme that equips learners with entrepreneurial, managerial, and technological competencies to be self-employed or engage meaningfully in the business world.”

Business Education is an academic discipline that provides individuals with the knowledge, skills, attitudes, and values required to function effectively in business-related careers, engage in entrepreneurship, and contribute to national economic development.

According to **Osuala (2009)**, business education is “a programme of instruction which consists of office education and general business education; office education prepares students for careers in office occupations, while general business education provides information and competencies needed by all individuals in managing personal and business affairs.”

“Business education fosters the development of vocational competencies, entrepreneurial skills, and technological proficiency necessary for employment and self-reliance.”
Osuala (2009, p. 12)

Components of Business Education:

1. Office Technology and Management (OTM)
2. Accounting and Financial Literacy
3. Marketing and Business Communication
4. Entrepreneurship Development
5. Information and Communication Technology (ICT)

Business education in Nigeria is designed to:

- Prepare students for office-related and business careers
- Promote entrepreneurship and job creation
- Equip graduates with ICT and managerial skills relevant to both public and private sectors

Theoretical Framework

Theory of Planned Behavior (TPB) – Ajzen (1991)

TPB posits that entrepreneurial behavior is influenced by intention, which is shaped by an individual’s attitude toward entrepreneurship, perceived behavioural control (skills and resources), and social norms. The relevance to this study Retooling OTM skills may increase students’ perceived control over entrepreneurial tasks (e.g., using ICT, managing virtual offices), thereby strengthening their intention and ability to start a business. “The more skilled and confident students feel in managing business-related tasks, the more likely they are to engage in entrepreneurial activities.” Ajzen (1991).

Methodology

Research Design

The study adopted the descriptive survey design to the source of the data using structured questionnaire which was organized by the researchers to fetch the information from the target population of the study.

Population of the Study

The target population of the study is made up fifty two (52) business education graduates in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria.

Sample Sampling Technique

The entire population of (52) were purposely selected as sample for the study.

Instrument of Data Collection

The eighteen (18) questionnaire items was designed for data collection from respondent's opinion. The respondents opinions were rated inform of strongly agree (4) agree (3) disagree (2) and strongly disagree (1) as an instrument for data collection of the study.

Validity and Reliability of the Instrument

The instrument of data collection of the study was validated by three expert and the reliability index of 0.73s was obtained. The test re-test was also used. The researcher administered the questionnaires to the respondents, all the twenty five (25) questionnaires were returned.

Method of Data Analysis

The data collected for this were coded into statistical package of social sciences (SPSS), 25. The package was used to calculate mean and standard deviation. A mean score of 2.50 was used as the cut-off point. Items with mean score of 2.5 and above were interpreted as 'Agree' while items with mean score below 2.5 were interpreted as 'Disagree'

Results

Research Question One: *What are the retooling information and communication technology skills of office technology and management for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies?*

Table 1: Mean and Standard Deviation on the Retooling Information and Communication Skills for Entrepreneurial Proficiency among Office Technology and Management Students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria.

S/N	ITEMS	N	MEAN	SD	REMARK
1	I am confident in my ability to use digital tools for data analysis and interpretation.	52	3.28	1.21	Agreed
2	I have the skills to create effective online presentation and pitches.	52	3.18	1.26	Agreed
3	I am proficient in using social media platforms for marketing and branding.	52	3.48	1.219	Agreed
4	I can effectively utilize cloud based tools for collaboration and project management.	52	1.76	1.238	Disagreed
5	I have the skills to design and develop a professional website.	52	3.82	1.234	Agreed
6	I am confident in my ability to use digital tools for customer relationship management.	52	2.32	1.86	Dis agreed
Grand Total		52	3.0	1.23	Agreed

Source: Field Study, 2024

The output of the descriptive statistics presented in Table 1 revealed that four (4) items of the variable of the impact of retooling information and communication technology skills of office technology and management for entrepreneurial proficiency among office technology and management students in in Yusuf Bala Usman College of Education and Legal Studies Daura,

Katsina state, Nigeria, were having a mean score of above 3.0. While two (2) were having below 3.0. The mean scores of the impact of retooling information and communication technology skills of office technology and management for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria, ranging from 1.76 to 3.82. The grand mean impact of retooling information and communication technology skills of office technology and management for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria 3.0 which is above the benchmark of revised four point Likert scale. The results indicate that the respondents agreed with statements of retooling information and communication technology skills of office technology and management for entrepreneurial proficiency have significant impact among office technology and management students in in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria.

