

## Instructional Planning and Performance Assessment Related Pedagogical Competencies Required of Office Technology and Management (OTM) Business Education Graduates.



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**ABSTRACT:** The study was carried out to determine the instructional planning and performance assessment related pedagogical competencies required of Office Technology and Management (OTM) business education graduates from public universities in South South Nigeria. Two specific purposes, two research questions and two hypotheses guided the study. Descriptive survey research design was used. The population of the study comprised two hundred and thirty-two (232) Business Educators (110 males and 122 females) in 13 public universities in the study area, out of which eight (8) are owned by the Federal Government and five (5) by state governments. The entire population was used because of its manageable size. The instrument for data collection was a 4-point rating scale questionnaire developed by the researchers. The instrument was validated by three experts and was further tested for reliability using Cronbach Alpha method. It yielded a reliability coefficient of 0.73. Data collected were analysed using mean and standard deviation to answer the research questions while t-test statistic was used to test the research hypotheses at 0.05 confidence level. Results indicate that instructional planning and performance assessment related pedagogical competencies are required of OTM business education graduates. Also, there were no significant differences in the mean ratings of male and female respondents on the instructional planning and performance assessment related pedagogical competencies required of OTM business education graduates respectively. It was recommended, among others, that institutions offering OTM business education programme should inculcate in their students these pedagogical competencies and provide ample support and resources to enable the students acquire these competencies adequately so that they can be more effective in instructional delivery and performance assessment.

**KEYWORDS:** Instructional Planning, Performance assessment, pedagogical competencies, Office Technology and Management (OTM), Business Education graduates and public universities.

### INTRODUCTION

Education is a tool for self-realization, development and actualization. It is imperative to understand that no nation can develop beyond the quality of education and teachers provided for its citizens. The quest for quality education in Nigerian has continued to be in the forefront at round table discussions, conferences, seminars and workshops at local, national and international levels. Notably, the National Policy on Education (Federal Republic of Nigeria, 2013), provides for functional education that would be pertinent, useful and allow for the acquisition of saleable skills and development of competencies required to live in and contribute effectively to the development of the Nigerian economy. Business Education is one of the functional education programmes and Office Technology and Management (OTM) education programme is a subset of it.

Business Education or Business Teacher Education (to be more specific) has the dual roles of producing teachers equipped with professional pedagogical competencies required for effective instructional delivery and management, and the production of contemporary global office workers. Business Education programme is designed to equip recipients with marketable global skills in four major areas: Accounting education, marketing and distributive education, entrepreneurship education and Office Technology and Management (OTM) Education. The subset of Business Education programme under focus in this study is Office Technology and Management (OTM) Education. Dimelu (2018) noted that Business Education houses Office Technology and Management (especially in the Universities and Colleges of Education). Office Technology and Management (OTM) is a discipline

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that focuses on the planning, organizing, directing, and controlling of office activities to ensure that various resources (human and material) are put into optimal utilization so as to achieve the aim of an organization. One of the responsibilities of Office Technology and Management (OTM) education is to produce competent graduates who are able to function effectively in workplace either as teachers or office workers.

Competencies are the ability, understanding and skills required of OTM education graduates to function effectively in the workplace. Office Technology and Management (OTM) education graduates are individuals who have gone through a three year or four year programme of study in business education in colleges of education and universities respectively. One of the relevant competencies required of OTM education graduates is pedagogical competencies. Wali and Zafarullh (2022) defined pedagogical competencies as a term generally used to refer to the minimum professional standards required for an individual to undertake certain educational role as a teacher. Pedagogical competencies include efficient and effective application of office technology and management tools, machines, human and material resources in instructional planning, delivery, evaluation of students' and teacher's performance and the determination of needed remedial actions where necessary. This study focuses on instructional Planning and performance assessment related pedagogical competencies.

Instructional planning related pedagogical competencies involve the ability to create a roadmap to classroom success, outlining the steps needed to reach a desired outcome. According to Boyitie (2021), instructional planning competencies improve, foster, smoothen and have a positive relationship with effective teaching and learning. In the assertion of Ahmed (2023), planning involves needs identification and the setting of goals for the educational system, allocating resources, and developing policies and programmes to achieve those goals. Instructional planning allows teachers to efficiently allocate resources to bring about meaningful teaching and learning. The ability to plan ahead and execute planned strategy, making use of all available resources, is essential for accomplishing any task or objective (Adizu and Igwe, 2023). It could help OTM education students who are also future teachers in setting goals and defining strategies to enhance instructional delivery; increase productivity and help in achieving desired outcomes.

Performance assessment related pedagogical competencies includes the ability to measure students' level of understanding and skills acquired; evaluate knowledge and determine areas of improvement. Understanding the importance of assessment, Asrar, et al. (2018) calls on teachers to develop competencies in performance assessment to be able to assess and evaluate the students learning in the classroom for better academic results. These competencies are the ability of the teacher to assess and generate feedback on the level of knowledge, skills and experiences gained by the students in the cause of teaching and learning.

