Impact of office technology education on work place insecurity: A study of selected tertiary institutions in Kaduna State, Nigeria

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Abstract
This study examines the effects of Office Technology Management (OTM) education on workplace insecurity in selected tertiary institutions in Kaduna State, Nigeria. A simple random sampling method of selection was used to select a sample of three hundred and fifty (350) respondents from various stakeholders in the business education departments of Ahmadu Bello University, Zaria, Federal College of Education, Zaria, Kaduna State, Nigeria, and the office technology and management departments of Nuhu Bamali Polytechnic, Zaria, Federal Polytechnic, Kaduna, as well as other relevant institutions. The study used both primary and secondary data collection methods. While standardized questionnaires and observation were used to gather the primary data, the secondary data was gathered from online, journal, and documentary sources. The data was analysed using both inferential and descriptive statistics. While logistic regression was used for inferential analysis, tables, percentages, and frequencies are the descriptive statistical tools used by the study. The findings from the study show that office technology and management education avail many opportunities that could enhance national security and sustainable development since it gives students marketable skills that they can use to find jobs after graduation and also assists in lowering Nigeria's unemployment rate. The study suggested that government agencies and higher education administrators make sure that all OTM students have access to ICT facilities. Providing students with the necessary ICT skills will allow them to create simple flyers and memos, which can have an impact on communication between employers and employees, businesses and customers, and inter-business communications across physical boundaries. Thus, emphasis should be placed on the Office Technology and Management program to ensure that students acquire the necessary knowledge, skills, and aptitude to set up online video conferencing using Skype, Google Hangout, and Yahoo Messenger in the performance of office tasks such as filing, meetings, handling the phone, and handling mail which can all be completed quickly and precisely.

Keywords: Education, Insecurity, Office technology, Students

1. Introduction
Nigeria's current state of insecurity poses different challenges of which recent experiences have shown that level of insecurity has aggravated to an unprecedented level. According to Olanipekun and Alabi (2007), the country's low rank in the Global Peace Index suggests that the level of insecurity in Nigeria is growing. They claim that the biggest security dangers to Nigeria right now

include Fulani herders, the violent religious extremism of Boko Haram, militants in the Niger Delta, the demands for independence made by IPOB and MASSOB, a high rate of kidnapping and robbery, and many other violent crimes. Given these security-related concerns. Jubril (2010) asserts that our educational system might offer many chances to further Nigeria's industrialization through the integration of management and vocational office

technology programs. By employing their professional abilities, the recipients would contribute to the expansion and formation of new businesses in the community, enhancing the nation's progress and safety.

It is noteworthy that one of the most important modern forces influencing the global economy and causing rapid societal change is modern technology, which has fundamentally altered how people communicate, learn, and do business. As a result, this has changed what education is, where and how learning happens, and what responsibilities teachers and students play in the process. As per Jubril (2010), our educational system might offer a plethora of prospects to propel Nigeria's industry forward by incorporating management and vocational office technology courses. Recipients would use their professional expertise to support the expansion and creation of new businesses in the community, contributing to the nation's progress and safety. The goal of office technology and management is to put a renewed emphasis on manipulating abilities so that those who benefit from it can become useful contributors to society.

The current level of insecurity in Nigeria has resulted in a wide range of difficulties. Political, social, and economic upheavals have ensued from this hindering development and economic growth (Sani, 2013). Without a question, more actions would have to be taken to address the country's security worries. The country's economy has been seriously threatened by graduate unemployment, which has escalated to an alarming level along with other social issues like armed robbery, youth unrest, prostitution, female trafficking, insurgency, and advance free fraud. Folaranmi and Adegbenro (2007) acknowledged this. They also noted that every attempt the Nigerian federal government has made to address these issues has appeared to have failed. For Eme and Anthony (2011), safety and security are pressing issues in modern-day Nigeria, where life has always been fragile due to numerous threats. They add that people are afraid of kidnappers, assassinations tied to politics and the economy, and extrajudicial killings, all of which have recently become common occurrences in our society.

