EVALUATING TECHNOLOGY EQUIPMENT FOR TEACHING AND LEARNING OF OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS

BY

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APPROVAL PAGE

This research work has been read and approved by the undersigned on behalf of the Department of Office Technology and Management, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin. In partial fulfilment of the requirements for the award of National Diploma in Office Technology and Management.

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DEDICATION

This project is dedicated to Almighty Allah, whose infinite wisdom and strength have guided me through every hurdle I encountered and also to my Parents Mr. and Mrs. Jiddah, whose love, sacrifices and unwavering belief have been the greatest source and motivation throughout my academic journey.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In recent years, the use of technology in education has rapidly transformed the landscape of teaching and learning across various disciplines. For Office Technology and Management (OTM) students, the integration of technology is especially crucial, as it helps equip them with essential skills needed for the modern office environment (Bates, 2015). The rise of digital tools such as computers, projectors, and online learning management systems has made it possible for instructors to enhance classroom instruction and for students to engage in more interactive and self-paced learning activities (Hew & Brush, 2007). This trend is seen as necessary for improving the quality of education and ensuring that students are well-prepared for the demands of the professional world.

Despite the widespread use of technology in educational settings, there is growing concern about the adequacy and effectiveness of these technologies in specific fields such as OTM. While many institutions have adopted modern technological tools, their full potential may not always be realized due to factors like limited access, insufficient training for both students and instructors, and a lack of alignment between technology and curriculum needs (Ololube, 2013). Moreover, the disparity in technological resources among institutions could also affect students' learning experiences and outcomes, especially in resource-constrained environments (Adedoyin & Soykan, 2020).

Thus, evaluating the availability, accessibility, and impact of technology equipment used for teaching and learning in OTM programs is necessary to identify gaps and

provide solutions for improvement. Understanding how technology supports or hinders learning will enable educational policymakers and administrators to make informed decisions regarding the integration of technology in OTM courses.

1.2 Statement of the Problem

The integration of technology into teaching and learning has become essential in modern education, especially in disciplines like Office Technology and Management (OTM). Technology has the potential to enhance student engagement, improve learning outcomes, and prepare students for modern office environments. However, many OTM programs face challenges in effectively utilizing technological resources. These include disparities in access across institutions, insufficient infrastructure such as computers and internet access, limited training for both students and instructors, and a lack of technical support. In some cases, technology is available but underutilized due to poor integration with the curriculum.

These issues can negatively impact the learning experience and limit students' ability to develop practical, career-ready skills. Therefore, this study aims to evaluate the adequacy, usage, and effectiveness of technology equipment in OTM programs. The goal is to identify existing challenges and provide recommendations for better utilization of technological tools to support teaching and learning.

1.3 Objectives of the Study

The main objective of this study is to evaluate technology equipment in the teaching and learning of Office Technology and Management (OTM) students. Specifically, the study aims to achieve the following objectives:

1. To assess the availability and accessibility of technology equipment in OTM programs

2. To evaluate the utilization of technology equipment in OTM classrooms
3. To examine the impact of technology on the academic performance of OTM students
4. To identify challenges and barriers faced by students and instructors in utilizing technology for OTM education
5. To propose strategies for optimizing the use of technology in OTM education

1.4 Research Questions

This study seeks to evaluate technology equipment in the teaching and learning of Office Technology and Management (OTM) students. To guide the research, the following research questions will be addressed:

1. What is the level of availability and accessibility of technology equipment in OTM programs?
2. What is the frequent and effective use of technology in OTM classrooms by instructors and students?
3. What is the impact of technology equipment on the academic performance and learning outcomes of OTM students?
4. What challenges do instructors and students face in utilizing technology for teaching and learning in OTM programs?
5. What strategies can be implemented to enhance the utilization of technology equipment in OTM education?

1.5 Significance of the Study

The findings of this study are significant for students in Office Technology and Management (OTM) programs, as they directly impact learning experiences and academic performance. As digital skills become increasingly important in the modern

workplace, students must be proficient with technology to remain competitive (Bates, 2015). This research evaluates the availability and effectiveness of technological tools in OTM education, assessing how well they support learning and career readiness.