### **Statement of the Problem**

It is expected that OTM business education graduates should possess certain competencies which would assist them in discharging their professional duties appropriately. Unfortunately, it has been observed that many of the OTM business education graduates cannot implement the OTM education curriculum effectively without undergoing retraining in the workplace, as a result of the perceived inadequacy of pedagogical competencies acquired by them in the course of their training. This development led Mmerelkkwu-fiac and Onwukwe (2011) to advise that OTM education students (the future graduates) should be properly trained to acquire the necessary and vital competencies needed for effective instructional delivery at the point of training. The problem requiring attention is: what constitutes the required instructional planning and performance assessment related competencies needed by OTM business education graduates for instructional effectiveness?

### **Purpose of the Study**

The main purpose of the study was to determine the instructional planning and performance assessment related pedagogical competencies required of Office Technology and Management (OTM) business education graduates. Specifically, the study sought to determine the:

1. Instructional planning related pedagogical competencies required of OTM business education graduates.
2. Performance assessment related pedagogical competencies required of OTM business education graduates.

### **Research Questions**

The study was guided by the following research questions:

1. What are the Instructional Planning Related Pedagogical Competencies required of OTM business education graduates?
2. What is the performance assessment related pedagogical competencies required of OTM business education graduates?

### **Hypotheses**

The following null hypotheses guided the study:

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**H0<sub>1</sub>:** There is no significant difference in the mean ratings of male and female respondents on the instructional planning related pedagogical competencies required of OTM business education graduates.

**H0<sub>2</sub>:** There is no significant difference in the mean ratings of male and female respondents on the performance assessment related pedagogical competencies required of OTM business education graduates.

### METHODOLOGY

Descriptive survey research design was used. The population of the study comprised two hundred and thirty-two (232) Business Educators (110 males and 122 females) in 13 public universities in South South geopolitical zone of Nigeria; out of which eight (8) are owned by the Federal Government and five (5) by state governments. The entire population was used because of its manageable size. The instrument for data collection was a 4-point rating scale questionnaire developed by the researchers. The instrument was validated by three experts and was tested for reliability using Cronbach Alpha method; which yielded a reliability coefficient of 0.73. The results indicate that the instrument is good to be used for the study. Data collected were analysed using mean and standard deviation to answer the research questions while t-test statistic was used to test the research hypotheses at 0.05 confidence level.

### RESULTS

The results of data analysis are presented in Tables according to the research questions and hypotheses that guided the study.

Research Questions

Research Question 1: What are the instructional planning related pedagogical competencies required of OTM business education graduates?

The data analysis for research question one is presented in Table 1.

**Table 1: Descriptive Analysis on Instructional Planning Related Pedagogical Competencies Required of OTM Business Education Graduates**

S/N	Instructional planning Related pedagogical Competencies	X	SD	Decision
	<b>include the ability to:</b>			
1	Set appropriate lesson objectives	3.67	0.50	HR
2	Plan teaching to fit into school activities	3.72	0.47	HR
3	Organize lesson topics to meet instructional objectives	3.67	0.49	HR
4	Plan lesson to motivate students	3.66	0.50	HR
5	Select suitable instructional materials for each lesson	3.74	0.46	HR
6	Select suitable evaluation tools	3.53	0.53	HR
7	Predict learning challenges	3.66	0.50	HR
8	Align assessment questions with the specific objectives	3.43	0.53	R
9	Plan relevant questions to guide learning	3.71	0.49	HR
10	Plan learning programmes	3.70	0.49	HR
	<b>Grand Mean</b>	<b>3.64</b>		<b>HR</b>

HR = Highly Required; R = Required.

Table 1 reveals that the item means ranged between 3.43 and 3.74 suggesting that the respondents agreed to all the items as required instructional planning related pedagogical competencies expected of OTM business education graduates. This is particularly highlighted by the grand mean of 3.64. The standard deviation scores ranges from 0.46 to 0.53, indicating that the mean scores did not vary widely.

### Research Question 2:

What is the performance assessment related pedagogical competencies required of OTM business education graduates?

The data collected to answer the Research Question two is presented in Table 2.