Having said the above, the impact of intense sense of fear on Nigerians' overall functioning and psychological health cannot be overstated. Given this, Adetokunbo (2011), as reported in Elemure & Elemure (2016), noted that improving institutional and policy approaches to tackling security concerns in the country is challenging. Is there ever going to be property and life security in Nigeria? In Nigeria right now, this is the question that everyone is wondering. This question won't be addressed until initiatives are taken to concentrate on educational initiatives that can inspire the hordes of young people to work for themselves and boost the economy.

One of the goals of Office Technology Management program is to provide secretaries and office managers with the skills they need to succeed in the workplace. Some offices have undergone numerous renovations since they were established. These include modifications brought about by technological developments to tools, work processes, and processes in general. Some office and computer applications have already grown outdated in the last 20 years due to the magnitude of these developments. Office managers now have to be abreast of new advances in the curriculum, and implementers must respond swiftly to these changes.

The advent of office automation and technology has presented office secretaries and other staff with a number of challenges, including the need to learn enough new skills to operate and use it. It has become crucial to expose students to a variety of office technology tools in order for them to gain the necessary knowledge, competence, and attitude to use office technology in the

performance of office responsibilities. Office technology and management programs have an obligation to equip students with the knowledge and abilities necessary to be employable, preventing credential holders from joining the industry with out-of-date and obsolete skills.

Adesina, cited in Fasae and Elemure (2008), states that for a nation to be economically vibrant, every member of the populace must be fully capable of functioning and making a positive contribution to the growth and development of the nation's manpower production goal. They must also possess the necessary knowledge, skill, and attitude to effectively harness other resources and bring them into cooperative relationships, yielding the goods and services provided by the society to satisfy their needs and wants. Programs for office technology and management education are thought to be essential in helping the receivers develop their capacity for economic efficiency and effectiveness, which in turn advances national security. The winners' use of their vocational skills would support the growth and founding of other firms within the community, ultimately advancing security and national development. Office technology and management are therefore intended to help its beneficiaries become responsible members of the community by refocusing attention from white collar professions to manipulative skills. Office technology and management programs can successfully empower the populace by preparing people for relevant, lucrative employment and lifelong learning. Empowerment eliminates poverty, increases work opportunities, improves life quality, and lessens the likelihood of social vices brought on by unemployment. It additionally promotes sustainable national development.

Many studies have been conducted on office technology education but findings from the studies revealed conflicting results for instance, Chinakwe (2020) focused on office technology and management based

on gender variation and found no significant difference between males and female students. Other studies like those conducted by Nosakhare (2023), Amiaya (2015) and Omoniyi, Elemure, and Abiodun (2019) have only explored the causes and effects of social vices among OTM students but did not explicitly capture the impact on insecurity. In view of the forgoing, this study will examine the role of office technology education on eliminating insecurity among office technology and management students of the institutions under study.

From the foregoing, it can be deduced that, the need of adopting office technologies cannot be ignored, given that education is now primarily focused on office technologies across the globe. This coupled with the dearth of literature on the effectiveness of office technology education in reducing level of insecurity both in workplaces and beyond informed the intent to carry out this study. The main objective of the Study is to examine the impact of office technology education on eliminating insecurity in workplaces (some selected tertiary institutions in Kaduna State, Nigeria). This objective has raised the research questions as to what extent does Office Technology education impact on eliminating insecurity in the world of work among office technology and management students of some selected tertiary institution in Kaduna State – Nigeria?

Research Hypothesis
Based on the objective of the study and the research questions raised, the following hypothesis was tested:
Ho₁= Office technology education has no significant impact on eliminating insecurity among office technology and management students of some selected tertiary institutions in Kaduna State, Nigeria.