Research Question Two: *What are the retooling of managerial skills for entrepreneurial proficiency among office technology and management students in in Yusuf Bala Usman College of Education and Legal Studies?*

Table 2: Mean and Standard Deviation on the Retooling Managerial Skills for Entrepreneurial Proficiency among Office Technology and Management Students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria

S/N	ITEMS	N	MEAN	SD	REMARK
1	I actively seek out opportunities for training and development to enhance my managerial abilities.	52	3.38	1.21	Agreed
2	I effectively use technology tools to improve my managerial processes and decision making.	52	3.09	1.26	Agreed
3	I am willing to learn new managerial skills to adapt to changes in the business environment.	52	3.48	1.219	Agreed
4	I feel confident in my ability to manage projects from inception to completion, ensuring all task are completed on time.	52	1.96	1.238	Disagreed
5	I regularly engage in strategic thinking to align my goals with the long-term vision of an organization.	52	3.8	1.234	Agreed
6	I am open to collaborating with others and sharing ideas to enhance team performance and outcomes.	52	2.32	1.86	Dis agreed
Grand Total		52	2.99	1.34	Agreed

Source: Field Study, 2024

The output of the descriptive statistics presented in Table 1 revealed that four (4) items of the variable of the impact of retooling of managerial skills for entrepreneurial proficiency among office technology and management students in in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria, were having a mean score of above 3.0. While two (2) were having below 2.50. The mean scores of the impact of retooling of managerial skills for

entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria, ranging from 1.96 to 3.82. The grand mean impact of retooling of managerial skills for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria, 2.99 which is above the benchmark of revised four point Likert scale. The results indicate that the respondents agreed with statements of retooling of managerial skills for entrepreneurial proficiency, Nigeria have significant impact among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria.

Research Question Three: *What are the retooling customer relationship management (CRM) skills for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies?*

Table 3: Mean and Standard Deviation on the Retooling Customer Relationship Management (CRM) Skills for Entrepreneurial Proficiency among Office Technology and Management Students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria

S/N	ITEMS	N	MEAN	SD	REMARK
1	I feel confident in my ability to identify and understand the needs of customers.	52	3.18	1.21	Agreed
2	I can communicate effectively with customers to build and maintain strong relationship.	52	3.08	1.26	Agreed
3	I possess the skills to address and resolve customers issues or complaints promptly	52	3.48	1.219	Agreed
4	I actively seek opportunities to engage with customers and make them feel valued.	52	1.76	1.238	Disagreed
5	I regularly gather and utilize customers' feedback to improve my service or product.	52	3.72	1.234	Agreed
6	I can personalize my interactions with customers to enhance their overall experience.	52	2.32	1.86	Dis agreed
Grand Total		52	2.92	1.34	Agreed

Source: Field Study, 2024

The output of the descriptive statistics presented in Table 3 revealed that four (4) items of the variable of the impact of retooling customer relationship management (CRM) skills for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria, were having a mean score of above 3.0. While two (2) were having below 2.50. The mean scores of the impact of retooling customer relationship management (CRM) skills for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria, ranging from 1.76 to 3.72. The grand mean impact of retooling customer relationship management (CRM) skills for entrepreneurial proficiency among office technology and management students in Yusuf Bala Usman College of Education and

Legal Studies Daura, Katsina state, Nigeria, Nigeria, 3.0 which is above the benchmark of revised four point Likert scale. The results indicate that the respondents agreed with statements of retooling customer relationship management (CRM) skills for entrepreneurial proficiency have significant impact among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria.

Discussion of Findings

The findings of research question 1 indicate that the respondents agreed with statements of the statements of retooling information and communication technology skills of office technology and management for entrepreneurial proficiency have significant impact among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria, with mean of 3.0 and standard deviation of 1.33. This is in line with Ahmad (2024) opined that information and communication technology skills was enhancing entrepreneurial proficiency through training the students to acquire the practical or hand-on experience in their institution.

The findings of research question 2 indicate that the respondents agreed with statements of the statements of retooling managerial skills of office technology and management for entrepreneurial proficiency have significant impact among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria, with mean of 2.99 and standard deviation of 1.33. This is in line with Irakaku (2018) who reported that to realize fully potential entrepreneurial proficiency emphasis must be on the managerial skills that will enable the students to understand is potentialities.

The findings of research question 3 indicate that the respondents agreed with statements of the statements of customer relationship management (CRM) skills for entrepreneurial proficiency have significant impact among office technology and management students in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria, with mean of 2.92 and standard deviation of 1.34. This is in line with Audu (2022) who opined that retooling customer relationship will improve entrepreneurial proficiency and economic development.

Conclusion

Based on the findings the study the researchers concluded that the information and communication technology skills in office technology and management have impact on entrepreneurial proficiency among office technology and management in Yusuf Bala Usman College of Education and Legal Studies Daura, Katsina state, Nigeria

Recommendations

Based on the findings of the study researchers recommend the followings:

1. Government and private organization should also adequately provide modern technological gadget for the enhancing more office technology and management skills in improving entrepreneurial proficiency among OTM students.

2. The office technology and management lecturers should device the means of their teaching in order to properly teach the student different aspect of managerial skills so that can improve the entrepreneurial proficiency for better life after graduation.
3. Government should also intervene through institutions to ensure internship program should be necessary for the each students in order to ensure that CRM skills are to be familiar and improve entrepreneurial proficiency.

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