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**Table 2: Descriptive Analysis on Performance Assessment Related Pedagogical Competencies Required Of OTM Business Education Graduates.**

S/N	Performance Assessment Related Pedagogical competencies	X	SD	Decision
	include the ability to:			
11	Select the right instrument for testing students	3.55	0.54	HR
12	Identify the strengths and weaknesses of students in the class	3.67	0.51	HR
13	Use appropriate assessment tools	3.71	0.49	HR
14	Analyse data from administered test	3.67	0.51	HR
15	Interpret results from analysed data on students' performance	3.52	0.55	HR
16	Proper presentation of assessment results	3.48	0.55	R
17	Keep proper records of continuous assessments	3.53	0.54	HR
18	Use assessment techniques to monitor students' progress	3.47	0.55	R
19	Consciously seek feedback to improve students' learning.	3.51	0.54	HR
20	Possess skill in preparing test instruments	3.42	0.52	R
	Grand Mean	3.55		HR

**Source:** Researcher's Primary Data, 2024; HR = Highly Required; R = Required.

The data presented in Table 2 show that the item means ranged between 3.42 and 3.71. This implies that the respondents agreed to all the items as the required performance assessment pedagogical competencies expected of OTM Business Education graduates. The standard deviation scores vary between 0.49 and 0.55, indicating that the mean scores did not vary widely. The grand mean score of 3.55 reveals that the respondents agreed that assessment related pedagogical competencies are required of OTM business education graduates.

### Research Hypotheses

#### Research Hypothesis 1:

There is no significant difference in the mean ratings of male and female respondents on the instructional planning related pedagogical competencies required of OTM business education graduates.

Data collected to test the null hypothesis one is presented in Table 3

**Table 3: t-test Analysis on the Instructional Planning Related Pedagogical Competencies Required of OTM Business Education Graduates based on Gender.**

S/N	Gender	N=232	Mean	Std.	Df	t-cal	t-crit	Decision
1	Male	110	3.63	0.53	230	1.03	1.97	Accept
	Female	122	3.70	0.47				
2	Male	110	3.72	0.48	230	0.03	1.97	Accept
	Female	122	3.72	0.46				
3	Male	110	3.65	0.51	230	0.64	1.97	Accept
	Female	122	3.69	0.47				
4	Male	110	3.63	0.53	230	0.90	1.97	Accept
	Female	122	3.69	0.47				
5	Male	110	3.75	0.47	230	0.27	1.97	Accept
	Female	122	3.73	0.46				
6	Male	110	3.48	0.55	230	1.31	1.97	Accept
	Female	122	3.57	0.51				
7	Male	110	3.67	0.52	230	0.25	1.97	Accept
	Female	122	3.65	0.49				
8	Male	110	3.37	0.52	230	1.83	1.97	Accept
	Female	122	3.50	0.53				
9	Male	110	3.71	0.49	230	0.20	1.97	Accept
	Female	122	3.70	0.49				
10	Male	110	3.65	0.53	230	1.40	1.97	Accept
	Female	122	3.74	0.45				

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From the data presented in Table 3, the respective calculated-t values are less than the critical-t value of 1.97 at 230 degree of freedom. The null hypothesis is therefore accepted, indicating that there is no significant difference in the mean ratings of male and female respondents on the instructional planning related pedagogical competencies required of OTM business education graduates. This implies that gender had no significant influence on the mean responses of the respondents on the instructional planning related pedagogical competencies required of OTM business education graduates.

### Research Hypothesis 2

There is no significant difference in the mean ratings of male and female respondents on the performance assessment related pedagogical competencies required of OTM business education graduates.

Data collected to test the null hypothesis two is presented in Table 4.

**Table 4: t-test Analysis on the Performance Assessment Related Pedagogical Competencies Required of OTM Business Education Graduates based on Gender.**

S/N	Gender	N=232	Mean	Std.	Df	t-cal	t-crit	Decision
11	Male	110	3.60	0.52	230	1.54	1.97	Accept
	Female	122	3.50	0.54				
12	Male	110	3.68	0.50	230	0.14	1.97	Accept
	Female	122	3.67	0.52				
13	Male	110	3.71	0.49	230	0.20	1.97	Accept
	Female	122	3.70	0.50				
14	Male	110	3.70	0.49	230	0.65	1.97	Accept
	Female	122	3.65	0.52				
15	Male	110	3.51	0.55	230	0.87	1.97	Accept
	Female	122	3.52	0.54				
16	Male	110	3.47	0.53	230	0.28	1.97	Accept
	Female	122	3.49	0.57				
17	Male	110	3.54	0.53	230	0.47	1.97	Accept
	Female	122	3.53	0.56				
18	Male	110	3.43	0.53	230	0.38	1.97	Accept
	Female	122	3.51	0.56				
19	Male	110	3.49	0.53	230	0.90	1.97	Accept
	Female	122	3.53	0.54				
20	Male	110	3.38	0.50	230	0.08	1.97	Accept
	Female	122	3.45	0.53				

In Table 4, all the items were accepted because the calculated-t values of the corresponding items are less than the critical-t value of 1.97. This means that the null hypothesis is accepted. In other words, there is no significant difference in the mean ratings of male and female respondents on the performance assessment related pedagogical competencies required of OTM business education graduates. By implication, gender had no significant influence on the mean responses of business teacher educators (the respondents) on the performance assessment related pedagogical competencies required of OTM business education graduates.