2. Literature Review
A study on Improving Sustainable Development and National Security through Office Technology and

Management Program in Nigeria was carried out by Omoniyi, Elemure, and Abiodun in 2019. Their study focuses on the potential benefits of office management and technology for sustainable development and national security. For the survey research design, the target demographic for Ekiti State's office technology and management was selected. The sample size consisted of 100 replies. Two research questions and two established hypotheses served as the study's compass. The research instrument was a questionnaire that subject-matter experts endorsed. The mean and standard deviation were utilized to analyze the data, and chi-square was used to create the hypotheses. According to the report, office technology and management may improve sustainable development and national security if appropriate measures are adopted to preserve program financing and standards. Therefore, it was suggested that the government at all levels and other parties involved in education give the program's proper funding the attention it needs in order to achieve greater results.

Using a descriptive survey design, Amiaya (2015) investigated the causes and effects of social vices among OTM students at Delta State Polytechnics in Nigeria. The study's three research questions and two null hypotheses guided the investigation; the population and sample consisted of 170 OND II and 90 HND II students, respectively; each study question had a ten-item structured questionnaire rated on a five-point Likert scale; mean and standard deviation were used to address the study issues, and a t-test analysis was employed to evaluate the null hypotheses. All except six of the social vices that are identified as having a high prevalence may be present among OTM students, according to the respondents, and the main outcome of their behavior is expulsion from school. The study therefore recommended, among other things, that Nigerian higher institutions thoroughly screen all students on a regular basis to identify individuals who have a criminal orientation, abuse drugs or alcohol, represent a threat to a cult, and so on, and to recommend suitable counseling or discipline.

Chinakwe (2020) carried out a study to find out how information and communication technology tools effect students' learning of office technology skills in polytechnics in South-East Nigeria. 347 HND Office Technology and Management (OTM) students, who were proportionally selected among 1389 OTM students at six polytechnics in South-East Nigeria, provided the data via a questionnaire. The Z-test and mean score analysis were used to achieve the study's objectives. The findings revealed that, of the 19 computer skill areas that were understudied, 17 had a substantial impact on students' development of office technology skills, with the exception of two: autonomously creating a worksheet database (M=1.89) and formatting cells in office documents (M=1.95). With the exception of formatting cells in office documents (M=1.95) and independently creating a worksheet database (M=1.89), the results indicated that 17 of the 19 computer skill areas understudied had a significant impact on students' acquisition of office technology skills.

Lastly, Nosakhare (2023) examined the impact of office technology management on higher education in business and revealed that, business education is a vital component of vocational education in Nigeria's higher education system. Changes in the nation's educational system have led to the emergence of numerous initiatives utilizing new technologies. Consequently, the impact of office technologies on business education is a crucial problem. If the influence is positive, it implies that the integration goal is desirable; if it is negative, it implies that there is a serious problem that has to be addressed.

The foregoing reviewed studies show that, the importance of OTM study cannot be overemphasized. However, it could be

observed that, less attention was given to the area thereby ignoring the potential benefits that OTM can offer in alleviating the level of insecurity in Nigeria. This study intended to fill or narrow the gap by examining the effects of OTM on reducing workplace insecurity.

3. Methodology
Research Design
The study used a survey research design involving a description of a specific situation that exists at a specific time and necessitated having a direct conversation with someone whose traits, behaviors, and attitudes are important to the research. The data for the study was sourced using primary method of data collection (Jimoh, Zakari, and Danjeka (2022) cite Asika (2006) and Hassan (2005)).