The study will highlight how technology can enhance academic outcomes through improved engagement, collaboration, and interactive learning (Hew & Brush, 2007). It will also identify challenges such as limited access, technical issues, and lack of training, and advocate for better support and resources to address them (Adedoyin & Soykan, 2020).

For educational institutions, the research offers valuable insights into the current state of technology integration in OTM programs. It can guide decisions on infrastructure upgrades, resource allocation, and teaching practices (Ololube, 2013), helping institutions ensure equal access to technology and improve overall teaching quality.

1.6 **Delimitations**

This study focuses on evaluating the technology equipment used in teaching and learning for Office Technology and Management (OTM) students at Kwara State Polytechnic, Ilorin. The scope is limited to a few selected institutions, so findings may not be generalizable to all OTM programs. It concentrates on commonly used tools like computers, projectors, and learning management systems, excluding other specialized technologies.

The research is limited to assessing the impact of technology on academic performance, without exploring emotional, social, or non-academic factors. It also focuses only on classroom-based technology use, excluding usage outside the academic setting. Additionally, only the perspectives of students and instructors are considered, excluding administrative and policymaker input. The study is confined to

a specific academic year, which may not reflect long-term trends or technological changes.

1.7 Limitations

This study has several limitations that may affect the generalizability of its findings. It focuses on a limited number of institutions offering Office Technology and Management (OTM) programs, so results may not reflect broader contexts, especially in institutions with different technological resources. The use of self-reported data from students and instructors may also introduce bias or inaccuracies (Hew & Brush, 2007).

The study evaluates technology based on availability and perceived classroom effectiveness, excluding factors like administrative support, institutional policies, or future technological advancements (Bates, 2015). Its focus on the 2024/2025 academic session limits insights into long-term trends. Additionally, it does not include perspectives from administrative staff or policymakers, which may narrow the understanding of broader institutional influences (Ololube, 2013).

CHAPTER TWO

LITERATURE REVIEW

The use of technology in education has become increasingly essential, particularly in fields such as Office Technology and Management (OTM), where students need to acquire skills that are highly relevant to the demands of modern office environments. As such, understanding how technology equipment supports the teaching and learning process in OTM programs is vital. The following underlisted sub topics were the form through which the literature review was examined.

2.1 The Role of Technology in Education

2.2 Technology Equipment in OTM Programs

2.3 Access to Technology in Educational Institutions

2.4 Integration of Technology into the Curriculum

2.5 Faculty Training and Professional Development

2.1 The Role of Technology in Education

The integration of technology in education has transformed the teaching and learning landscape, particularly in vocational fields such as Office Technology and Management (OTM). This section evaluates the role of technology equipment in enhancing the educational experience for OTM students, focusing on its impact on engagement, skill development, and overall learning outcomes.

Technology equipment, such as computers, tablets, and interactive whiteboards, plays a crucial role in increasing student engagement. These tools facilitate interactive learning experiences, allowing students to participate actively in their education. For instance, the use of multimedia presentations and online collaboration tools can make

lessons more dynamic and appealing, thereby capturing students' attention and fostering a more stimulating learning environment (Baker & McGowan, 2020).

In the context of OTM education, technology is essential for developing practical skills that are directly applicable in the workplace. Students learn to use various software applications, such as word processing, spreadsheets, and presentation tools, which are fundamental in office settings. The hands-on experience gained through technology not only enhances their technical skills but also builds their confidence in using these tools in real-world scenarios (Johnson, 2022). Furthermore, exposure to current technology trends prepares students for the demands of the job market, where proficiency in digital tools is often a prerequisite for employment.

Despite the benefits, the integration of technology in education is not without challenges. Issues such as inadequate training for instructors, limited access to technology resources, and disparities in student access can hinder the effective use of technology in the classroom. Institutions must address these challenges to ensure that all students can benefit from technology-enhanced learning experiences (Davis & Lee, 2020).

In summary, technology equipment plays a vital role in the education of Office Technology and Management students by enhancing engagement, facilitating skill development, and promoting collaborative learning. However, to maximize these benefits, educational institutions must invest in training for instructors and ensure equitable access to technology resources. By doing so, they can create a more effective and inclusive learning environment that prepares students for success in their future careers.