### DISCUSSION

From the data analysis, it was found that the respondents agreed that the instructional planning related pedagogical competencies are required of OTM business education graduates for effective instructional planning. Planning is a crucial process that lays the foundation for effective and successful teaching and learning. There is hardly any activity that is carried out successfully without proper planning. It is essential for successful execution of any project including classroom teaching. In other words, planning is essential for the success of every classroom activity. Planning of instruction is one of the competencies needed by every successful business subject teacher especially the OTM business education graduates.

Though in the same direction, this finding slightly differs from Oyerinde, et al (2020) who found that business subject teachers moderately possessed planning of instruction competencies. However, both studies complement each other regarding the crucial

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role of planning. Instructional planning remains crucial in ensuring effective teaching. The competency to plan helps teachers organize their thoughts and lesson materials for smooth delivery of content to students. It provides opportunity to utilize various teaching strategies to sustain students' interest in the subject matter being taught. Planning also prepares teachers for different scenarios that may occur in the classroom. It enables timely and constructive feedback from students. Planning competency is essential for a teacher to deliver quality instruction. Therefore, OTM business education graduates should acquire and continually improve on their instructional planning skills, to enable them create engaging lessons, manage classrooms effectively, and support student learning. Continuous improvement in planning leads to professional growth and a positive impact on the assessment of learning outcome.

Further analysis indicated that there is no significant difference in the mean ratings of male and female respondents on the instructional planning related pedagogical competencies required of OTM business education graduates. This indicates that competencies in planning are not gender dependent. This finding with that of Okoye (2017) that male and female business educators do not differ significantly in their mean ratings on effective planning strategy for teaching entrepreneurship education in tertiary institutions. Ezeabii and Ndelekwute (2017) who found out that there was no gender bias regarding the competencies required of teachers including planning. In all, planning competency is a crucial skill for teachers that directly impacts student learning. By using their planning abilities, OTM business graduates can create a positive and enriching educational experiences for their students.

With respect to performance assessment related pedagogical competencies, it was that all the items listed are competencies required of OTM business education graduates. This is because assessment of students' learning outcome is important to teachers in order to ascertain the extent to which students have attained the stated objectives and to determine areas of improvement if needed. Students, parents, guardians and management would also want to know the extent progress of the students based on performance assessments. This agrees with Yambi (2018) that performance assessments are used to identify individual student weaknesses and strengths so that educators can provide necessary specialized remedial academic support services. Amua-Sekyi (2016) shared the same view that assessment is necessary because it intends to find out and report on what has been learnt and what has not been learnt in relation with classroom activities.

The OTM business education graduates must possess the necessary performance assessment related competencies to accurately measure students' learning progress and identify areas for improvement. Performance assessment competencies enable the teachers to ascertain the strengths and weaknesses of the learners in order to provide effective instruction. Assessment competency of the teacher directly affects student's learning outcomes as it informs instructional decisions and helps tailor teaching strategies to meet individual student's needs. Teachers who are competent in implementing performance assessments would be able to achieve the objectives of increasing students' achievements (Zamri & Hamzah, 2019). It also aligns with Nyanjom et al (2020) that assessment competencies had statistically significant relationship with pupils' academic achievement .Performance assessment competency is essential for the OTM business education graduates to enable them effectively measure student progress and make informed instructional decisions ultimately leading to improved learning outcomes.

It was found that there is no significant difference in the mean ratings of male and female respondents on the performance assessment related pedagogical competencies required of OTM business education graduates. This finding indicates that gender is not a determinant of teachers' performance assessment competencies. Every teacher, whether male or female, has the responsibility to assess the progress of the students they teach. The finding is in agreement with Patrick and Uvietesivwi (2018) that there is no significant difference between male and female teachers on the competencies needed for the implementation of continuous assessment in secondary schools in Delta Central Senatorial District. These findings indicate that performance assessment competencies are essential for all teachers, including the OTM business education graduates, to effectively monitor students' progress and make informed instructional decisions. By acquiring and developing their performance assessment skills, OTM business education graduates can create supportive learning environments that promote students' academic growth and success.

### **CONCLUSION**

Based on the findings of the study, it was concluded that OTM business education graduates required a wide range of instructional planning and performance assessment related pedagogical competencies for effective job performance. Besides, gender is not a determinant of the instructional planning and performance assessment related competencies a teacher requires.

### **RECOMMENDATIONS**

Based on the findings of the study, it was recommended that:

Business Teacher Educators that train OTM business education students should support the students to acquire and improve on their instructional planning and performance assessment skills before graduation. This will surely enhance their competencies.

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Employers of OTM business education graduates should not base their employment decisions on gender since gender is not a determinant of the instructional planning and performance assessment related pedagogical competencies required of the graduates.

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