Population and Sample
The population of the study comprise students of business education secretariat option courses in five selected post-secondary institutions that are currently on industrial attachment, as well as staff who were competent in using their office technology and management skills in the workplace. A purposive sample of 350 students, employers, and employees who were competent in the use of office technology and management in the workplace was chosen at random from the research institution in the following ways:

Table 1: Distribution of Sample Size by Institution, department and Specialization

S/N	Institution	Department	Specialization	Sample Size
1	Ahmadu Bello University Zaria	Business Education	Secretariat Option	70
2	Federal College of Education, Zaria	Business Education	Secretariat Option	70
3	Nuhu Bamali Polytechnic, Zaria	Office Technology Management	Secretariat Studies	70
4	State College of Education G/waya, Kafanchan, Kaduna State	Business Education	Secretariat Option	70
5	Federal Polytechnic, Kaduna	Office Technology Management	Secretariat Studies	70
	Total			350

Field Survey: 2024

Definition of Variables
The study used both dependent and independent Variables. workplace insecurity reduction (WPIR) sanity, efficiency, harmony among staff etc) stands as the dependent variable while, OTM represent the independent variable. Since OTM is qualitative in nature, the following variables were used as its proxies:
AMWPP= Ability to use Microsoft word for production and processing

ASOVC = Ability to set up an online video conferencing such as Skype, Google hangout, yahoo Messenger etc

AUMEAI= Ability to use Microsoft Excel to analyse information

APSUMPP= Ability to prepare slideshow using Microsoft power point

ASDFM= Ability to make simple design of flyer and memos on Microsoft publisher

ADMSCESD= Ability to download materials and save effectively on my computer or external Storage device

AMCPODMA= Ability to manipulate computer peripherals and organize data using Microsoft Access

Model Specification

To determine the impact of office technology and management (ICT competency) on reducing workplace insecurity, a logistic regression model was used. Logistic regression is a statistical method used for modeling the probability of a binary outcome (e.g., whether an email is spam or not spam, whether OTM has a positive impact or not). It is called "logistic" because it models the probability using the logistic function. Using the model as created by Krantz (2001) and specified by Gujarati and Porter (2009). The model used in this research is as follows:

Thus, this study employed logistic regression model to achieve its objective

$$P(Y=1/X) = \frac{1}{1+e^{-z}}$$

Where, $P(Y=1/X)$ is the probability that the dependent variable (Y) equals 1 given the independent variables (X), i the base of the natural logarithm and z is the linear combination of the independent variables, weighted by the coefficients of the model.

$Z = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_n X_n$ where $\beta_0, \beta_1, \beta_2 \ldots \beta_n$ are the coefficients and $X_1, X_2, \ldots X_n$ are the independent variables. The logistic regression model estimates the coefficients $\beta_0, \beta_1, \beta_2 \ldots \beta_n$ from the data such that it maximizes the likelihood of observing the actual outcomes given the independent variables.

The general logistic model was modified for this study as follows:

$WPIR_i = \beta_0 + \beta_1 AMWPP_i + \beta_2 ASOVC_i + \beta_3 AUMEAI_i + \beta_4 APSUMPP_i + \beta_5 ASDFM_i + \beta_6 ADMSCESD_i + \beta_7 AMCPODMA + \mu_i$

Where:

WPIR= workplace insecurity reduction representing the dependent variable, whereas,

AMWPP= Ability to use Microsoft word for production and processing

ASOVC = Ability to set up an online video conferencing such as Skype, Google hangout, yahoo Messenger etc

AUMEAI= Ability to use Microsoft Excel to analyze information

APSUMPP= Ability to prepare slideshow using Microsoft power point

ASDFM= Ability to make simple design of flyer and memos on Microsoft publisher

ADMSCESD= Ability to download materials and save effectively on my computer or external Storage device

AMCPODMA= Ability to manipulate computer peripherals and organize data using Microsoft Access

$\beta_{1-}\beta_7$ = parameters (slopes)

β_0 = intercept

μ_i= error term

Method of Data Collection

The primary data collection approach was used, in which respondents who were members of the research population were given standardized questionnaires. This tool's use as a key technique in the study serves the objective of enabling the researcher to investigate the connection between office technology education and the workplace. The opinions of the respondents regarding how OTM-acquired abilities might support fostering positive working relationships and increasing productivity will be presented.

Validity

Experts in test and measurement from the Federal College of Education Zaria's Department of Economics, School of Vocational and Technical Education, and School of Education were given draft

copies of the structured questionnaire to confirm the instrument's validity. This is to verify the instrument's face and content correctness. The kind of validity known as content validity indicates how much of the objectives and research questions are covered in the questionnaire. The experts' recommendations and input were taken into consideration, and the appropriate adjustments were made. This led to the instrument's official validation.

Reliability

Through a pilot study in which the researchers presented the questionnaires twice to the same group after a two-week gap, the Conbach alpha analysis was utilized to assess the instrument's reliability, yielding a reliability coefficient of 0.81. The coefficient demonstrated that test results were consistent, allowing the researchers to validate the instrument's dependability.

Data Analysis

The logistic regression model is the analytical technique used to look at the data. An econometric method called the logistic regression model is utilized to account for the error term as well as simple and multiple regression variables. As per Gandhi, Porter, and Gunasekar (2009), it ensures that the probability of choice prediction lies within the range of 1 and 0. Using a few chosen tertiary institutions in Kaduna State as a study location, the influence of office technology education on eradicating workplace insecurity was tested and evaluated using a logistic model of economic analysis.

Apriori Expectation

For the model, it is expected that, the signs and magnitude of parameters coefficient β_1, β_2, β_3, β_4, β_5, β_6 and $\beta_7 > 0$ i.e, they are positive implying that the variables of interest which are

AMWPP, ASOVC, AUMEAI, APSUMPP, ASDFM, ADMSCESD and AMCPODMA are expected to have positive impacts on office technology education.

4. Results and Discussion

Out of the three hundred and fifty (350) questionnaires administered only three hundred and ten (310) questionnaires were filled and returned constituting 89% of the sample size.

Estimation of the Research Objective

To examine the impact of office technology education (OTM) on eliminating insecurity in workplaces (some selected tertiary institutions in Kaduna State, Nigeria), the model $WPIR_i = \beta_0 + \beta_1 AMWPP_i + \beta_2 ASOVC_i + \beta_3 AUMEAI_i + \beta_4 APSUMPP_i + \beta_5 ASDFM_i + \beta_6 ADMSCESD_i + \beta_7 AMCPODMA + \mu_i$ was used to estimate the results as shown in Table 2

Table 2: Estimated results of the Logit Regression showing the effects of OTM variables on Workplace Insecurity

Dependent Variable: Workplace Insecurity Reduction (WPIR)

Sample Size 310

Variable	Coefficient	Std. Error	z-Statistic	Prob.
C	-3.338511	0.757283	-4.408536	0.0000
AMWPP	0.802171	0.818622	0.979904	0.0271
ASOVC	0.278827	0.671470	0.415248	0.6780
AUMEAI	2.337887	0.682892	3.423510	0.0006
APSUMPP	1.700977	0.790874	2.150757	0.0315
ASDFM	3.862556	0.682375	5.660462	0.0000
ADMSCESD	1.147774	0.633487	1.811835	0.0300
AMCPODMA	0.451058	0.594722	0.758434	0.0482
McFadden R-squared	0.653495		Prob(LR statistic)	0.000000

Source: Computed using E-Views 10

Table 2 above represents the estimated results of a logistic regression model where the dependent variable is Workplace Insecurity Reduction (WPIR). Here's a breakdown of the interpretation for each variable:

C (Constant) with the Coefficient: -3.338511 is the intercept or constant term in the model. The result shows that, when all independent variables are held constant, the log-odds of Workplace Insecurity Reduction (WPIR) decrease by 3.34 meaning there will be increase in workplace insecurity.

AMWPP (Ability to use Microsoft word for production and processing) with the Coefficient: 0.802171, Std. Error: 0.818622, z-Statistic: 0.979904 and Prob.: 0.0271 indicates that holding other variables constant, a one-unit increase in AMWPP increases the log-odds of WPIR by 0.802. The p-value (0.0271) suggests that this variable is statistically significant at the 0.05 significance level, indicating that it likely has a meaningful impact on the WPIR.

ASOVC (Ability to set up an online video conferencing such as Skype, Google hangout, yahoo Messenger etc) with the Coefficient: 0.278827, Std. Error: 0.671470, z-Statistic: 0.415248 and Prob.: 0.6780 implies that ASOVC does not appear to have a statistically significant effect on WPIR since the p-value (0.6780) is greater than 0.05.

AUMEAI (Ability to use Microsoft Excel to analyze information) with the Coefficient: 2.337887, Std. Error: 0.682892, z-Statistic: 3.423510 and Prob.: 0.0006 means that holding other variables constant, a one-unit increase in AUMEAI increases WPIR by 2.34. This variable is statistically significant (p < 0.05), indicating that, AUMEAI likely has a meaningful impact on the WPIR.

APSUMPP (Ability to prepare slideshow using Microsoft power point) with the Coefficient: 1.700977, Std. Error: 0.790874, z-Statistic: 2.150757 and Prob.: 0.0315 reveals that, a one-unit increase in APSUMPP increases the WPIR by 1.70, and it's statistically significant (p < 0.05) showing that APSUMPP likely has a meaningful impact on the WPIR.

ASDFM (Ability to make simple design of flyer and memos on Microsoft publisher) with the Coefficient: 3.862556, Std. Error: 0.682375, z-Statistic: 5.660462 and Prob.: 0.0000 suggests that, ASDFM has a significant impact on WPIR. A one-unit increase in ASDFM increases WPIR by 3.86.

ADMSCESD (Ability to download materials and save effectively on my computer or external) with the Coefficient: 1.147774, Std. Error: 0.633487, z-Statistic: 1.811835 and Prob.: 0.0300 shows that, ADMSCESD significantly impacts WPIR. A one-unit increase in ADMSCESD increases WPIR by 1.15.

AMCPODMA (Ability to manipulate computer peripherals and organize data using Microsoft Access) with the Coefficient: 0.451058, Std. Error: 0.594722, z-Statistic: 0.758434 and Prob.: 0.0482 revels that, AMCPODMA appears to have a statistically significant effect on WPIR (p < 0.05), although the effect size is relatively small.

The McFadden pseudo R-squared as a measure of how well the independent variables explain the variation in the dependent variable compared to a model with just the intercept indicates that the independent variables explain about 65.35% of the variation in the WPIR. This shows that the model is best-fit for forecasting. Lastly, the p-value associated with the likelihood ratio (LR) test, which tests the overall significance of the model reveals that the very low p-value (close to zero) indicates that the model as a whole is statistically significant.

The significance of the coefficient of the features of the office technology education, the McFadden R-squared and the Prob value (0.000) will enable the study reject the null hypothesis of the study which states

that office technology education does not have a positive and significant impact on reducing workplace insecurity.

Discussion of Findings

The study's findings indicate that office technology and management education have a great deal of potential to enhance both national security and sustainable development.

The likelihood value of 0.0271, which is less than 0.05, indicates that the coefficient pertaining to students' ability to utilize Microsoft Word is significant. The results of the study showed that insecurity in the workplace can be decreased or completely eliminated by using office technology and management training that students receive on ICT competency for production and processing. A businessman can produce a report, spell check it, modify it, and distribute it—even over large distances—in a few of hours, demonstrating the necessity for skill acquisition.

According to Rick (2013), computers in the workplace facilitate more communication between staff members, agencies, clients, and customers. Managers can use computers to hold webinars or web-based seminars, hold conference calls, and display training films. It is even possible to manage this interconnectedness across international borders between companies, clients, and customers.

At the 5% significance level, the respondent's coefficient for capacity to set up an online video conference using Google Hangout, Skype, and Yahoo Messenger indicates a negligible association. with a probability value greater than 0.05, at 0.6780. As most graduates of the Office Technology and Management program lack the necessary office technology and management skills to set up an online video conferencing using Skype, Google Hangout, and Yahoo Messenger, the analysis of the results shows that the desire to expose students to the various office technology tools is still unmet.

Due to inadequate ICT abilities, those who were able to obtain employment have found it challenging to perform adequately in their roles as secretaries and office workers. Examples of these difficulties include setting up online video conferences utilizing Skype, Google Hangout, and Yahoo Messenger. This urge to It is now required to expose students to a variety of office technology tools in order for them to develop the knowledge, abilities, and attitudes needed to use office technology to complete tasks in the workplace.

At the 5% level of significance, there is a positive and significant correlation between the respondents' ability to utilize Microsoft Excel for information analysis, basic computation, and data viewing. with a less than 0.05 probability value of 0.0006. The analysis's conclusions are consistent with those of Ritchie and Brindley (2005), who postulated that ICT is an array of mainly digital technologies intended to gather, arrange, store, process, and present information to an organization both internally and externally.

According to Sing (2002), these technologies include mobile phones, point-of-sale systems, standalone PCs, networked settings, the internet, and information management software. It comprises devices such as phones, laptops, printers, scanners, routers, modems, and communication lines that affect how businesses and customers, as well as employers and employees, communicate as well as how businesses communicate with one another beyond physical borders.

At the 5% level of significance, the respondent's coefficient on their capacity to create basic flyer and note designs in Microsoft Publisher demonstrates a positive and significant association. with a less than 0.05 probability value of 0.0000. The examination of the data showed that basic memo and flyer designs can affect cross-physical business communications as well as those between companies and their clients, employees, and employers. at the

past, tasks like filing, holding meetings, answering phones, and managing mail were done by hand at the office; but, with the development of information and communication technology (ICT), the traditional role of the office has changed significantly nowadays.

At the 5% level of significance, the respondent's coefficient on the ability to efficiently download items and store them to my computer or an external storage device demonstrates a positive and significant relationship. with a less than 0.05 probability value of 0.0300. The result's analysis supports Rick's (2013) findings, which indicate that personal computers have improved employees' productivity at work. Most businesses can have a database of their clients on file on their computers. Businesses that engage via computers also save money on paper. Additionally, a small manufacturing business can use computers to automate a portion of its production line.

At the 5% level of significance, the respondent's coefficient on their capacity to use Microsoft Access to organize data and manipulate computer peripherals reveals a modest but significant link. with a probability that is less than 0.05, at 0.0482. The analysis's conclusion is consistent with Rick's (2013) findings, which indicate that the value of computers in business extends to savings for a range of ventures. The company can then email these clients coupons or exclusive offers. Additionally, a small factory can reduce labor expenses by using computers to automate a portion of its production line.

5. Conclusion and Recommendations

The study discovered that increasing workplace security requires a strong education in office technology and management. According to the findings, recipients of office technology and management education programs have a wide range of employment options since they can fit into a variety of economic sectors and have the necessary abilities to both improve security and enable them to function effectively. The study makes the following recommendations to make sure this admirable goal is accomplished:

1. ICT tools should be a major component of Office Technology and Management courses at postsecondary schools.
2. Teachers should provide students more practice and direction to assist them become proficient in using the internet for work-related objectives other than social media.
3. During office technology education, printers and related applications, such as scanning, photocopying, and wireless applications, should be introduced to the students.
4. Higher education administrators should make sure that all OTM students have access to ICT facilities. This is because providing students with the necessary ICT skills will allow them to create simple flyers and memos, which can impact communication between employers and employees, businesses and customers, and inter-business communications across physical boundaries.
5. The Office Technology and Management program should place a strong emphasis on ensuring that students have the necessary information, abilities, and skills to set up online video conferences using Skype, Google Hangout, and Yahoo Messenger in order to do office chores.

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