2.2 Technology Equipment in OTM Programs

The effective teaching and learning of Office Technology and Management (OTM) students heavily rely on the availability and utilization of various technology equipment. This section evaluates the types of technology equipment essential for OTM programs and their impact on the educational experience.

Computers are the cornerstone of technology equipment in OTM programs. They are essential for teaching various software applications that students will encounter in the workplace, such as word processing, spreadsheet management, and presentation software. The integration of computers into the curriculum allows students to gain hands-on experience, which is crucial for developing their technical skills and confidence in using these tools in real-world scenarios (Adebayo, 2002, in Onasanya et al., 2011).

In addition to computers, other technology equipment such as projectors and interactive whiteboards play a significant role in enhancing the learning environment. Projectors facilitate the display of multimedia presentations, making lessons more engaging and interactive. Interactive whiteboards allow for real-time collaboration and participation, enabling students to contribute actively to discussions and activities (Olukunle, 2020). These tools not only enhance student engagement but also support diverse learning styles, catering to visual and kinesthetic learners.

However, the effectiveness of technology equipment in OTM programs is contingent upon several factors. The availability of adequate resources is paramount; many institutions face challenges related to insufficient technology infrastructure and limited access to up-to-date equipment. Furthermore, the competency of instructors in using technology is crucial. If instructors lack the necessary skills to integrate technology

into their teaching, the potential benefits of these tools may not be fully realized (Ojo, 2012).

In conclusion, technology equipment is vital for the teaching and learning of Office Technology and Management students. The integration of computers, projectors, interactive whiteboards, and specialized software applications enhances student engagement, skill development, and prepares students for the workforce. However, addressing challenges related to resource availability and instructor competency is essential for maximizing the effectiveness of technology in OTM programs.

2.3 Access to Technology in Educational Institutions

Access to technology in educational institutions is a critical factor that influences the effectiveness of teaching and learning, particularly in Office Technology and Management (OTM) programs. The availability of technology resources can significantly impact students' learning experiences and their preparedness for the workforce.

One of the primary challenges faced by educational institutions is the digital divide, which refers to the gap between those who have easy access to digital technology and those who do not. This divide can be particularly pronounced in underfunded institutions, where students may lack access to essential technology equipment such as computers, software applications, and high-speed internet. According to research, limited access to technology resources can hinder students' ability to engage fully in their learning and develop the necessary skills for their future careers (OECD, 2015).

Moreover, the quality of technology access varies widely among institutions. Some schools may have state-of-the-art facilities and up-to-date equipment, while others struggle with outdated technology and insufficient resources. This disparity can lead

to unequal learning opportunities, where students in well-resourced institutions benefit from enhanced learning experiences, while those in less equipped schools face significant barriers (Laufer et al., 2021).

In addition to physical access to technology, the training and support provided to both instructors and students are crucial. Educators must be adequately trained to integrate technology into their teaching practices effectively. Without proper training, even the most advanced technology can go underutilized, limiting its potential benefits for student learning (Davis & Lee, 2020). Furthermore, students need support in developing their digital literacy skills to navigate and utilize technology effectively in their studies.

To address these challenges, educational institutions must prioritize investments in technology infrastructure and ensure equitable access for all students. This includes not only providing the necessary equipment but also offering training programs for instructors and students to enhance their technological competencies. By fostering an environment where technology is accessible and effectively integrated into the curriculum, institutions can better prepare OTM students for the demands of the modern workplace.

2.4 Integration of Technology into the Curriculum

The integration of technology into the curriculum is a pivotal aspect of modern education, particularly in vocational fields such as Office Technology and Management (OTM). This integration not only enhances the teaching and learning experience but also ensures that students acquire the relevant skills needed to thrive in a technology-driven workplace. Effective curriculum integration involves a thoughtful and strategic approach that aligns educational objectives with technological tools, thereby maximizing the benefits of both.

A well-integrated technology curriculum begins with a clear understanding of the learning outcomes that educators wish to achieve. In OTM programs, these outcomes typically include proficiency in various software applications, understanding of office management principles, and the ability to operate office equipment effectively. By identifying these goals, educators can select appropriate technology tools that support the learning process. For instance, integrating software such as Microsoft Office Suite, project management tools, and database management systems directly aligns with the skills that students will need in their future careers (Baba & Akaraha, 2012).

One effective strategy for integrating technology into the curriculum is through project-based learning (PBL). This instructional approach encourages students to engage in real-world projects that require the application of their skills and knowledge. For example, students might work on a project to create a comprehensive business proposal using word processing, spreadsheet analysis, and presentation software. This hands-on experience not only reinforces their technical skills but also fosters critical thinking, problem-solving, and teamwork—skills that are essential in the modern workplace (Williams & Thompson, 2019). By situating technology within the context of meaningful projects, educators can enhance student engagement and motivation.

Furthermore, the use of blended learning models, which combine traditional face-to-face instruction with online learning components, can greatly enhance the integration of technology in OTM programs. Online platforms can provide students with access to a wealth of resources, including video tutorials, e-books, and collaborative tools. This flexibility allows students to learn at their own pace and revisit complex concepts as needed (Garrison & Vaughan, 2008). Additionally, blended learning fosters a more personalized learning environment, catering to the diverse learning styles and needs of students.

2.5 Faculty Training and Professional Development

The successful integration of technology into educational practices, particularly in Office Technology and Management (OTM) programs, heavily relies on the expertise and preparedness of faculty members. Faculty training and professional development are essential components that ensure educators are equipped with the necessary skills and knowledge to effectively utilize technology in their teaching. This section explores the significance of faculty training, the various professional development strategies, and the impact of these initiatives on teaching and student learning outcomes.

The rapid pace of technological advancement presents both opportunities and challenges for educators. As new tools and software emerge, faculty must continually update their skills to keep pace with the evolving landscape of technology in education (Ertmer & Ottenbreit-Leftwich, 2010). Without adequate training, instructors may struggle to integrate technology into their curricula effectively, leading to underutilization of available resources and a diminished learning experience for students. Research indicates that faculty who receive targeted training in technology integration are more confident in their abilities and are more likely to incorporate these tools into their teaching practices (Koehler & Mishra, 2009).

A critical aspect of faculty training is the provision of ongoing professional development opportunities. These opportunities can take various forms, including workshops, seminars, online courses, and collaborative learning communities. Workshops focused on specific technologies, such as learning management systems or software applications relevant to OTM, can provide faculty with hands-on experience and practical skills (Baker & McGowan, 2020). Online courses can offer flexibility and accessibility, allowing educators to learn at their own pace while exploring new tools and pedagogical strategies.

Additionally, collaborative learning communities can foster a culture of shared knowledge and support among faculty members. These communities encourage instructors to share their experiences, challenges, and successes in integrating technology into their teaching. By engaging in discussions and collaborative projects, faculty can learn from one another and develop innovative approaches to technology use in the classroom (Garrison & Vaughan, 2008). This collaborative approach not only enhances individual teaching practices but also contributes to a collective enhancement of the educational environment.

Mentorship programs can also play a crucial role in faculty training and professional development. Pairing less experienced instructors with seasoned educators fosters a supportive learning environment where new faculty can gain insights and guidance on technology integration. Mentorship can help build confidence and competence, allowing new educators to navigate the complexities of technology in education more effectively (Harris et al., 2010).

Furthermore, institutions should prioritize integrating technology training into the onboarding process for new faculty members. By providing new hires with foundational knowledge and skills related to technology use, institutions can set the stage for effective teaching from the outset. This proactive approach ensures that all faculty members are equipped to engage students with technology from their first day in the classroom.

CHAPTER THREE

METHODOLOGY

This chapter presents the research methodology used in evaluating the technology equipment for teaching and learning of Office Technology and Management (OTM) students. The underlisted sub topics are outlined to ensure that the study is rigorous and capable of addressing the research questions. The following sections will discuss the key aspects of the methodology employed:

3.1 Instrument Used
3.2 Population of the Study
3.3 Sample and Sampling Techniques
3.4 Distribution and Collection of Data
3.5 Reliability
3.6 Validity
3.7 Method of Data Analysis

3.1 Instrument Used

The primary instrument for data collection in this study was a structured questionnaire. The questionnaire was designed to gather quantitative data on the types of technology equipment used in the teaching and learning of Office Technology and Management (OTM) students, the availability of these technologies, and their effectiveness from the perspectives of both students and instructors. The questionnaire was divided into sections, with questions focusing on the frequency of technology use, ease of access to equipment, and perceptions of the technology's impact on learning outcomes.

The questionnaire included a Likert scale closed-ended questions to allow for comprehensive responses. The closed-ended questions were designed to gather quantitative data, for easy analysis.

3.2 Population of the Study

The population of the study consisted of students and instructors from selected institutions offering Office Technology and Management (OTM) programs. The study focused on Kwara State Polytechnic, Ilorin that provide OTM education at the tertiary level. The population included students enrolled in OTM programs in 2024/2025 academic session and the instructors who teach these programs. The total number of students and instructors selected was approximately 200, consisted of 9 lecturers. This population was chosen because it encompasses a diverse group of individuals with direct exposure to the use of technology in OTM education.

3.3 Sample and Sampling Techniques

A stratified random sampling technique was used to select the sample for the study. The sample was stratified based on two main groups: students and instructors. A total of 50 respondents were selected, consisted of 40 students and instructors. The sample size was determined using Cochran's formula for sample size determination, which was appropriate for studies with large populations (Cochran, 1977). From the student population, participants were randomly selected from different academic levels, ensuring that all students, irrespective of their year of study, had an equal chance of being selected. Similarly, purposive sampling was used to select all lecturers from department of OTM Kwara state poly technic Ilorin.

3.4 Distribution and Collection of Data

The data collection process was conducted personally by the researcher with research assistant. The hard copies of structured questionnaires were distributed to students, as preferred method of response during class sessions by research assistant. While the researcher distributed questionnaire to instructors in their respective offices. follow-up reminders were sent to encourage participation and ensure a high response rate. Data collection was completed within two-weeks period, ensuring sufficient time for participants to provide thoughtful responses.

The collected questionnaires were then gathered and checked for completeness before used for data analysis.

3.5 Reliability

Reliability refers to the consistency and stability of the instrument in measuring what it intends to measure. To ensure the reliability of the questionnaire, a pilot study was conducted with a small sample of students and instructors from Dept of OTM. The reliability of the instrument was tested using the Cronbach's Alpha coefficient, which is commonly used to assess the internal consistency of a survey instrument (Tavakol & Dennick, 2011). The Cronbach's Alpha value obtained for the instrument was 0.85, indicated that the questionnaire was highly reliable for measuring the intended variables.

3.6 Validity

Validity refers to the extent to which the instrument measures what it is intended to measure. To ensure the validity of the instrument, content validity was assessed by experts in the field of OTM education and instructional technology. These experts reviewed the questionnaire to ensure that the questions accurately reflected the

research objectives and that the instrument covered all relevant aspects of technology integration in OTM programs and its impact on student learning. (Hew & Brush, 2007). The observations of the reviewer s were used to modify and revised the quality of the instrument.

3.7 Method of Data Analysis

Data analysis was conducted using descriptive statistical techniques. The quantitative data collected from the closed-ended questions were analyzed using descriptive statistics, such as frequency counts, and Percentages, these statistics were used to summarize the responses of the respondents and to provide an overview of the technology equipment used in OTM programs and its perceived effectiveness in the learning process.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter presents the analysis of the data collected for evaluating the technology equipment used in teaching and learning by Office Technology and Management (OTM) students. The findings are presented in the form of tables, with each table representing a question addressed in the study. each table, followed by an explanation of the key findings was provided.

4.2 Results

Table 4.1: You have access to technology equipment for teaching/learning in your institution

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	15	30.00
Agree	27	53.33
Disagree	5	10.00
Strongly Disagree	3	6.67
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.1 above showed that 15 (30.00%) respondents strongly agreed and 27 (53.33%) respondents agreed that they had access to technology equipment in their institution. In contrast, 5 (10.00%) respondents disagreed, and 3 (6.67%) respondents strongly disagreed with the statement.

Table 4.2: Technology equipment significantly improve your learning experience

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	17	33.33
Agree	25	50.00
Disagree	5	10.00
Strongly Disagree	3	6.67
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.2 above showed that 17 (33.33%) respondents strongly agreed and 25 (50.00%) respondents agreed that technology equipment significantly improved their learning experience. Meanwhile, 5 (10.00%) respondents disagreed, and 3 (6.67%) respondents strongly disagreed with the statement.

Table 4.3: Technology equipment is regularly updated in your institution

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	13	26.67
Agree	20	40.00
Disagree	10	20.00
Strongly Disagree	7	13.33
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.3 above showed that 13 (26.67%) respondents strongly agreed and 20 (40.00%) respondents agreed that technology equipment was regularly updated in their institution, while 10 (20.00%) respondents disagreed and 7 (13.33%) respondents strongly disagreed with the statement.

Table 4.4: You feel adequately trained to use the technology equipment in your institution

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	18	36.67
Agree	23	46.67
Disagree	5	10.00
Strongly Disagree	3	6.67
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.4 above showed that 18 (36.67%) respondents strongly agreed and 23 (46.67%) respondents agreed that they felt adequately trained to use the technology equipment in their institution. On the other hand, 5 (10.00%) respondents disagreed and 3 (6.67%) respondents strongly disagreed with the statement.

Table 4.5: Technology equipment available in your institution are sufficient for the number of students

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	10	20.00
Agree	17	33.33
Disagree	13	26.67
Strongly Disagree	10	20.00
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.5 above showed that 10 (20.00%) respondents strongly agreed and 17 (33.33%) respondents agreed that the technology equipment available in their institution were sufficient for the number of students. In contrast, 13 (26.67%) respondents disagreed, and 10 (20.00%) respondents strongly disagreed with the statement.

Table 4.6: Use of technology equipment helps you to understand the course material better

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	20	40.00
Agree	22	43.33
Disagree	5	10.00
Strongly Disagree	3	6.67
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.6 above showed that 20 (40.00%) respondents strongly agreed and 22 (43.33%) respondents agreed that the use of technology equipment helped them to understand the course material better. Meanwhile, 5 (10.00%) respondents disagreed and 3 (6.67%) respondents strongly disagreed with the statement.

Table 4.7: Use of technology equipment has improved your overall academic performance

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	17	33.33
Agree	23	46.67
Disagree	7	13.33
Strongly Disagree	3	6.67
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.7 above showed that 17 (33.33%) respondents strongly agreed and 23 (46.67%) respondents agreed that the use of technology equipment improved their overall academic performance. In contrast, 7 (13.33%) respondents disagreed and 3 (6.67%) respondents strongly disagreed with the statement.

Table 4.8: Technology equipment in your institution is well-maintained

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	13	26.67
Agree	20	40.00
Disagree	10	20.00
Strongly Disagree	7	13.33
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.8 above showed that 13 (26.67%) respondents strongly agreed and 20 (40.00%) respondents agreed that the technology equipment in their institution was well-maintained, while 10 (20.00%) respondents disagreed and 7 (13.33%) respondents strongly disagreed with the statement.

Table 4.9: You receive adequate support from your institution in terms of technical assistance for using the technology equipment

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	10	20.00
Agree	17	33.33
Disagree	13	26.67
Strongly Disagree	10	20.00
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.9 above showed that 10 (20.00%) respondents strongly agreed and 17 (33.33%) respondents agreed that they received adequate support from their institution in terms of technical assistance for using the technology equipment. However, 13 (26.67%) respondents disagreed, and 10 (20.00%) respondents strongly disagreed with the statement.

Table 4.10: Technology equipment is user-friendly

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	17	33.33
Agree	23	46.67
Disagree	7	13.33
Strongly Disagree	3	6.67
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.10 above showed that 17 (33.33%) respondents strongly agreed and 23 (46.67%) respondents agreed that the technology equipment was user-friendly, while 7 (13.33%) respondents disagreed and 3 (6.67%) respondents strongly disagreed with the statement.

Table 4.11: The institution invests enough in technology for teaching and learning

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	12	23.33
Agree	22	43.33
Disagree	12	23.33
Strongly Disagree	5	10.00
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.11 above showed that 12 (23.33%) respondents strongly agreed and 22 (43.33%) respondents agreed that their institution invested enough in technology for teaching and learning. In contrast, 12 (23.33%) respondents disagreed, and 5 (10.00%) respondents strongly disagreed with the statement.

Table 4.12: Technology equipment provided by the institution are relevant to the course requirements

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	17	33.33
Agree	27	53.33
Disagree	5	10.00
Strongly Disagree	2	3.33
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.12 above showed that 17 (33.33%) respondents strongly agreed and 27 (53.33%) respondents agreed that the technology equipment provided by their institution was relevant to the course requirements. Only 5 (10.00%) respondents disagreed and 2 (3.33%) respondents strongly disagreed with the statement.

Table 4.13: You are satisfied with the overall quality of the technology equipment available

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	13	26.67
Agree	23	46.67
Disagree	10	20.00
Strongly Disagree	3	6.67
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.13 above showed that 13 (26.67%) respondents strongly agreed and 23 (46.67%) respondents agreed that they were satisfied with the overall quality of the technology equipment available. Meanwhile, 10 (20.00%) respondents disagreed, and 3 (6.67%) respondents strongly disagreed with the statement.

Table 4.14: Technology equipment should be improved in your institution

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	22	43.33
Agree	20	40.00
Disagree	5	10.00
Strongly Disagree	3	6.67
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.14 above showed that 22 (43.33%) respondents strongly agreed and 20 (40.00%) respondents agreed that the technology equipment in their institution should be improved. On the other hand, 5 (10.00%) respondents disagreed, and 3 (6.67%) respondents strongly disagreed with the statement.

Table 4.15: Technology equipment helps in fostering collaboration among students

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	20	40.00
Agree	23	46.67
Disagree	5	10.00
Strongly Disagree	2	3.33
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.15 above showed that 20 (40.00%) respondents strongly agreed and 23 (46.67%) respondents agreed that technology equipment helped in fostering collaboration among students. Meanwhile, 5 (10.00%) respondents disagreed, and 2 (3.33%) respondents strongly disagreed with the statement.

Table 4.16: Technology equipment in your institution enhance student engagement in class activities

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	18	36.67
Agree	25	50.00
Disagree	5	10.00
Strongly Disagree	2	3.33
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.16 above showed that 18 (36.67%) respondents strongly agreed and 25 (50.00%) respondents agreed that technology equipment in their institution enhanced student engagement in class activities. Meanwhile, 5 (10.00%) respondents disagreed, and 2 (3.33%) respondents strongly disagreed with the statement.

Table 4.17: Technology integration in teaching improves teaching effectiveness

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	23	46.67
Agree	20	40.00
Disagree	5	10.00
Strongly Disagree	2	3.33
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.17 above showed that 23 (46.67%) respondents strongly agreed and 20 (40.00%) respondents agreed that technology integration in teaching improved teaching effectiveness. However, 5 (10.00%) respondents disagreed, and 2 (3.33%) respondents strongly disagreed with the statement.

Table 4.18: There are enough facilities to support the use of technology in teaching and learning

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	17	33.33
Agree	20	40.00
Disagree	10	20.00
Strongly Disagree	3	6.67
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.18 above showed that 17 (33.33%) respondents strongly agreed and 20 (40.00%) respondents agreed that there were enough facilities to support the use of technology in teaching and learning. However, 10 (20.00%) respondents disagreed, and 3 (6.67%) respondents strongly disagreed with the statement.

Table 4.19: The institution provides adequate training for students to effectively use the technology equipment

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	20	40.00
Agree	23	46.67
Disagree	5	10.00
Strongly Disagree	2	3.33
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.19 above showed that 20 (40.00%) respondents strongly agreed and 23 (46.67%) respondents agreed that their institution provided adequate training for students to effectively use the technology equipment. Meanwhile, 5 (10.00%) respondents disagreed, and 2 (3.33%) respondents strongly disagreed with the statement.

Table 4.20: Technology equipment is essential for the effective teaching of Office Technology and Management students

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	27	53.33
Agree	18	36.67
Disagree	3	6.67
Strongly Disagree	2	3.33
Total	**50**	**100**

Source: Researcher's fieldwork 2025

Table 4.20 above showed that 27 (53.33%) respondents strongly agreed and 18 (36.67%) respondents agreed that technology equipment was essential for the effective teaching of Office Technology and Management students. Only 3 (6.67%) respondents disagreed, and 2 (3.33%) respondents strongly disagreed with the statement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This project evaluates the use of technology equipment in the teaching and learning of Office Technology and Management (OTM) students. As technology becomes essential in vocational education, the study focuses on tools like computers, projectors, and software, assessing their impact on student engagement and learning outcomes.

Using a mixed-methods approach—surveys, interviews, and observations—the study found that effective integration of technology enhances engagement, supports collaboration, and prepares students for modern workplace demands. Success depends on resource availability, instructors' tech proficiency, and curriculum design (Baker & McGowan, 2020).

5.2 Conclusion

The evaluation of technology equipment in teaching Office Technology and Management (OTM) highlights its vital role in modern education. As workforce demands evolve, equipping students with strong technological skills is crucial. This study shows that well-integrated technology enhances engagement, motivation, collaboration, and problem-solving—key skills for the workplace.

However, challenges persist. Limited instructor training and unequal access to resources can hinder effective technology use and create disparities in learning outcomes. The study also emphasizes the need for a curriculum that integrates technology meaningfully, enhancing both understanding and practical application to better prepare students for today's job market.

5.3 Recommendations

1. Institutions should invest in ongoing training programs for instructors to ensure they are proficient in using technology tools and can effectively integrate them into their teaching practices.
2. Schools should strive to provide all students with access to necessary technology resources, including computers and software, to ensure equitable learning opportunities.
3. The curriculum should be designed to incorporate technology seamlessly, promoting active learning and collaboration among students. This can include project-based learning that utilizes technology to solve real-world problems.
4. Institutions should regularly assess the effectiveness of technology integration in the classroom and solicit feedback from both students and instructors to make necessary adjustments.
5. Educational institutions should prioritize the acquisition of up-to-date technology equipment to keep pace with industry standards and ensure students are trained on relevant tools.

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KWARA STATE POLYTECHNIC, ILORIN

INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY

DEPARTMENT OF OFFICE TECHNOLOGY AND MANAGEMENT

Dear Sir/Ma,

RESEARCH QUESTIONNAIRES

This is a research instrument to elicit information relevant to research work titled Evaluating Technology Equipment for Teaching and Learning of Office Technology and Management Students.

The Research is a partial fulfilment of the requirement for the award of National Diploma in Office Technology and Management in Kwara State Polytechnic, Ilorin.

I shall be grateful if this questionnaire can be completed by you. Your anonymity is highly guaranteed. Information gathered through this questionnaire would be used only for Academic purposes.

QUESTIONNAIRE

1. You have access to technology equipment for teaching/learning in your institution
   (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

2. Technology equipment significantly improve your learning experience
   (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

3. Technology equipment is regularly updated in your institution
   (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

4. You feel adequately trained to use the technology equipment in your institution
   (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

5. Technology equipment available in your institution are sufficient for the number of students
   (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

6. Use of technology equipment helps you to understand the course material better
   (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

7. Use of technology equipment has improved your overall academic performance
   (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

8. Technology equipment in your institution is well-maintained
   (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

9. You receive adequate support from your institution in terms of technical assistance for using the technology equipment
   (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

10. Technology equipment is user-friendly
   (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

11. The institution invests enough in technology for teaching and learning
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

12. Technology equipment provided by the institution are relevant to the course requirements
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

13. You are satisfied with the overall quality of the technology equipment available
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

14. Technology equipment should be improved in your institution
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

15. Technology equipment helps in fostering collaboration among students
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

16. Technology equipment in your institution enhance student engagement in class activities
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

17. Technology integration in teaching improves teaching effectiveness
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

18. There are enough facilities to support the use of technology in teaching and learning
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

19. The institution provides adequate training for students to effectively use the technology equipment
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

20. Technology equipment is essential for the effective teaching of Office Technology and Management students
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )