

**IN-SERVICE TRAINING NEEDS OF EXECUTIVE
SECRETARIES IN PUBLIC ESTABLISHMENTS
IN KADUNA STATE**

BY

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CHAPTER I

INTRODUCTION

Background of the Study

The emergence of Information and Communication Technology (ICT) in Nigeria has posed a serious challenge to all facets of the Nigerian economy. This has necessitated executive secretaries to keep abreast of the current technology as it affects office procedures and operations. For executive secretaries to contribute effectively and efficiently to the achievement of goals and objectives of the organization they have to be retrained and be given a learning environment on continuous basis in order to acquaint themselves with new challenges in the office. Notwithstanding, there is no doubt that advancement in technology has reshaped and transformed the way executive secretaries discharge their duties. The competent and effective executive secretaryship can be obtained through in-service training programmes. For in-service training programme to be adequate and sound it should consist of three phases, namely: pre-service training phase, on-the-job experience training phase, and in-service training phase (Diraso, 1992).

In-service training is a long life process in which an employee is constantly learning and adapting to new challenges of his job. This he does through reading of books, journals and magazines in his area of specialization, through discussion with colleagues and supervisors on matters concerning his profession and attending courses and conferences relating to his profession. The aims of in-service training include: to update the employees and revamp their professional knowledge, skills, and competencies and to broaden their knowledge of the core

areas of specialization (Itotoh, 1996). Itotoh maintained that such areas may include: writing, editing, production and distribution of correspondence (publications), maintains all corporate books and accounts, receives and disburses fund (finance), assists in recruiting new members by responding promptly to telephone and e-mail enquires, maintains all membership, maintain all records and files all forms (regulatory) and fluent in Hyper-Text Markup Language (computer literacy).

According to Osuala and Okeke (2006), training involves providing employees with directed experience that enables them to be more effective in performing the various tasks that constitute their jobs. If effective, the training experiences result in changes in employee's attitudes, work habits, and performance. From the above definitions, one can now say that in-service training is a means of building up skills through reading professional materials, attending conferences and workshops in order to perform excellently and to bring about high productivity in the work place. Aminu and Ibeneme (2005), defined in-service training as a calculated attempt towards improving quality of an employee in terms of skills, knowledge and attitude with a view to obtaining qualitative and quantitative output from him. In-service training needs arise when workers or employees cannot cope with new techniques and innovations in their professional areas. They maintained that in-service training is a well planned and organized efforts to change the behaviour and to improve on the skills acquired by an employee as to perform to acceptable standard on the job.

In-service training is a vital aspect of organizational management. This is because it is an investment in people and its essence is to enable the staff acquire more knowledge and better techniques by way of improved standard and quality of work as well as help create job satisfaction for the staff. It should be noted that in a fast changing technological age, the need for employees in-service training cannot be overemphasized, hence, it should be encouraged, organized and be a continuous exercise (Ofordile, 2007).

Several authors such as (Onah 2003), Mahapatra (2002) among others have emphasized the importance of in-service training as it increases both quality and quantity of output, engenders self-confidence and good judgement, develops positive orientation towards work, is very crucial in organizations especially in the changing environment in which executive secretaries work.

Mahapatra (2002) opined that in-service training is essential in public establishments to improve and maintain the service quality and standard of staff and the organization itself. Therefore, the executive secretaries require adequate training so that they can handle confidently more diverse and demanding assignments. He maintain that the goals and objectives of the organization will be achieved by the motivation, dedication, quality of work and skills that would be exhibited by the training staff in their work environment. He strongly posited that in-service training plays a vital role in ensuring that the organization staff are prepared to take on their responsibilities.

Bryson (1990) maintained that every organization has the basic purpose of achieving a set of roles with respect to the management of its human resources.

This is done by improving the performance of members of the organization to achieve a set goal or objective for the organization. This is because the productivity or success of any given organization depends to a large extent on the calibre of the people who work for it. Thus, this can be achieved when human potentials that serve as the backbone of the organization are developed, and properly managed. If the staff are effectively developed, their knowledge, skills and competence can lead to enviable social and economic heights of the organization in its goals accomplishment.

Collins (1994) opined that there should be some constant retraining exercises for executive secretaries in order to be well equipped and up-to-date in their knowledge, attitude and skills. He went further to state that such retraining should be in all areas of secretarial development which include Information and Communication Technology Skills, Human relation skills, stenographic, Communication, Administrative and managerial skills, reprographic, micrographic and electronic record keeping skills. Retraining and developing the executive secretaries in the above areas will enable them to discharge their duties and responsibilities effectively and efficiently and with higher degree of performance.

Agbo (2006), described an executive secretary as an employee who can cope with all the stress and demands of the office in a manner that will ensure her overall control of the crises that may emanate from managing records, communication, information, people and other resources that are intrinsically involved in making office the nerve center of any business organization. Executive secretary is seen as an administrative assistant who is able to cope with the stress

involves in his work and who is able to carry out his assigned responsibilities with less or no supervision. Public establishments according to Oldroyd (1994) are government owned, financed, controlled and managed organizations. Therefore, an effective and efficient public establishment is one that has workers who exhibit high levels of job quality performance, high productivity and organizational commitments. According to Cole (1996), training is an activity designed to improve key areas of skills and knowledge. He maintained that development is broader than training because development is centred on increase in knowledge and skills acquisition.

Training and development is designed to ensure that the organization has a competent and skilled workforce to meet present needs and taking steps to ensure that fresh skills and knowledge are being developed to meet future needs. These in-service training programme could be achieved through attendance at University, attendance at relevant conferences, seminars, symposia and workshops. Also, through study leave, self tuition, use of on-line packages, undertaking new responsibilities (Ade, 2007).

Statement of the Problem

Technological advancement has been extended to all spheres of human endeavours. Offices are daily modernized through the use of latest equipment and procedures. These affect the executive secretary and his profession. The challenges of new techniques and innovations demand from executive secretaries much greater responsibilities and improved performances on their jobs.

The essence of providing in-service training for executive secretaries is to enable them develop professionally, keep abreast on new knowledge and technology in their office procedures and operations. However, Oldroyd (1994) and Mahapatra (2002), have observed that public establishments pay only lip service to in-service training of their employees and this automatically accounts for staff inadequacies such as poor job performance. It is in this Gbosi (1999) maintains that where in-service training exists, it is haphazardly coordinated, poorly monitored and organized. Ofordile (2007) observes that in-service training programmes have continued to experience the constraints of inadequate funds. This is because employees' retraining in public establishment is considered expensive in terms of time and maintenance of staff during the programme. He maintains that lack of willingness by the employees to be retrained and some staff with long experience may not show interest in in-service training programmes that do not have any weight for purpose of assessment and they hardly take retraining seriously as a means of changing behaviour of the organization.

There is also the management inability to recognize the in-service training needs of their employees. The work force is generally under-tapped, under-utilized and therefore falls short of its anticipated contributions to the realization of organizational goals.

Therefore, these above inadequacies, if not properly addressed will result in poor performance, difficulty in attaining organizational goals and objectives, and lack of individual development and so on. These anomalies should urgently be corrected for the benefit of both the organizations and their staff members. It is

therefore very significant to find out the in-service training needs of executive secretaries in public establishments in Kaduna State.

Purpose of the Study

The major purpose of this study was to assess the in-service training needs of executive secretaries in public establishments in Kaduna State. Specifically, the study sought:

1. To assess the Information and Communication Technology skills for in-service training needs of executive secretaries in public establishments in Kaduna State.
2. To assess the human relations skills for in-service training needs of executive secretaries in public establishments in Kaduna State.
3. To assess the Administrative/managerial skills for in-service training needs of executive secretaries in public establishments in Kaduna State.
4. To assess the reprographic technology skills for in-service training needs of executive secretaries in Public establishments in Kaduna State.
5. To assess the micrographic technology skills for in-service training needs of executive secretaries in public establishments in Kaduna State.

Significance of the Study

It is hoped that the findings of this study will be of immense benefit to administrators, secretarial staff, researchers, secretarial education students. Administrators (management): There is no single organization that can do without training and developing its staff. As such this study will provide adequate

information to the management that will go through it to get a foreknowledge of the types of in-service training needs of their staff and the importance of in-service training and the condition that determine that. They could adopt the findings to plan and organize in-service training programmes for their staff.

Secretarial staff: The executive secretaries will be made to realize that adequate in-service training programmes enable them to possess the level of intellectual skills with which they can perfectly and proficiently handle the demands of their daily routines and to understand that adequate training will help to ensure job satisfaction. The results of the study will hopefully stimulate further research on the in-service training needs of other cadres of the secretarial staff by opening the frontiers of information on more in-service training programmes. Finally, secretarial education students would benefit from the findings of the study. They would understand better concepts being taught and be able to express their views about concepts encountered in classroom interactions.

Research Questions

The following research questions have been formulated to guide the study:

1. What are the Information and Communication Technology skills needed for in-service training of the executive secretaries in public establishments in Kaduna State?
2. What are the human relations skills needed for in-service training of the executive secretaries in public establishments in Kaduna State?

3. What are the administrative/managerial skills needed for in-service training of the executive secretaries in public establishments in Kaduna State?
4. What are the reprographic technology skills needed for in-service training of the executive secretaries in public establishments in Kaduna State?
5. What are the micrographic technology skills needed for in-service training of the executive secretaries in public establishments in Kaduna State?

Hypotheses

The following hypotheses have been formulated for this study and were tested at 0.05 level of significance.

H₀₁: There is no significant difference ($p < 0.05$) between the mean responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on Information and Communication Technology skills needed for in-service training of executive secretaries in public establishments in Kaduna State.

H₀₂: There is no significant difference ($p < 0.05$) in the mean responses of Chief Executive Secretaries and Deputy Chief Executive secretaries on human relations skills needed for in-service training of executive secretaries in public establishments in Kaduna State.

H₀₃: There is no significant difference ($p < 0.05$) between the responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on administrative/managerial skills needed for in-service training of executive secretaries in public establishments in Kaduna State.

Delimitation of the Study

This study was restricted to in-service training needs of executive secretaries in public establishments in Kaduna State. This study was delimited to public establishments in Kaduna State. The study did not assess other employees of public establishments in Kaduna State. The ministries represent the geographical spread of public establishments in the state.

CHAPTER II

LITERATURE REVIEW

The related literature of this study was organized under the following sub-headings:

1. Conceptual Framework and Theoretical Framework
2. Information and Communications Technology skills for in-service training needs of Executive Secretaries
3. Human Relations skills for in-service training needs of Executive Secretaries
4. Administrative/Managerial skills for in-service training needs of Executive Secretaries
5. Reprographic Technology skills for in-service training needs of Executive Secretaries
6. Micrographic Technology skills for in-service training needs of Executive Secretaries
7. Problems associated with in-service training programme.
8. Review of Related Empirical Studies
9. Summary of Literature Reviewed

Conceptual and Theoretical Framework

The theoretical framework of this study is built on Holland (1959) typology theory of vocational behaviour. This theory focuses on occupational environments which are believed to exist. Holland (1959), the author of this theory classifies the environments into realistic, intellectual, social, conventional, enterprising and

artistic environments. He believes that the way in which each individual adjusts to these working environments and how he develops skills relevant to each environment determines how well he will fit into each of the work environments.

The above theory has to do with this study in the sense that employees in public establishments are not expected to be stagnant if they must be relevant in the organization. They should be able to readjust themselves to innovations or technologies through in-service training which leads to increased productivity and the attainment of organizational goals (Ezeji, 2001).

Human behaviour theory concentrates on interpersonal relationship that exists between management and the workers. The relationship will aid management in realizing the organization goals. Taking a close look at these, it will be seen that the focus is generally on productivity and efficiency. The theory is related to this study because when there is an effective human relations (cordial relationship) between the employees and the management there will be increase in productivity and achievement of the organizational goals. (African Business School, 2009).

Scientific management theory was propounded by Fredrick Wilson Taylor. He was concerned during the late 1800s and early 1900s with emphasis that organizations placed on production. Taylor believed that any major problem confronting an industrial organization could be resolved if management would determine the expected level of output of employees and then communicate to these expectations to the employees. Scientific management, as conceived by Taylor, was designed to increase output of the employees and to improve the

operating efficiency of the management. Taylor believed that workers have to overcome the fear of being replaced by machine or by an automated process. Taylor, therefore, advocated complete education of employees which help them to be more effective and efficient which leads to increased output and the achievement of organizational goals. This theory is related to this study because its focus is on how employees can be effective and efficient which leads to increased productivity and the attainment of organizational goals. This means that executive secretaries needs to be retrained and developed so that they can make maximum contributions to the achievement of organizational goals (Osuala, 1986).

Wandell French model (1978) views personnel functions as an operational process and a facilitating system within the organization. The model brings to light the interdependence of the various human resource management processes in organizations, with human resource management being presented as “diagnosis of planning and coordinating and controlling of a network of organization – wide process and facilitating systems pertaining to leadership, staffing, training and development, compensation and reward and organizational development”. This model is applied to this study (in-service training needs of executive secretaries in public establishments) because it views training and development as a process involving “a complex amalgamation of many sub-processes” aimed at increasing the capability of individuals and groups to contribute to organizational goal attainment. It also informs us that the level of training and development attained by employees directly affects organizational development. This is to say that if executive secretaries in public establishments are retrained and developed

professionally, it will lead to development of the career growth potential of employees job performance and career advancement opportunities and the promotion of the organizational development which makes for the realization of organization's objectives possible (Onah, 2003).

It has been emphasized that organizations cannot afford to stand still. They must be ready for change and so must the people who comprise them. In some ways it is difficult to separate the idea of staff retraining from that of organization development. Both are strategies for achieving change in order to maximize potential, and neither can one exist effectively without the other (Ofordile, 2007).

The term in-service training has been variously defined. In-service training is education for employees to help them develop their skills in a specific discipline or occupation. In-service training takes place after an individual begins work responsibilities. It is the training received by employees after he has entered his profession. (<http://en.wikipedia.org/wiki/continuingprofessional/30/4/2009>).

Cervero (1989) viewed in-service training as a form of continuing education for the profession. To him because of the importance of the work of the professionals such as teachers, lawyers, engineers, doctors, architects, secretaries, he contended that there is need for continuing education or development through a form of in-service training programme. In the developed world, specifically in USA the purpose of in-service training of employees includes to have the up-to-date knowledge about new developments, to have a continuous growth of intellectual as to give much needed help to employees so as to eliminate deficiencies.

The objectives of in-service training according to Bature (2002) include: to up-grade sub-standard employees, improve competence and effectiveness of employees, to reactivate professional employees who for lack of interaction had remained unproductive, to create opportunities for professional growth, retraining employees for new skills and responsibilities, to give the employees necessary orientation to new trends in the office and also to improve the administrative and supervision competence of employees. He maintained that there is great need for in-service training as it gives every employee no matter their areas of specialization the opportunity to reactivate themselves by means of modern methods and innovations in their field of study and it also enables them to share experience of new technology in their professional areas.

Itotoh (1996) sees in-service training as a long life process in which employees is constantly learning and adapting to new challenges in his job. This he does through reading of professional books, journals and magazines in his area of specialization, through discussion with colleagues and supervisors on matters concerning his profession and attending courses, workshops, seminars and conferences relating to his career or profession. He went further to say that the aims of in-service training include: to update the employees and revamp their professional knowledge, skills and competencies and to broaden their knowledge of the core areas of specialization.

Osinem and Nwoji (2005) emphasized that in Nigeria today, all efforts are directed towards exploring means of making training a more efficient instrument in improving work standards of the people. Training with reference to work, refers

to the development of an employee's knowledge, skills and attitudes for occupational purposes. The training function, therefore, proceeds from the assumption that the gap between required and actual performance (which calls for a bridge through training) is the result of inadequacy of knowledge, skill and attitudes. Whether formal or informal training is a planned activity to provide necessary skills or improve on existing ones for a more effective performance. It refers to the process of acquiring knowledge, skill or attitude needed to perform not just well but better. In-service training therefore is a means of building up one's skills as an employee through reading professional materials, attending conferences, seminars, symposia and workshops in order to perform excellently and efficiently so as to bring about high productivity in the work place and also for the achievement of stated organizational objectives.

In-service training is education for employees to help them develop their skills in a specific discipline or occupation. In-service training takes place after an individual begins work responsibilities. Most typically, in-service training is conducted during a break in the individual's work schedule. (<http://en.wikipedia.org/wiki/continuingprofessional/30/4/2009>). In-service training as described by Nmadu (1990), is an organizational effort to change the behaviour or attitudes of employees so that they can perform to an acceptable standards on the job. It is aimed at changing behaviour at the work place into efficiency and higher performance standard which will consequently lead to higher productivity. Roger (1990) postulates that in-service training can improve workers morale, create better inter-personal relationships, instill in employees a sense of loyalty to

the organization and is a continuous process which the researcher believes does not end with initial induction of employees. The purpose of training is for the employees to acquire and maintain the necessary skills capabilities and personal capabilities and adequately contribute their services towards the attainment of organizational goals.

According to Olaosebikan (2008), training is the process of acquiring such knowledge or skill that may be required in the performance of task or multiplicity of such tasks. Skill as contained in Merriam-Webster's ninth new collegiate dictionary (1991) means the ability to use one's knowledge effectively and readily in the execution or performance of an activity. It could as well mean dexterity or coordination which is observable, especially in execution of learned physical tasks or learned power or developed aptitude. A skill may also be defined as an organized and coordinated pattern of mental and /or other display of information which usually involves both receptor and effectors processes (Ekpenyong, 2005). In-service training are schemes not merely designed to improve academic qualification but to accord with the training needs of the system, and must not only be relevant to the functions of the organization and the officer but necessary for the enhancement of the staff members performance on the job (Onah, 2003).

Oluwatobi (2001) defined training as the process of acquiring specific skills to perform a job better. He maintained that an organization facilitates the employees training through in-service programmes so that their modified behaviour can constitute to the attainment of the organization's goals and objectives. He went further to say that training is concerned with those activities

which are designed to improve human performance on the job that employees are at present doing or are being hired to do. It involves series of planned goal directed activities. Therefore, the better trained an employee is, the more productive he can be.

In-service training according to Mahapatra (2002), is a vital aspect of organizational management. This is because it is an investment in people and its essence is to enable the staff acquire and develop more knowledge and better techniques by way of improved standard and quality of work as well as help create job satisfaction for the staff. It should be noted that in a fast changing technological era, the need for staff in-service training cannot be over emphasized, hence, it should be encouraged, organized and be a continuous exercise. He further stated that in-service training is essential in public establishments to improve and maintain the service quality and standard of staff and the organization itself. Therefore, executive secretary needs adequate training so that he can handle confidently more diverse and demanding assignments.

Aminu and Ibeneme (2005) said that it is important to realized that established organizations have staff development section that is saddled with the responsibility of improving the standards of its employees. They described in-service training as a calculated attempt towards improving quality of an employee in terms of skills, knowledge and attitude with a view to obtaining qualitative and quantitative output from him. In-service training needs arises when workers cannot cope with new techniques and innovations in their professional areas. Collins (1994) opined that there should be some constant retraining exercises for

executive secretaries in order to be well equipped and up-to-date in their knowledge, attitude and skills. He went further to state that such retraining should be in all areas of secretarial development which include Information and Communication Technology Skills, Human relations, stenographic, communication, Administrative/managerial, reprographic, micrographic and electronic record-keeping skills. Retraining in these areas enable the executive secretary to discharge his duties and responsibilities effectively and efficiently.

Aliyu (2003), defined in-service training as programmes designed to assist employees in programming themselves for future responsibilities of a different nature or a higher jobs. He went further to say that the major purpose of retraining is to remove performance deficiencies.

In-service training is essential for high productivity in the face of changing social values and staff expectations. He further argues that in-service training is very crucial due to a wide change affecting organization (Aina, 1992) in (Ofordile, 2007). From their own point of view, Bratton and Gold (2000) posit that in-service training of any staff in an organization is concerned with the acquisition and development of those knowledge, skills, techniques, attitudes and experience which enable a staff to make his most effective contribution to the combined efforts of the team of which he is a member. They opined that in-service training prepares the individuals to carry out his present job satisfactorily and prepares him also for greater responsibilities.

Noe (2000) sees in-service training as the process whereby an employee is enabled to grow in the job, through the acquisition of wide experience and

increasing confidence resulting from the exercise of varied and tested responsibilities, which enable him to reach the top or achieve his best in his profession of employment. He maintained that such development is seen as any learning activity which is directed towards further needs rather than present needs and which is concerned more with career growth than immediate performance.

In-service training therefore refers to skills and knowledge attained for both personal development and career advancement. In-service training encompasses all types of facilitated learning opportunities, ranging from college degrees to formal course work, conferences and informal learning opportunities situated in practice. In-service training for executive secretaries aims to create a dynamic, learning situation, where executive secretaries can explore ways to advance their career skills and to create a better quality of life. It help them to focuses in interpersonal skills, techniques for managing time, stress, people and work loads, for effective team-work, communication, and solving problems. Through in-service training executive secretary is able to deliver the highest quality work to even the most demanding boss and it also help the executive secretary to become an outstanding member of the management team. (<http://en.wikipedia.org/wiki/secretary/29/4/2009>).

Need for Executive Secretary

Executive secretary is an individual who is employed in an organization responsible for providing secretarial, clerical, and administrative support in order to ensure that services are provided in an effective and efficient manner. He is expected to have a proficient knowledge in the following areas. Office

administration, an understanding of relevant legislation, policies and procedures. Executive secretary must demonstrate the following skills that will make him effective and efficient in achieving the organizational goals and objectives. These skills include: team building, book keeping skills, analytical and problem solving skills, decision making skills and listening/communication skills, computer skills including ability to operate computerized accounting, spreadsheet and word processing programme at a high proficient level, stress management skills and time management skills. Executive secretary is a top-level officer who reports to a senior executive in an organization. An effective executive secretary is the one who can cope with all the stress and demands of the office in a manner that will ensure her overall control of the crises that may emanate from managing records, communication, information, people and other resources that are intrinsically involved in making office the nerve center of any business organization (Agbo, 2006).

Executive secretary is a public relations expert, a staff assistant and the boss's office memory. She is responsible for much of the detail work of the office and is expected to carryout her duties with a minimum of supervision and direction. She represents the organization and her employer attractively to the public and generates good human relation in working with all employees on the organization. Executive secretary has a dual responsibility for the impressions she creates in the office. One is to herself, for she is judged by her personal appearance, personality, behaviour and attitude; the other is, to other employees with who she works with for they tend to pattern their behaviour as well as

appearance after her. Her appearance and action-both good, and bad-are observed, analyzed and copied (Popham, Estelle, Marshall 1993).

Executive secretary is also known as administrative assistant who is responsible to provide high-level administrative support by conducting research, preparing statistical reports, handling information requests, and performing clerical functions such as preparing correspondence, receiving visitors, arranging conference calls and scheduling meetings. May also train and 'supervise lower-level clerical staff. (<http://www.payscale.com/research/ZA/job>). Executive secretary makes lesser administrative decisions based on knowledge of the organization's policies. He handles project-oriented duties and may be held accountable for the timely completion of the task. He relieves the chief executive of routine administrative details. He also handles some correspondences on her own initiatives, maintain confidential files, gather data and compiles special reports, arranges appointments and interviews and representatives of his firms. The executive secretary may instruct, assign work and hire other clerical workers (Olufunwa, 1995).

The executive secretary has a myriad of administrative duties. Traditionally, these duties were mostly related to correspondence, such as the typing out of letters. The advent of word processing has significantly reduced the time that such duties require, with the result that many tasks have come under the purview of the executive secretary. These might include managing budgets and doing book keeping, maintaining websites, and making travel arrangements. He might manage all the administrative details of running a high level conference or

arrange the catering for a typical lunch meeting. Often executives will ask their executive assistants to take meeting minutes and prepare meeting documents for review. He is expected to be creative on managing new situations (<http://en.wikipedia.org/wiki/secretary/29/4/2009>).

Executive secretary is expected to work independently and without need for on-site supervision. He function as office manager for the organization. He is responsible for the day-to-day operation of the organization. He hires and supervises any paid office staff and routinely handles unusual problems under difficult circumstances in what is sometimes an unsettled environment. Executive secretary acts as liaison between management levels within the organization and manages all correspondences directed to the organization. He equally maintains all corporate books and accounts, receives and disburses funds and handles all corporate financial transactions in accordance with national accounting standards and accountants' recommendations. He is expected to be computer literate and being fluent in Hyper Text Markup Language (HTML); Microsoft office professional education software suite, including the latest version of Microsoft word, Access, Excel, Power point, and Outlook.

Executive Secretaries may be responsible for representing the official at meeting or events or even presenting prepared information on behalf of the official when they cannot be there themselves. An executive secretary will often be privy to very confidential information and therefore must be able to work with sensitive information in a professional and confidential manner. He/she will be required to relay information accurate through phone conversations, messages, emails and

other forms of communication. Executive secretary should possess excellent communication skills both verbally and in written form, should be very organized and logical, and should be able to multi-task and work on several big and small projects at one time. He /she will also maintain records of all documentation, file materials, manage data entry and even set up databases and other relevant data information. He /she supervises any support staff and ensuring all office policies and procedures are being implemented. (<http://en.wikipedia.org/wiki/Secretary> /29April,2009).

Nowadays, executive secretaries use computers instead of typewriters. With the help of computers, they perform tasks that were once done by managers. For example, they use computer software to manage data. They use spreadsheet programs to arrange and compute numbers. They use database software to organize data and create tables. They also use computers to produce finished documents, such as reports. They operate office equipment such as photocopiers. They study management methods and suggest ways to improve workflow.

Personal attributes of Executive Secretaries

According to Edun and Ajetunmobi (2000), the following are some qualities which can be 'learned, required and/or developed through use and trainings by executive secretaries:

- (1) Loyalty: Executive secretary's loyalty should be to both the boss and the office in helping to achieve the objectives of the organization. This call for the sacrifice of her time whenever there is job to be done even if under

- stress. A loyal executive secretary should have a sense of belonging thus making herself part of the office and putting in everything. She has to ensure smooth running of the organization.
- (2) **Sociability:** It is universally accepted that man is a sociable animal and the executive secretary is no exception. The executive secretary is expected to mix freely in the office without losing her self respect. She will thus know what goes on in the establishment. In the course of her official or social contacts she should however be mindful of the cliques which usually exist in various organizations. Ability to relate to all types of people will certainly help her in dealing with the various sections of the organization and outsiders or visitors.
 - (3) **Sincerity:** In whatever situation she may find herself, she is expected to be sincere on any subject about which she has to express an opinion, where the opinion would, however, hurt other people's feelings then tact would have to be applied with sincerity still expressed.
 - (4) **Self-reliance:** Executive secretary should be prepared to face and deal effectively with new situations at all times. Taking decision and trusting in her own judgement will give her a feeling of satisfaction. The boss will thus be able to entrust routine work to her and confidently ask for her opinion on some delicate and sensitive matters.
 - (5) **A high personal standard:** The executive secretary should avoid careless and irresponsible work. She would always make it her policy to check everything she types before she removes it from the computer or before she

passes for signature. Accuracy in everything she submits is a hallmark of efficiency. Executive Secretary is expected to develop skills acquired so that he can perform very well in the office.

Information and Communications Technology (ICT) skills for in-service training Needs of Executive Secretaries

The computerization of the office has added a new dimension to the role of executive secretaries in information and communication technology. Executive secretaries are therefore required to possess ICT skills to remain relevant in modern offices. Employers are of the view that advancement in technology, innovations in computer, telecommunication and the resultant effects have probably rendered executive secretaries effective in the electronic office (Okereke, 2005).

At the awake of Information and Communication Technology system, there were fears that secretarial staff and practitioners will soon be thrown out of jobs and their places replaced by modern office machines and equipment. Most people raised questions such as, are we about to witness the death of secretarial profession? What is the future of the profession? etc Unfortunately, the progenitors of these ideas have forgotten that the advent of the dictating and other office machines some of our visionaries were busy preparing us for the funeral service of the profession only to discover later that any discovery in Information and Communication Technology system increases the demand and popularity of secretarial staff (Ihedioha and Donatus, 2008). They maintained that although ICT

have had a tremendous impact on the way information is processed and the word processors and computers are replacing the standard typewriters, hence there has not been major change on the way information is put into the systems. Many of the office machines in the ICT system are fashioned after the manner of the typewriters – telex machines, computer/internet, hardwares etc, thus making the typing skills an adoptable skill on these machines. The same keyboarding system on the traditional typewriter is still being used on all ICT systems with other specialized keys. What the secretarial staff needs is to adopt herself to the new office machines and equipment.

The high rate of ICT in the developed countries has led Brown (2001) to state that there is no more critical question facing the developing world today than how to face the new challenges and opportunities offered by the information revolution and particularly the phenomenon of the internet.

The world is in an information age in which new ideas continually change our world. In every domain, the increase of knowledge leads to scientific breakthrough that make lives better (Isoun, 2006; Oladere, 2006). There are obvious reasons to emphasize capacity building for executive secretaries in an information age. The information age has provided a rich global resource and collaborative environment for dissemination of knowledge and information. In the world at large, it is acknowledged that ICT is growing at a rapid pace with emerging technologies continuing to develop. The impact of public establishments has been fairly significant and is likely to increase more dramatically over the next few

years as there is more knowledge explosion and various organizations are required to develop greater ICT capacity.

Rahman (2002) described Information and Communication Technology as the technology of creation, processing, storage, retrieval and transmission of data and information, including telecommunication, satellite, computing (software) the internet and global systems of mobile Communication (GSM). And millions of computers brought together or that are interconnected over the world that can communicate with one another to exchange messages and share information from the internet which is an indispensable electronic resources for learning, teaching and research.

Information and Communication Technology revolution began with the development of the first set of computers in the 1950s. The first set of computer understood only the digital language of zero's and one's. Modern computer however, have the capability of reading, processing, and storing of millions of instructions per second. This is because today's computer has brains, which are called microprocessors. In the developed countries, the downward trend in the prices of computers' have brought about an increase in the demand for the technology. Hence, Jones, George, and Hill (1998), foresaw a situation when computers would become as common as wrist-watches. In the developed world today, even the most basic chores have been affected by ICT. All over the world, the prudent are taking conversion and adaptation courses in response to how information technology is affecting our environment.

Information and Communication Technology, according to Ayeni (2005) is the use of computers and communication gadgets in information processing. Information Technology is the use of computers and telecommunication devices for the acquisition, processing, storage and distribution of various types of information. Computer, therefore, is defined by Ayeni (2005), as series of related electronics machines which accepted data from input device, performs arithmetic and logical operations in accordance, with a predefined programme and finally transfers the processed data to an output device either for further processing or in final printed form such as statement of accounts, salaries schedules, etc. Onyewuenyi (1994), defined computer as a device capable of accepting information, applying described processes to the information, and supplying the results of the processes. It usually consists of input and output devices, storage, arithmetic, and logical units, and a control unit. Computers today are used with telecommunications devices like telephone modem, fax, satellite and others to transmit information at a speed that has never been seen before. He went further to say that computers are used to compile, store, and process information while the telecommunications devices under the control of a computer, transmit the information to the points where they may be needed.

Information and Communications Technology has wider spectrum of applications with much relevance to academic and professional skills development. Information and Communications Technology is concerned with the various means of generating, processing and transferring information using basically computers and telecommunication technology. That was why Onanusi

(1998) rightly observed that the developed countries woke up just in time to embrace Information and Communication Technology. Bello (2001) noted that radical communication processes like the e-mail and internet is already being taken for granted in developed countries like United States of America, United Kingdom, Japan and even some African countries like South Africa and Ghana. Omo-Ettu (2001), also observed that in some developed countries citizens could now file tax returns through the internet. He also noted that because of the well developed internet culture in developed countries such advancement like job creation have been achieved to boost the national economy. Jobs are created in the areas of training and retraining, equipment, sales and services, software development as well as peripheral areas like data communications and telecommunications.

Obi and Oborah (2001), described Information and Communication Technology as a concept, which refers to broad combination of computing and telecommunicating technology for information processing. Fasae (2003), quoting Ehiemu (1996), that Information and Communication Technology is any technique used by people to handle information which involves the creation, storage, manipulation and communication of information. Folahan (2003), is of the opinion that Information and Communication Technology is the acquisition, processing, storage and dissemination of vocal, pictorial and numeric information by a microelectronic based combination of computing and telecommunications technology. In the same vein, Olofintila (2003), stated that Information and Communication Technology is the introduction of microelectronics and computers

for the processing of data in order to produce the right information to the right decision maker, at the right time, in the right place at minimum cost. These definitions point to the fact that for someone to fit into the business world of the present age, he/she must be acquainted with the ongoing technological revolution. The most common application of computer technology is information processing which is the major role of any office.

Okojie (2007), described ICT as the collection, storage, processing and communication of information by electronic means. He further noted that Information and Communication Technology enables quantities of information to be handled quickly and economically. Okojie (2006), points out that ICT consists of hardware, networks and media for collection, storage, processing, transmission and presentation of Information (voice, data, text and images). On the other hand Information Technology (IT), which is a component of ICT, refers to the creation, storage and processing of data including hardware, system software and software application.

Berenfield (1999), observes that in developed countries, ICT has changed how people live, work and play. Most of the developed countries have exploited the potentials of ICT to transform their educational landscape at the tertiary, secondary and even primary school levels, particularly instructional process. ICT holds out the opportunity to revolutionize our offices, expands access to quality training and development and improve the management of various organizations.

Information and Communication Technology is concerned with the various means of generating, processing and transferring information using basically

computers and telecommunications (Ani, 2005). This made Eruanga (2005), to say Information and Communication Technology (ICT) has turned the world into a global village. Therefore, the twentieth century has witnessed an unprecedented overload of information, whether by printed material, radio or television coverage, the internet or some means, the world is saturated with information. Through technology, the internet makes vast libraries of information available to computer users. Eruanga went on to affirm that ICT just like other sphere of life has actually had a lot of impacts on the secretarial profession. She said that gone are the days when persons with good handwriting are faced with tasks of documents organizations. Gone are the era when most of the information that could be obtained are acquired by using libraries, telephone, conventional mails or newspaper. She went further to say that Information and Communication Technology (ICT) have made the job of the executive secretary more attractive, less stressful, more challenging and educative, more efficient and rewarding for modern sophisticated gadgets are now available for the executive secretary.

Lucy (1990) in Aja (2002), defined ICT as acquisition, processing, storage and dissemination of vocal, pictorial, textual and numeric information by a micro-electronic based combination of computing and communication. Information and Communication Technology has already impacted tremendously on office jobs. Secretarial practice is one of the office occupations deriving huge benefits from information technology. As the office Information Coordinator, the executive secretary is involved in organizational information flow from originating to

eventual storage. The Secretarial functions of collecting, transferring, verifying, processing and transmission of information lend themselves to computerization.

Idih (2005) said that there is need to effectively harness and integrate the power of key to improve skills acquisition and competences into the Higher National Diploma Secretarial education curriculum. She said that will help in producing secretarial graduates with flexible skills for the virtual office of today.

Ohakwe (2003) in Chuke (2005) compared computer and communication device with the traditional manual process opined that virtually every office function could be automated typing, filing and communication among others thus enhancing the executive secretary's job. Executive secretary can now stay longer at workplace as information and messages can easily be keyed and assessed. Executive secretaries are learning to use technologies to enhance their abilities to learn more about how their company works. The stereotyped image of the executive secretary as a "servant to the boss" has faded tremendously giving way to a perfect work partner with the boss.

Agbo (2006), observes that with the rapid changes in the world technology information transmission/communication are not left out. New methods, means and channels of information quicken are springing up every day. New machines and equipment that fastens and simplify the communication functions of the executive secretary are coming out every day. The traditional manual offices are gradually changing to automated offices where electronic equipment have taken over the communication functions. And for executive secretary to remain relevant in the midst of this ever-growing information technology, the executive secretary

needs to be trained and developed in the functions and operation of these modern information and communication gadgets. He went further to say that the provision of secretarial training and development on the information technology will help the executive secretary to make maximum input in the achievement of the goals of the organization. Agbo (2006), went further to say that the world of business is changing rapidly as a result of technological development. In Nigeria, the business scene is changing very fast. There is a very wide departure from the traditional business enterprises to the evolution of international and multinational organizations operating in the Nigeria economy. Some of these establishments have acquired and installed modern communication equipment. Information and Communication Technology is making a lot of impact in the business world. The impact is also reflected on the functions of the secretarial staff. He opined that the impact of technological improvement in the office demands that the development of a successful secretarial career today depends upon the executive secretary in training to acquire Information and Communication Technology (ICT) based skills and expertise as well as skills required for each category of staff technological changes in our environment coupled with competition within a particular industry or in the society are the reasons why organizations engage in training and development of their secretarial staff.

Information and Communication Technology (ICT) refers to all information and communication system and technologies inclusive not only on digital formats such as the internet or the world wide web (www) but also interfaces with radio cable, and wireless television, video, cellular phones, print

media and others (Nweke, 2007). Nweke went further to describe ICT to mean technologies that facilitates communication and transmission of information by electronic means. It encompasses the use of radio, television, telephone, fixed mobile or telecommunication Global System for Mobile (GSM), internet, etc.

Omo-Ettu (2000) rightly observed that in Nigeria today, even though it is difficult to have exact figures from the number of users connected as at today, indications are that this service has been enthusiastically embraced by many users especially corporate clients, some of who have corporate websites and e-mail facilities for their workers. At the personal level, many users hook onto the e-mail services for both business and social communication. Obi (2001) supported this view when he stated that the performance of ICT in the country has improved a great deal over the last decade. In Nigeria today, many banks, hospitals, supermarkets, schools (especially private), private and public businesses etc, have embraced ICT. This trend is especially noticeable in Nigeria cities. Some ICT outfits are also springing up in the rural areas especially where there are educational institutions. Some schools that have the financial compatibility have made deliberate effort to purchase these modern equipment for use in their schools. Many workers make personal efforts to register with private business to make themselves computer literate. A good percentage of Nigeria are aware of ICT even though its awareness is a far cry when compared with that of the developed nations.

Na'Abba (2001) observed that as long as Nigeria fails to consciously integrate and cultivate new ICT and lack the will to invest in a potentially skilled

workforce amongst its citizens she will be left behind in the ongoing revolution of the world economy. Na'Abba also emphasized that the reason why the country should strive to diffuse Information and Communication Technology is not just to look "digitally correct" but that the ICT revolution is a new industry which require new skills and expand opportunities for business especially executive secretaries who works in public establishments. Onanusi (2002) agreed with Na'Abba by stressing that ICT is the bane of progress in any developing country. He urged Nigerians to strive to ensure excellence, integrity and accountability of ICT. Ghimire (2000) stated that lack of access to computers and the internet represents a developmental problem in the country. Ofulue (1999) noted that the plight of ICT affects even the curriculum and quality of product of the schools, for instance, most of the universities and higher institutions teach telecommunications and computer science. Yet they do not have practical facilities and conducive environment for their students to practice adequately. Hence, most computer graduates cannot even programme a typical computer. He further said that the creating awareness of current ICTs through education at all levels will ensure the proper use of associated tools and techniques.

In recent years, business practice all over the world has undergone changes and innovations such that manually operated machines have given way to the electronic ones (Folahan, 2003). Also, Umemezia (2003), pointed out that technological revolution is having a profound effect on the scope of business activities. One of these areas in which technological revolution has taken place, relates to Information and communications Technology (Fasae, 2003). Through

the operation of Information Communication Technology (ICT), it has become easier and faster to receive, record, process, retrieve and transmit information.

It cannot be overstatement that retraining and developing of existing executive secretaries in the area of Information and Communications Technology (ICT) should be given priority. Assessing the present level of their knowledge and skills about ICT is therefore a worthwhile exercise. For executive secretary to stay abreast of the new challenges in their job there is the need for them to develop their professional skills in ICT and this could be made possible through in-service training programmes. In-service training is a long life process in which the executive secretary is constantly adapting to new challenges of their job. This they do through reading of professional books, journals and magazines in their area of specialization, through discussion with colleagues and supervisors on matters concerning his profession and attending courses and conferences relating to his profession.

Igbinoba (2005) said that the effect of ICT on secretarial practice cannot be over emphasized. The primary function of Information and Communications Technology (ICT) is to make work faster, easier and more effective. Igbinoba (2000) in Igbinoba (2005) said that secretarial duties now include records management, Information and communications management, human relations management, text processing, and note taking among others.

Computer Technology Skills

The computer as one of the ICT components is the bedrock of information technology. Harrison (1997) defined a computer as any device capable of

automatically accepting data, applying a sequence of process to the data and supplying the result of these processes. Aromolaran (1993), described computer as an electronic machine that stores and processes data or information. Osuala (2004), defined the computer as an electronic machine that accepts data through an input, does the arithmetic operations with a pre-defined programme for safe keeping or for later use. Components of computer include the monitor, Central Processing Unit (CPU), keyboard, mouse, printer and a modem (Alhassan, 2001). The monitor translates electrical signals sent from CPU into words that appear on the screen. The central processing unit consists of the memory, arithmetic unit, central unit and the operating console. The keyboard is one-way input into the computer. The mouse is an input device whose motions direct pictures to different areas of the screen. The printers translates electrical signals sent from the CPU into words or images that are then printed out on paper. The modems performs input and output function. It converts sound signals carried by telephone line into a form that can be understood by computer (Alhassan, 2001).

According to Nweke (2007), computer is an electronic device that receives, retrieves, and processes data, and can be programmed with instructions. He further said that computer is an electronic device that receives data as input, processes it, and gives out the results as output. Computer as a device is capable of receiving, processing, storing and retrieving data and can be programmed with instructions.

NTI (2007) described a computer as a special multipurpose electronic device (machine) that is capable of receiving instruction (data), storing and processing it and giving a desired result as output accurately at an incredibly high

speed. Over fifteen years ago, computers were left to computer professionals. Computers are now an integral part of the learning experience in virtually all careers. Computers have helped us to be active participants in the emerging Information Technology society. The timeliness of information is critical in today's fast-paced business world. In response to the request for more timely information, computer systems are now designed to be interactive which according to Long (1991), eliminates the need to go through the intermediary and permit users to communicate directly with the computer system.

Oliver and Chapman (1993), defined computer as a device that works under the control of stored programs, automatically accepting, storing and processing data to produce information that is the result of the processing. Computer can be viewed from another point as an automatic device capable of carrying out calculation according to a predetermined set of instruction. Oliver and Chapman further said that when the computer processed data it actually perform a number of separate functions as follows:

1. **Input:** Most computers cannot accept data in forms customary to human communication such as speech or handwritten documents. It is necessary therefore, to present data to the computer in any way that provides easy conversion into its own electronic pulse based forms. This is commonly achieved by typing the data into keyboard device that converts into machine – sensible forms. A keyboard device is just one of the many kinds of input device. The mouse can also be used to input. In some cases,

machine – readable documents or media are produced as part of the input process. Data finally enter storage.

2. **Storage:** Data and instructions enter main storage and are held until needed to be worked on. The instructions dictate action to be taken on the data. Result of action will be held until are required for output.
3. **Control:** Each computer has a control unit that fetches instructions from main storage, interprets them and issues the necessary signal to the components, making up the system. It directs all hardware operation necessary in obeying instructions.
4. **Processing:** Instructions are obeyed and the necessary arithmetic operations etc, are carried out on the data. The part that does it is called the Arithmetic logic Unit (ALU). In addition to the arithmetic, it also performs so-called logical operations. This operations takes place incredibly as a high-speed e.g. 10 million numbers may be totaled in one second.
5. **Output:** Results are taken from main storage and fed to an output device. This may be a printer, in which case the information is automatically converted to a printed form called hard copy. Or alternatively data may be displayed on the monitor screen similar to that used in the television set (Osuwa, 2002).

Internet Skills

Internet skills is one of the Information and Communications Technologies that executive secretaries should possess and developed the skills to operate. The

internet as an international network of computers has reduced the globe into a small village. Agbo (1999) described the internet as a worldwide assemblage of interconnected computer networks. It connects all manner of private, commercial, government and academic networks including a growing number of home computers. As a consumer of great resources of the internet, today's executive secretary will be confronted with the concept of internet connectivity, the e-mail concepts, the skills in browsing the websites and the knowledge of how to use search engines to locate information. The term internet is used to identify any collection of networks into larger Wide Area Network (WAN). Internet often called the NET, the information superhighway or cyberspace is the largest computer network in the world. As networks, which is a groups of connected computers that allows people to share information and equipment.

Chukwumezie (2002), defined Internet as a conglomerate of thousands of computer networks utilizing a common set of technical protocols to create a world-wide communications medium. The Internet uses digitalized data, which travel through a number of computers or transmissions lines owned by different individuals or organizations before reaching its destination. Thus no one individual or organization owns the Internet. The executive secretary being an integral part of the organization is being affected by the technological innovations in the world today has to be in tune with the Internet and its resources. The executive secretary should possess the necessary skills required to use these resources for her effectiveness in information dissemination, records management

and general workflow. As enumerated by Menunwa (2001), internet resources include the following:

- E-mail
- Newsgroup /Usenet
- Telecommuting or Tele-working
- Computer Aided Telephony
- World Wide Web (WWW)
- Surfing the Net
- Internet Relay Chart
- Corporate lease Access
- File and Topic sharing
- Public voice messaging
- Radio Paging
- Video conferencing
- Mobile Telephone system
- Internet Address and Host Address.

The emergence of Internet represents a major new phase in human development, one in which potentially all knowledge is available to all citizens. It differs from other mass media both in its global nature and in that it supports participation from all with access that is, it is a truly many-to-many medium. The Internet is predicted to be as radical as the industrial revolution (Agomuo, 2005). According to Agomuo (2005), the Internet, sometimes called simply “the net” is a

world-wide system of computer networks – a network of networks in which users at one computer can, if they have permission, get information from any other computer (and sometimes talk directly to the users at other computers).

Adebayo (2002) added that access to the Internet implies having access to numerous basic services. These services are:

- Electronic mail
- Tele/video conferencing
- Access to information resources, research and library services
- File transfer protocol (FTP) downloading software distribution
- News group and discussion groups
- Telnet remote access, network computing
- Telephoning, fax, directories, audio broadcast, real time audio.
- Imaging, 3-dimensional live voice and video text.
- Archiving
- Integration with directory services
- Interactivity (real time calculators, searching etc)
- Hyper text linking
- Online ordering, invoicing and payment
- Intranet add to push technologies for future Internet
- Airline information, travelocity, the trip
- Weather information and satellite imaging
- Maps, map info

- Electronic books store catalogue, book pools, book purchase with full bibliographic information
- Electronic libraries
- Games – military entertainment
- Mail list

Internet skills enable the executive secretary to link up with the various departments within the organization as well as the outside world. He is able to supervise subordinates and other office functions effectively and efficiently. Therefore, for the executive secretary to be proficient at using and managing the vast resources available on the Internet, Blackburn, Havice, Cawthow (2001) recommended the following Internet skills:

- Locating a specific website
- Becoming familiar with terms homepage, link URL, http, surfing, html
- Book marking and categorizing specific websites
- Awareness of different search engines and typical information provided, that is, yahoo, Excel, Net cape

Telecommunication Skills

Telecommunication is another component of Information and Communications Technology (ICT). It is also another technology skill the executive secretary requires and to improve upon as to be effective in office communication.

Agomuo (2005) stated that telecommunications may be referred to all two-way communication over distance or the transmission of signals over distances. Telecommunication is seen as a whole field of passing information and data, as a signal, stream or packets over a distance. Madaki (2006) explained telecommunication as the transmission and reception of information in form of electromagnetic signals. This information is related to spoken conversation or computerized data and can be carried over cabling or radio-based transmission. Computers can be linked over telephone lines using modems to convert digital output into suitable analogue signals. This made Ojukwu and Ojukwu (2002) outlined the telecommunication skills needed to be developed by executive secretary for effective office communication to include:

- Ability to send and receive E-mail
- Ability to manage and mail services (incoming and outgoing)
- Ability to fax messages
- Ability to operate teleconferencing facilities
- Ability to send and receive message through computer networks: Local Area Network (LAN) and Wide Area Network (WAN).
- Ability to send and receive correspondence by telex, telephone, mobile phone, private branch exchange
- Ability to know modem and telecom and their functions

Executive Secretary must be vast in ICT skills so also the human relations skills for effective operations in the organization.

Human Relations skills for in-service training needs of Executive Secretaries

One of the important skills required and to be improved upon by executive secretary is human relations skills. The effect of good human relations in the achievement of organizational goal is tremendous and the efficient executive secretary utilize this tool to their advantage. A number of executive secretaries are technically knowledgeable but have no idea about human relations and such ones do not understand that knowledge or skill is not enough to make one successful. If one must achieve result, a lot will depend on interactions with others, and such interactions evolve from acquisition and practice of human relations skills (Frank and Cephas 1999).

Raju (2001) defined human relations as the way two or more people behave toward each other in any situation. He further sees it as the ways people interact within a business organization. Odekina (2003) saw human relations as the ability to work with people and have a cooperative effort in teamwork. It involves the creation of an environment in which people feel secured and free to express their opinion. Agada (2006) defined human relations as a managerial process of integrating workers within the organization such that behaviour would result in the organization of both individual and organizational objective concurrently. He further stated that human relations involve managerial activities undertaken to determine the fundamental nature of human resources, integrating and being able to cope with the inevitable conflicts that will arise from such integration. This made Ocheja, Ajibo and Dogwo (2005) said that since a greater percentage of the

executive secretaries job involves coming in contact with people either on the phone, in a meeting, face-to-face interaction with customer, staff and public, a good human relations is inevitable. A good executive secretary should be in the display of human relations skills and must be able to build team work among colleagues, respect personal dignity and worth of each members of staff and above all, be able to employ tact and initiative in his dealings with the public. It is evidently clear that the executive secretary in relating with people becomes the eye of the organization and thereby promoting the image of his boss in particular and the organization in general.

Aminu and Ibeneme (2005), said that the image of the organization is at stake if the executive secretary is rude, lack courtesy and politeness in addressing or receiving business partners. An executive secretary must therefore possess both personal and business attributes which are very important ingredients of human relations. According to Harrison (1997) in Aminu and Ibeneme (2005), business attributes include “discretion”, tact and diplomacy”, “pleasant mannerism”. He maintained that an executive secretary should be friendly and helpful”. A good executive secretary should have a kind of inbuilt psychological cushions that stabilizes his motions in any circumstance that his office work may dictate. He should possess appropriate emotional adjustments when, getting along with colleagues and customers, entertaining visitors, entertaining official inquiries, and when receiving criticisms.

Spencer and Pruss (2000) believed that an executive secretary could build a good human relations through understanding the internal and external members of

his organization by taking into consideration their skills, personality and preferred roles. This, according to them, “each person has unique thoughts, ‘motivations’, expectations, perceptions, values and attitude”. This implies that it is part of human relations for an executive secretary to respect the feelings of other people he is working with as well as customers of his organization. One of the aspects of secretarial activities in handling telephone calls is that an executive secretary must be able to deal diplomatically with any telephone inquiry”. It is also good of him to set a high standard of behaviour and efficiency for the rest of the office staff”.

Ezugwu (2004), said that human relations refers to relationship between individuals and group of individuals. It is a total attitude and habit of mind, attentiveness to the reaction of people, a continuing awareness of their persons and concerns, a sensitive to their problems and aspirations. Since man is a social being the executive secretary needs to acquire and develop social skills in order to be able to function properly in the office environment for she needs to interact very well with such people as her boss, colleagues, other supervisors, subordinates as well as the public. Ikeagwuani (2001) in the relationship with senior and colleagues, said that all senior members of staff should be treated respectfully with the full realization that the effort of each person contributes essentially to team effort. There should be cooperation amongst the staff. If the executive secretary realize that her office cannot be isolated from the offices controlled by her colleagues and senior officers, sustained attention would be given to all acts that would solidify the relationships into firm and concrete teamness.

Frank and Cephas (1999), said that human relations evolved as a result of early activities of behavioural scientists who carried out a number of researches in an attempt to satisfy the curiosity of man over issues in scientific management. Human relations embrace all the behavioural sciences because it revolves around human behaviours. Good human relations encourages team spirit, when good human relations principle are put in place, the workers see themselves as a team. One of the major responsibilities of executive secretaries is to accomplish objectives, through the group they manage. The executive secretary in his relationship with the management team must ensure that the workers or those he deals with are made to feel that they are a part of the system. Also good human relations results in increase in productivity. When the morale of workers is high and they believe that they are a part of the establishment, there is every tendency that the productivity of the firm will increase. Although the challenges of the present day human relations is enormous, the executive secretary's position to contend with the demands is not in doubt if he/she is given required training, development and the necessary motivation.

Azuka and Azuka (2006) opined that human relations involve more than just getting along with others. It involves some total of a person whereby he reaches out to others, with genuine care and understanding. Good human relations has its basis on the Biblical golden rule which says "Do unto others as you would want others do unto you". Meaningful human relations include such issues as: how a man sees himself and as others see him: the ability to get along with others, inwardly and superficially with whom he lives, works or associates. He went

further to say that it is only by accepting and understanding others that we could bridge the gap of imperfection thereby helping to handle situation, which might otherwise escalate into disputes in a working environment. Human relations in the office is essentially the development of an effective working office environment through effective manipulation and persuasion of the personnel. It means getting people to want to work together to meet the set goals of the office. It involves the study of the interaction between the individuals within the office, either as a group or as individuals. Good human relations is in fact good leadership. Its main objective is the planting of stability, effective standards, simple functional and achieving systems, and efficiency by managing the diversities of interests, skills, and aptitude in satisfying the goals of the office. They went further to say that relationship at work concerns relationships with people at different levels. There are mainly four types of relationships among workers in a work situation. Firstly, there is an upward relationship, which is relationships with ones senior. Secondly, there is the sideway or horizontal relationship, that is relationship between officers at same level or equal ranks within the organization. Thirdly, there is downward relationship, which is relationship with ones subordinates. Finally, there is open relationship, which is relationship between the people at work and the public who are either clients or customers. For executive secretary to deal effectively with the above situation he needs to acquire and develop his human relations skills.

Azuka and Azuka (2006) went further to enumerate some of the qualities that are important in good human relations to include:

- Sincerity: If you do not possess this quality, it is difficult for people to believe you and your dealing with them.
- Patience: Everybody may not have the knowledge or the ability to grasp information as quickly as you can do.
- Courtesy and cheerfulness: Try to be courteous and cheerful at all times. People like to be around courteous and cheerful personalities.
- Effective communication: Good and effective communication in human organizations build up confidence, water down areas of misunderstanding, promote harmony between civilizations and cultures necessary for progress and achievement of positive results.
- Co-operation: a person who builds up group morale is a desirable addition to any organization because he or she is a good team worker. Cooperation is an important factor in good human relations. Office work is a team work and no team can accomplish its goal in an environment that lacks cooperation. Cooperation means loyalty to the team. It means making mistake and accepting responsibility for it.
- Respect for one another: Everybody has an ego to protect. Good human relations encourages respect for others. So do not lower anybody's self-respect in the presence of others, do not bully co-workers.
- Criticism: Learn to accept criticisms of yourself and of your work if the criticism is justified.

Azuka and Agomuo (1993) in their own contribution said that maintenance of human relations in offices will greatly enhance the performance of the secretarial staff in which the executive secretary belong and this can be achieved through the application of some well-thought out principles. These include:

- **Cooperation:** Any organization, no matter its size and nature may be likened to a family. The larger the group, the more the problems as individuals exhibit idiosyncracies and mannerisms not easily tolerated by others. Cooperation involves using one's ability to the best advantage by working as an ethical team member with flexibility and loyalty to the team. In the absence of cooperation individualism prevails.
- **Consultation:** Consultation improves understanding and understanding is a function of clear presentation of information achieved through lively discussion. Continued consultation helps to dispel rumours which may be injurious to industrial peace.
- **Communication:** Much misunderstanding in work places is caused by communication breakdown. Communication helps human relation in three distinct ways: increasing knowledge and understanding, influencing or changing attitude and instigating action or behaviour. The aim of human relation in a work place is to develop favourable attitude among workers but this can only be achieved, not through telling, but through discussion and coaching and joint problem solving approach. Communication may also be non-verbal. What one "says" with his eyes, or with his facial expression may enhance human relations. Human relations theory has

impressed upon the modern executive secretary the desirability of regular communication. Through effective and regular communication, employees see their team leader as a person who understands their needs and shares in their problems. Regular communication opens the floodgates of participative decision-making and democratic leadership. Good and effective communication in human organizations builds up confidence, waters down areas of misunderstanding, and promotes harmony between people of different cultures.

- Motivation: Man is a rational being. When he behaves in a certain way, he does so for a reason. A motive is something which compels a person to act, a reason for behaviour. Motivation involves understanding the needs which prompt people to do things, and providing ways of helping them to satisfy these needs through the organization, while at the same time harnessing their contribution to satisfy organizational needs. From the above, it shows that for executive secretary to be more effective in his human relations skill, he has to develop himself with the ability to cooperate, communicate, consult and motivate his team workers.

Edun and Ajetunmobi (2000) said that an employer wants an executive secretary who is dependable, loyal, efficient and whose words can be relied on and who can be taken into confidence as far as the boss office is concerned. The boss wants someone in whom he can confide. They further said that in order to facilitate the achievement of harmonious relationship, the executive secretary must:

- Understand the boss likes and dislikes
- Accept her mistakes and apologize accordingly
- Avoid repeating past mistakes
- Know the names of her colleagues
- Have a keen interest in her work and in her employer
- Wear a smile on her face at all times
- Not be upset by any disagreement in the office
- Not to hesitate to offer professional advice when necessary
- Strive to make her boss succeed by working hard and by being loyal to the boss
- Be interested in her work and happy in her relations with her boss and thus avoid tension
- Choose a suitable time to talk things over with her boss when their relationship appears to be strained
- Always sound polite
- Understand her duties in relation to other members of the organization
- Always talk in a low pleasant voice when addressing people in the office
- Dress in a business like manner to the office (avoid bareback, topless, or other types of dress suitable only for picnick or night club).
- Always promote a friendly atmosphere in the office
- Not discuss her boss
- Not engage in office gossips

- Not constantly discuss her private life in the office
- Not yawn audibly in the office.

Administrative/Managerial skills for In-service training Needs of Executive Secretaries

Office management, in Osuala and Okeke (2006) is the directing and controlling of an office in order to attain its stated objectives at a reasonable cost. Osuala and Okeke also see administration as that part of management, which is concerned with the installation and carrying out of the procedures by which the programme is laid down and communicated and the progress of activities is regulated and checked against plans. Osuala and Okeke went on to assess that the function of management is to provide leadership and direction to a business organization. Management is the planning, organizing and controlling the total business activities and the leading of people so that the use of materials, men and equipment results in the efficient achievement of planned objectives. Odiba (2000) holds a similar view as he stated that administration is the formalized system which is intended to control, supervise, plan and make decisions about the various activities of an organization on the basis of established authority. The executive secretary as an office manager, plays major roles so as to ensure that people know what they are expected to do. Odekina (2003) said that planning is the process of deciding in advance what is to be done, when it is to be done, how it is to be done, and who is to do it. He further said that planning is the analysis of the relevant information from the present and the past and an assessment of probable future

development so that a course for action (plan) may be determined that enables the individual or organization to maintain its stated objectives.

Nwankwo (2002) described management as involving elements of planning, organizing, direction, control, communication, decision-making, problem solving and human relation. He went further to say that management involves strategic innovation, initiating and bringing about change, creative problem solving and decision-making, actively seeking out alternative and opportunities, reforming, resolving conflicts, dynamic or active leadership, diplomacy, statesmanship and a high degree of risk taking and entrepreneurship.

Bagobiri and Kassah (2006) said management is concerned with seeing that jobs get done and done efficiently, its tasks all centre on decisions for planning and guiding operations that are going on in the enterprises. From the above it may be deduced that managerial action can direct and control to a great extent the nations, degree and pace of change occurring within the organization. It also shows that the process of management is rooted in the actions of people at work. They went further to say that management has been viewed as a function and process. As a function, management involves planning, organizing, leading and controlling the people working in an organization to achieve the organizational goals. As a process, management refers to the series of systematic, sequential, overlapping and interdependent steps by which goals of an organization are achieved. Acquisition of in-depth knowledge and skills of office administration and management particularly, having skills on the concepts office procedures, office machine and equipment, recording, general services, managing personnel,

planning, and controlling will enable the executive secretary with administrative/managerial skills to fit into any organization and perform creditably, not only as executive secretary, but as an office manager whenever the need arises.

To have managerial skill, according to Anyaele (2003) is to be independent, creative, skilled, adaptive, unique; who is ready to assume responsibilities of coordinating the efforts or activities of others in order to achieve organizational set objectives. In administrative skills, an executive secretary should have the ability to provide adequate leadership for subordinates, the ability to inspire and motivate employees; the ability to instill in the subordinates the desire to act in the best interest of the organization and to be cooperative; the ability to work well with others and human relations skills are also crucial (Osuala, 1986).

The executive secretary should have and develop skills and ability to delegate responsibility as well as ability to make decisions effectively and to communicate with others. The ability to accept the view points of others and to exercise good judgement. Initiative is also crucial and the desire to continue to learn and to develop professionally.

Agomuo (1997) in Agomuo and Isu (2002) stated that due to the dynamic nature of the office, the role of executive secretary has continued to assume added dimensions. They observed that for large organization today, the executive secretary can lend administrative support to the executive by handling many time consuming duties and tasks such as compiling and organizing information for reports and long memorandum, maintain confidentialities, disseminating

information relating to administrative policies researching data for presentation to be given by executive, composing and dictating certain letters and performing any other duties delegated by management.

Osuola (1998) in Agomuo and Isu (2002) maintained that most of the activities of the office such as accounting, mail handling, filing, telephone switching systems, reprographics etc are imperative for executive secretaries to be current with automation or in a contemporary office. They went further to say that with these skills the executive secretary will be more effective and efficient in his administrative/managerial roles.

Akpan (2004), observed that the success or failure of any organization depends on the way it is administered and managed. To put it aphoristically management makes or mars the business. Such an assertion is not out of place because management is the only factor that has the responsibility to set business objectives and to create the environment necessary to accomplish such objectives. Akpan (2004) defined administration as that part of management process concerned with the institution and carrying out of procedures by which the programme is laid down and communicated and the progress of activities is regulated and checked against targets and plans. Appleby (1981) in Akpan (2004) regards management as the carrying out of operations designed to accomplish aims and effectuate the policies (which of course are) determined by the administration. Executive secretary should acquire and develop decision making skills in carrying out his administrative and management activities in order to achieve the organizational goals such decision making abilities include:

- Demonstrate understanding of the steps used in problem solving
- Prepare a schedule for an employer
- Demonstrate the ability to determine the proper priority of work
- Choose appropriate action in situations requiring application of business ethics
- Choose appropriate action in situations requiring effective time management
- Determine preventive actions for office communication problems
- Select the best way to handle confidential information

According to Oluwatobi (2001) below are the other office management activities executive secretary should develop on for effectiveness and efficiency in discharging its duties for the achievement of organizational objectives. These include:

- Identify management style
- Prepare managerial reports about production, personnel, equipment and operational costs
- Set priorities and develop more efficient procedures for work flow
- Prepare a general budget
- Choose appropriate action applying business management techniques
- Conduct and discuss performance appraisals with employees, set goals and recommend training
- Apply time management techniques to office schedule

Executive Secretary is also to possess and develop reprographic skills if he is to function well in the organization.

Reprographic Technology skills for In-service training Needs of Executive Secretaries

Gupta (2003) stated that reprography is the process of producing multiple copies of a document, that it includes collating, folding, binding and other related task. The executive secretary needs to acquire and to improve on reprographic technology skill to retain her position and be relevant in office communication (Nwogwugwu, 2002). The executive secretary needs to improve on its reprographic skills in order to operate effectively these modern office machines so as to adequately carry out numerous office functions that are repetitive, boring and cumbersome. For effective office communication, Ojukwu and Ojukwu (2002) and Nwosu (2002) enumerated reprographic skills that executive secretary requires and needed to be retrained for effective office communications as follows:

- Ability to select appropriate production process, collating and binding, ensuring quality control.
- Ability to use electronic scanning facilities.
- Ability to program and operate reprographic equipment.
- Ability to understand and follow safely procedures.
- Ability to perform basic maintenance on reprographic equipment
- Word processing and data processing skill

- Knowledge of supplies, equipment service ordering and inventory control
- Ability to resolve customers complaints and concern
- Knowledge of customer service standards and procedures.

Iro-Idoro (1999), explains reprography as “the art of reproducing copies of documents, bulletins and reports so that everyone who needs to have a copy can be supplied. To him, the traditional secretarial duty is still carried out in many offices today because, reprography is a part of communication network which is very essential to modern business organizations. There are different methods of copying and duplicating documents which he classified as simultaneous copying with the use of carbon papers, stencil duplicating, spirit duplicating, photocopying, heat transfer copying, dual spectrum copying, dyeline copying, electrostatic copying and duplicating and offset litho duplicating.

Kathleen (1986) described reprography as the reproduction of documents which is divided into two main divisions: duplicating and copying. Duplicating processes are designed for running off at high speed (up to two prints per second) many copies made from a master that has first to be prepared. The more copies that are made, the lower the cost per copy because the cost of the master is shared over the whole run. Copying processes make facsimile copies of an original document. As no master has to be made and no checking is required, expensive staff time is saved. Multiple copies are made by repetitive copying so the cost per copy does not generally decrease throughout the run. Although copying speeds are slower than duplicating speed. Some copiers have facilities that save time in other ways: e.g. integrated sorting and collating, and even stapling. Executive

Secretaries needs micrographic technology skills in which he has to acquire and develop for effective operations in the organization.

Micrographic Technology skills for In-service training Needs of Executive Secretaries

Emmanuel (2000) in Madaki (2006) defined micrographic as the process of storing, photography, reducing and recording paper documents and computer generated output on microfilms. This include computer assisted retrieval (CAR) mechanism. It replaces traditional paper records management of using folder and cabinets to categorize data. According to Ojukwu and Ojukwu (2002) and Nwosu (2002), executive secretaries needs in-service training in the following micrographic skills to operate effectively in the office:

- Ability to select appropriate micrographics technique in coding, storing destroying, retaining, transforming and copying documents.
- Ability to access files using appropriate techniques e.g. serval access, random access etc.
- Ability to organize files with the use of computers.
- Ability to save, code, index and retrieve documents on disks, microfilms and other organic media.
- Ability to data capture, file creation, file updating, report writing, file inquiry.

- Ability to identify types of files and types of storage files, including master files and transactions.
- Ability to operate electronic filing, indexing.
- Ability to apply electronic referencing, accessing and transferring records.

Problems Associated with In-service training programme

It is important to realize that the public establishments occupies a crucial position in the country's development. This is so because of the roles it plays in producing the future hopes of the nation. It is undoubtedly the aim of every public establishments to perform creditably and fulfill its mandate as an agent of nation's development. However, these noble missions can only be accomplished when public establishments duties and functions are effectively discharged. This is obtainable through development of its staff.

Following from the above, in the quest to effectively utilize available employees through professional skills development programmes, public establishments encounters variety of problems. These problems are as follows:

Lack of support from the public establishments management towards in-service training and the management inability to recognize the in-service training needs of the employees. It is in this Gbosi (1999) reveals that organizations pay only lip service to staff development. He maintains that where the in-service training exists, they are haphazardly coordinated, poorly monitored and organized.

Another serious problem is inadequate fund. Ofordile (2007) maintains that in-service training programmes have continued to experience the constraints of

inadequate funds. This is because employees development is considered expensive in terms of time and maintenance of staff during the programme.

Consequently, lack of willingness by the employee to be trained and developed has been identified by Ofordile (2007). He maintains that some staff with long experience may not show interest in programmes that do not have any weight for purpose of assessment. He maintains further that rarely has training been taken seriously by staff as a means of the changing behaviour of the organization. One of the reasons for this view is the inability of the organization concerned to post staff to jobs which are directly related to their training. Ideally, training should be related to job assignment after a training programme.

Lack of willingness by the staff member to improve himself/herself in his/her working and learning within and outside the walls of the organization, and his failure to recognize his shortcomings towards self-improvement, has been observed as one of the major problems confronting professional skills development programmes in the organizations. Next is the problem connected with the selection and release of staff for in-service training programme. On this, Onah (2003) observes that in a bureaucracy where merit forms only a part of the criteria for the recruitment and promotion of civil servants the process of staff selection for retraining is bound to be affected by non-merit criteria. He maintains that in Nigeria, this process has been affected by other criteria such as political, qualification, years of service, gender, ethnicity, favouritism, and the geographical spread of training opportunities. This phenomenon runs contrary to the idea of training for efficient management in the sense that some staff selected for

retraining may not know the job or cope with the demands of the administrative training course.

Review of Related Empirical Studies

Nwosu (2002) conducted a study on word processing and Electronic office operation competencies needed by secretaries. He used the survey research design. The purpose of the study was to determine word processing and electronic office operations competencies needed in selected business offices. The population of the study consisted of 51 secretaries directly working with Chief Executives in all the public liability companies in Abia and Imo States. There was no sampling since the population was manageable. Questionnaire was used for data collection. The data gathered were classified coded and computer analyzed using the Statistical Package for the Social Sciences (SPSS). The findings of the study showed that there was an urgent need to review present secretarial studies curriculum to reflect word processing and electronic office operations competencies. It was recommended that: the word processing module in the current National Diploma/Higher National Diploma (ND/HND) secretarial studies curriculum should be reviewed so as to include the competencies in order to enrich the curriculum, refresher courses/seminars be organized for business educators teaching word processing. Revise the entire secretarial studies curriculum to reflect the on-going innovations in office communication and computer technologies. This study is related to the present work in that executive secretaries, like secretaries in public establishments require word processing and electronic

office operation skills in the present day office communication to enable them function effectively.

In a related study Aminu and Ibeneme (2005) carried out a study on staff development needs: the case of secretaries in private business establishments in Katsina State. The purpose of this study was to determine the staff development needs of secretaries in private business establishments. The population of the study consisted of 258 senior and junior secretaries drawn from various private business establishments in Katsina State. No sampling was made since the population was manageable. The findings of the study showed that lack of human relations jeopardizes the image of the organization in the eyes of its customers. That some of these secretaries in private establishments in Katsina state wear gloomy faces, rude responses to inquires and exhibit other abnormal behaviours. This study is related to the present work in that it addresses the issue of human relations skills which enhances the executive secretary's understanding the internal and external members of his organization by taking into consideration their skills, personality and preferred roles and also for executive secretary to handle the operational matters of the organization in which he needs some computational abilities which dependent on his training and development.

Another study conducted by Obi and Oborah (2001) on Information Technology skills required by Business office Workers in Kogi State. The purpose of the study was to identify office information technology skills required by office workers in modern business offices. The population for the study was 600 business office workers in 33 limited liability companies registered with Kogi

State Ministry of Commerce and Tourism, Lokoja. The finding of the study showed that an office worker is expected to be versatile in the use of Information and Communication Technology. The study recommended that in-service training programme be organized for the business office employees to update their skills in information technology. Also relevant information and communication technology equipment should be provided to school authorities for practical training in office occupation. Business educators should constantly update their knowledge and skills through in-service training, workshops, seminars, conferences and personal study. The study is related to this present work entitled “in-service training needs of executive secretaries in public establishments in the sense that executive secretaries in public establishments are part of business office workers who require Information and Communication Technology skills in order to effectively carry out their office operations.

Nwogwugwu (2002) carried out a study on the need for new skills and competencies for secretaries working in the 21st century office”. She identified such skills as computer and word processing skills. Internet resources and application in the office were equally highlighted. She recommended that all the emerging technological skills should be incorporated in the curriculum of secretarial studies. Also these machines, equipment and resources should be made available in the training institutions. The study has a focus on the implication of information processing technologies for improved and professional skills development of executive secretary.

Agomuo and Isu (2002) in their study on secretarial job-tasks required in modern business offices in Abia State: implications for improved secretarial education, stated that the modern office has gone through great metamorphosis, and that automation and the changes it brought to the business office are greatly altering the skills required by employees. They also maintained that knowledge of the new technologies is considered indispensable for the modern secretary. It was found that all the tasks listed were required at various levels. The study of Agomuo and Isu (2002) has similar focus on in-service training and professional skills development needs of the executive secretaries in public establishments because the executive secretaries cannot afford to remain at a point in this ever-growing technological age if they must remain relevant in their office operations, there is the need to develop all the skills already acquired so as to keep abreast and be up-to-date in their profession.

Summary of Related Literature

The literature review revealed that executive secretaries need in-service training for effectiveness and productivity in the organization. For this to be achieved there should be regular update of their knowledge and skills through exposure to current trends and innovations in the field. Attempts have been made to explain the concept of executive secretary and their in-service training needs. The areas of in-service training needs of executive secretaries as to improve their self-confidence and interest in his/her job are Information and Communication Technology skills, human relations skills, administrative/managerial skills,

reprographic skills and micrographic skills. In-service needs of executive secretary are strategies for achieving change in order to maximize potential.

Executive secretary is expected to be a secretarial staff who can cope with all the stress and demands of the office in a manner that will ensure overall control of the crises that may emanate from managing records. And for executive secretary to remain relevant in the midst of this ever-growing information technology, he needs to be developed in the function and operation of these modern information and communication gadgets.

Five empirical studies related to this study under investigation were reviewed. Considering the studies, it is evident that the studies have created a gap by focusing only on the skills required and how such skills could be acquired by the employees. The present study filled the gap by including how the skills acquired by the employees could be improved upon through in-service training. This present study is related to Aminu and Ibeneme's study because it centres on staff development which leads to self confidence of the employees, increased productivity and the attainment of organizational goals.

CHAPTER III

METHODOLOGY

This chapter deals with the description of the method and procedure adopted in carrying out the study. The methodology was presented under the following sub-headings: design of the study: the area of the study, population of the study, samples and sampling technique of the study, validity and reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

The researcher considered survey research design as the most appropriate because the study would assess the in-service training needs of executive secretaries in public establishments in Kaduna State. According to Osuala (2005), a survey research designs is about people, their opinions, attitudes, motivation and other characteristics.

Area of the Study

This study was conducted in Kaduna State of Nigeria. The state comprises 23 (twenty-three) local government areas. It has two major urban cities Kaduna and Zaria: The choice of Kaduna State is necessary because from the author's observation in the course of SIWES supervision it was discovered that most of the executive secretaries were not up-to-date in their office procedures and operations despite the advancement in technology which has caused a radical change in the society. Therefore, there is the need for executive secretaries in public

establishments to be retrained in the skills already acquired as this will equally help them to be effective and efficient in their office procedures and operations.

Population for the Study

The population for the study consisted of 161 executive secretaries drawn from public establishments in Kaduna State. There was no sampling, since the whole population was used for the study.

Table 1 Population Distribution According to Public Establishments in Kaduna State

S/N	Name of Establishments	Population (Executive secretaries)
1	Ministry of education	10
2	Ministry of justice	8
3	Ministry of finance	10
4	Ministry of poverty alleviation	7
5	Ministry of youths and sports	6
6	Ministry of water resources	10
7	Ministry of commerce and industry	9
8	Ministry of culture and tourism	4
9	Ministry for local governments	6
10	Ministry of chieftaincy affairs	4
11	Ministry of health	7
12	Ministry of economic planning	10
13	Ministry of information and home affairs	7
14	Ministry of rural and community development	6
15	Ministry of solid minerals	4
16	Ministry of science and technology	6
17	Ministry of women affairs and social developments	6
18	Ministry of NGO's and student affairs	4
19	Ministry of works and transport	7
20	Ministry of intergovernmental affairs	4
21	Ministry of environment and natural resources	8
22	Ministry of special duties	4
23	Ministry of agriculture	8
24	Ministry of land, survey and country planning	6
	Total	161

Source: Personnel Department of the Respective Ministries in Kaduna State.

Instrument for Data Collection

A questionnaire containing fifty-five (55) items on in-service training needs of executive secretaries in public establishments in Kaduna State was developed for data collection in this study. The items were generated from the review of related literature.

The instrument consists of six sections. Section A deals with the general information of the respondents and contains four (4) questions. Section B deals with Information and Communication Technology skills needed for in-service training of executive secretaries in public establishments in Kaduna State with the total of nineteen (19) items. Section C seeks information on human relations skills needed for in-service training of executive secretaries in public establishments in Kaduna State with the total of nine (9) items. Section D needed information on Administrative/managerial skills needed for in-service training of executive secretaries in public establishments in Kaduna State with the total of fifteen (15) items. Section E solicited information on reprogaphic skills needed for in-service training of executive secretaries in public establishments in Kaduna State with the total of seven (7) items. Lastly, Section F elicit information on micrographic skills needed for in-service training of executive secretaries in public establishments in Kaduna State with the total of five (5) items.

The questionnaire items were formulated based on five point rating scale. The response categories for section 'B' to 'F' was very much needed (VMN), much needed (MN), needed (N), somewhat needed (SN) and not needed (NN). These response categories were assigned numerical values of 5, 4, 3, 2 and 1

respectively. The respondents were required to check (✓) against the response category that best satisfy their opinion.

Validation of the Instrument

The questionnaire was subjected to face validation by three lecturers in Department of Vocational Teacher Education, University of Nigeria, Nsukka. The experts' critique, suggestions and recommendations on the items of the questionnaire were used to make the final amendment of the instrument before it was administered.

Reliability of the Instrument

The instrument was administered to 20 respondents in Kogi State. 12 respondents from ministry of education and 8 respondents from ministry of agriculture and natural resources, Kogi State which is outside the study area. The questionnaire was collected and analysed using Cronbach Alpha formula. The reliability of the instrument was established using Cronbach Alpha reliability. The reliability index for the first cluster (items 1-19) was 0.98, second cluster (items 20-28) gave 0.94, the third cluster (items 29-43) had an index of 0.98, the fourth cluster (items 44-50) gave the reliability index of 0.90 while the fifth cluster (items 51-55) gave 0.89. The overall items 1-55 gave the reliability index of 0.99 which shows a high degree of internal consistency.

Method of Data Collection

The instrument was administered by the researcher with the assistance of two trained research assistants to 161 respondents through personal contact. Only

duly completed questionnaire returned was used for analyzing and answering the research questions and the hypotheses of the study.

Method of Data Analysis

The data collected through the questionnaire was analyzed using means and standard deviation to answer the research questions and t-test statistic for the three hypotheses at 0.05 level of significance. The analysis was computer based with the use of the Statistical Package for Social Sciences (SPSS 16.0 version).

The mean for the response scale was 3.00. Item with mean value of 3.00 and above was accepted while item with the mean value of less than 3.00 was rejected. The three null hypotheses were tested using t-test and the p-values were compared with 0.05 in each of the cases. Any item where p-value is greater than the t-values of 0.05, the hypothesis of no significant difference was upheld at probability of 0.05 level of significance; but where the p-value is less than 0.05, the hypothesis of no significant difference was rejected at 0.05 level of significance and at 159 degree of freedom.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the result of the data analysis for the study. The presentations were organized according to the research questions and null hypotheses formulated to guide the study.

Research Question 1

What are the Information and Communication Technology skills needed for in-service training of the executive secretaries in public establishments in Kaduna State.

Executive secretaries in public establishments were required to respond to this question. The responses obtained are presented in table 1.

Table 2

Mean and standard deviation ratings on the in-service training needed by Executive Secretaries in Information and Communication Technology skills

S/N	ITEMS	\bar{x}	SD	DECISION
1	Creating and storage of information	4.67	0.58	Agree
2	Manipulation and dissemination of information	3.84	1.06	Agree
3	Use of microelectronics and computers to process data	4.47	0.79	Agree
4	Radio paging	2.65	1.27	Disagree
5	Tele/video conferencing	3.48	1.27	Agree
6	Surfing the net	3.67	1.01	Agree
7	Locating a specific website	4.08	1.02	Agree
8	Familiar with terms home page, live URL, http, html.	3.91	0.98	Agree
9	Bookmarking and categorizing specific websites	3.80	1.14	Agree
10	Send and receive e-mail	4.31	0.91	Agree
11	Online ordering, invoicing and payment	3.50	1.32	Agree
12	Operate teleconferencing facilities	3.43	1.43	Agree
13	Ability to fax messages	4.50	0.75	Agree
14	Send and receive message through computer networks, local area network (LAN), computer wide area network (WAN)	4.34	0.92	Agree
15	Send and receive correspondence by telex, telephone, mobile phone	4.07	1.00	Agree
16	Internet relay chart	3.79	1.01	Agree
17	Hypertext linking	2.90	1.12	Disagree
18	Public voice message	2.59	1.18	Disagree
19	File tax returns through the internet	3.32	1.34	Agree

Key: \bar{x} = mean, SD = standard deviation

The data in table 2 revealed that, items (1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 and 19 had their mean above cut-off point 3.00. Therefore, the majority of the respondents used for the study agreed with these items as in-service training needed by executive secretaries in Information and Communication Technology skills. The standard deviation of the in-service training needed by executive secretaries in Information and Communication Technology skills ranged from 0.58-1.43. This shows that the respondents were closed to one another in their responses and their responses are not too far from the mean.

The table further revealed that the respondents disagreed on items 4, 17 and 18 on whether or not the items were among the in-service training needed by executive secretaries in Information and Communication Technology skills. The mean rating of these items ranged from 2.59-2.90 which fell below the cut-off point. Also the table revealed that the standard deviation of the items ranged from 1.12-1.27. This indicates the respondents closeness to one another in their opinions and thus, further revealed that respondents are not far from the mean.

Research Question 2

What are the human relations skills needed for in-service training of the executive secretaries in public establishments in Kaduna State?

Executive secretaries in public establishments were required to respond to this question. The responses obtained are presented in table 3.

Table 3
Mean and standard deviation ratings on the in-service training needed by executive secretaries in human relations skills

S/N	ITEMS	\bar{x}	SD	DECISION
1	Building team-work among colleagues	4.52	0.79	Agree
2	Ability to employ fact and initiative in dealings with the public	4.31	0.69	Agree
3	Friendly and helpful to others	4.27	0.91	Agree
4	Respect the feelings of other colleagues and customers	4.27	0.91	Agree
5	Attentiveness to the reaction of people and be sensitive to their problems and aspiration	4.09	0.86	Agree
6	Image-making ability for the boss and the organization	4.18	0.87	Agree
7	Strive to make his/her boss succeed by working hard and being loyal to his/her boss	4.68	0.64	Agree
8	Offer professional advice when necessary	4.22	0.77	Agree
9	Promote harmony between people of different culture.	3.88	1.10	Agree

Key: \bar{x} = mean, SD = standard deviation

The data presented in table 3 revealed that, items (1,2,3,4,5,6,7,8 and 9) had their mean above the cut-off point of 3.00. Therefore, all the respondents used for this study here agreed with the items as human relations skills needed for in-service training of the executive secretaries in public establishments. The standard deviation of the items ranged from 0.64-1.10. This shows that, the respondents were closed to one another in their responses and their responses were not too far from the mean.

Research Question 3

What are the administrative/managerial skills needed for in-service training of the executive secretaries in public establishments in Kaduna State?

Executive secretaries in public establishments were required to respond to this question. The responses obtained are presented in table 4.

Table 4**Mean and standard deviation ratings on the in-service training needed by executive secretaries in administrative/managerial skills**

S/N	ITEMS	\bar{x}	SD	DECISION
1	Inspire and motivate employees	4.41	0.79	Agree
2	Work well with others (human relation)	4.46	0.72	Agree
3	Instill in the subordinates the desire to act in the best interest of the organization	4.28	0.79	Agree
4	Making decisions effectively	4.23	0.81	Agree
5	Accepting the view points of others	3.61	0.99	Agree
6	Exercise good judgement	4.22	0.92	Agree
7	Ability to provide adequate leadership for subordinates	4.36	0.87	Agree
8	Delegate responsibilities accurately	4.18	0.87	Agree
9	Compiling and organizing information for reports and long memorandum	4.06	0.73	Agree
10	Apply time management techniques to office schedule	4.26	0.93	Agree
11	Prepare a general budget	3.70	1.29	Agree
12	Set priorities and develop more efficient procedures for work flow	4.13	0.76	Agree
13	Select the best way to handle confidential information	4.79	0.60	Agree
14	Choose appropriate action in situations requiring application of business ethics	3.68	1.09	Agree
15	Prepare a schedule for an employer	4.20	0.87	Agree

Key: \bar{x} = mean, SD = standard deviation

Table 4 showed that all the 15 items that make up this cluster had their mean above cut-off point of 3.00. This indicated that all the respondents used for this study agreed with these items as the administrative/managerial skills needed for in-service training of the executive secretaries in public establishments. The standard deviation of items 1-15 ranged from 0.72 – 1.29. This revealed that the respondents were close to one another in their opinions thus indicating that the respondents were not far from the mean.

Research Question 4

What are the reprographic technology skills needed for in-service training of the executive secretaries in public establishments in Kaduna State?

Executive secretaries in public establishments were required to respond to this question. The responses obtained are presented in table 5.

Table 5
Mean and standard deviation ratings of the in-service training needed by Executive Secretaries in Reprographic Technology skills

S/N	ITEMS	\bar{x}	SD	DECISION
1	Perform basic maintenance on reprographic equipment	3.52	1.22	Agree
2	Use electronic scanning facilities	3.74	1.06	Agree
3	Program and operate reprographic equipment	3.66	1.12	Agree
4	Selecting appropriate production process, collating and binding services	3.89	1.19	Agree
5	Reproduce neat documents (quality control)	4.45	0.78	Agree
6	Embolden or reduce tests using reprographic machines	3.30	1.07	Agree
7	Resolving customers' complaints and concern	3.97	0.98	Agree

Key: \bar{x} = mean, SD = standard deviation

Table 5 revealed that, items (1,2,3,4,5,6 and 7) had their mean above the cut-off point of 3.00. The standard deviation of the items ranged from 0.78-1.22. This revealed the respondents' closeness to one another in their opinions thus, further revealed that respondents were not far from the mean.

Research Question 5

What are the micrographic technology skills needed for in-service training of the executive secretaries in public establishments in Kaduna State?

Executive secretaries in public establishments were required to respond to this question. The responses obtained are presented in table 6.

Table 6
Mean and standard deviation ratings on the in-service training needed by Executive Secretaries in Micrographic Technology skills

S/N	ITEMS	\bar{x}	SD	DECISION
1	Operating electronic filing, indexing and cataloguing	3.88	1.53	Agree
2	File creation, file updating, file inquiry and data capture	4.31	1.04	Agree
3	Apply electronic referencing, accessing and transferring records	3.86	1.13	Agree
4	Saving, coding, indexing, retrieving documents on disks, microfilms and other organic media	4.13	1.13	Agree
5	Organizing files appropriately with the use of computers	4.41	0.91	Agree

Key: \bar{x} = mean, SD = standard deviation

The data represented in table 6 revealed that, the mean responses of executive secretaries on items 1,2,3,4 and 5 are greater than the cut-off point of 3.00. This indicated that majority of the respondents used for this study agreed with these items as the micrographic technology skills needed for in-service training of the executive secretaries in public establishments. The standard deviation of items 1-5 ranged from 0.91 – 1.53. This revealed that the respondents were close to one another in their opinion thus indicating that the respondents were not far from the mean.

Hypothesis 1

HO₁: *There is no significant difference ($p < 0.05$) between the mean responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on Information and Communication Technology skills needed for in-service training of executive secretaries in public establishments in Kaduna State.*

Executive secretaries (Chief Executive Secretaries and Deputy Chief Executive Secretaries) were required to respond to this hypothesis. The responses obtained are presented in table 7.

Table 7

The t-test analysis of the mean responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on Information and Communication Technology skills needed for in-service training of executive secretaries in public establishments.

S/N	Items	Groups	N	\bar{x}	SD	t	df	Sign. (2 tailed)	Decision
1	Creation and storage of information	CES DCES	103 58	4.76 4.50	0.54 0.62	2.819	159	0.005	S
2	Manipulation and dissemination of information	CES DCES	103 58	3.77 3.96	1.17 0.81	-1.082	159	.281	NS
3	Use of microelectronics and computers to process data	CES DCES	103 58	4.69 4.08	0.59 0.94	5.069	159	.000	S
4	Radio paging	CES DCES	103 58	2.44 3.01	1.34 1.03	-2.792	159	.006	S
5	Tele/video conferencing	CES DCES	103 58	3.36 3.68	1.35 1.09	1.545	159	.124	NS
6	Surfing the net	CES DCES	103 58	3.63 3.72	1.01 1.05	-.549	159	.584	NS
7	Locating a specific website	CES DCES	103 58	4.06 4.12	0.89 1.21	-.314	159	.754	NS
8	Familiar with terms home page, live URL, http, html	CES DCES	103 58	3.94 3.81	0.97 1.13	.773	159	.441	NS
9	Bookmarking and categorizing specific websites	CES DCES	103 58	3.67 4.03	1.19 0.99	-1.916	159	.057	NS
10	Send and receive e-mail	CES DCES	103 58	4.33 4.27	0.92 0.95	.354	159	.724	NS
11	Online ordering, invoicing and payment	CES DCES	103 58	3.37 3.72	1.32 1.29	-1.598	159	.112	NS
12	Operate teleconferencing facilities	CES DCES	103 58	3.35 3.56	1.58 1.10	-.892	159	.374	NS
13	Ability to fax messages	CES DCES	103 58	4.66 4.22	0.72 0.72	3.672	159	.000	S
14	Send and receive message through computer networks, local area network area (LAN), wide area network (WAN)	CES DCES	103 58	4.36 4.29	0.92 0.93	.496	159	.621	NS
15	Send and receives correspondence by telex, telephone, mobile phone	CES DCES	103 58	4.09 4.03	0.99 1.05	.374	159	.709	NS
16	Internet relay chat	CES DCES	103 58	3.78 3.81	1.01 1.03	-.143	159	.887	NS
17	Hypertext linking	CES DCES	103 58	3.04 2.55	1.14 1.01	2.760	159	.006	S
18	Public voice message	CES DCES	103 58	2.56 2.63	1.19 1.18	-.383	159	.702	NS
19	File tax returns through the internet	CES DCES	103 58	3.19 3.58	1.40 1.19	-1.786	159	.076	NS
	GRAND MEAN	CES DCES	103 58	3.74 3.77	0.99 0.95	-.160	159	.873	NS

Key: CES = Chief Executive Secretaries, DCES = Deputy Chief Executive Secretaries, P = level of significance (0.05), SD = Standard Deviation, NS = Not Significant, S = significant, df = degree of freedom.

The result in Table 7 showed the mean difference, standard deviation, and t-value, calculated using Statistical Package for Social Sciences (SPSS) (version 16.0) on the respondents responses on Information and Communication Technology skills needed for in-service training of executive secretaries in public establishments. The result obtained indicated that 14 items (2,5,6,7, 8,9, 10,11,12,14,15,16,18 and 19) of the Information and Communication Technology skills needed for in-service training had their t-values on 159 degree of freedom and its p-values greater than 0.05 level. Therefore, the null hypothesis was accepted not to have any significant difference between the mean ratings of responses of the two groups of respondents (Chief Executive Secretaries and Deputy Chief Executive Secretaries) on the Information and Communication Technology skills needed for in-service training of executive secretaries in public establishments.

Meanwhile, the table further revealed that items (1,3,4,13 and 17) had their t-values on 159 degree of freedom and its p-values less than 0.05 level. Therefore, the null hypothesis was rejected showing that there is a significant difference in the opinions of Chief Executive Secretaries and Deputy Chief Executive Secretaries on these items.

However, the table further revealed the grand mean with t-value on 159 degree of freedom (-.160) and p-value sig. (2-tailed) 0.873 greater than 0.05 level. Therefore, the null hypothesis was accepted not to have any significant difference between the mean ratings of responses of the two groups of respondents (Chief Executive Secretaries and Deputy Chief Executive Secretaries) on the Information

and Communication Technology skills needed for in-service training of executive secretaries in public establishments.

HO₂: There is no significant difference ($p < 0.05$) in the mean responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on human relations skills needed for in-service training of Executive Secretaries in public establishments in Kaduna State.

Executive Secretaries (Chief Executive Secretaries and Deputy Chief Executive Secretaries) were required to respond to this hypothesis. The responses obtained are presented in Table 8.

Table 8
The t-test analysis of the mean responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on human relations skills needed for in-service training of Executive Secretaries public establishments.

S/N	Items	Groups	N	\bar{x}	SD	t	df	Sign. (2 tailed)	Decision
1	Building team-work among colleagues	CES DCES	103 58	4.52 4.51	0.84 0.70	.053	159	.957	NS
2	Ability to employ fact and initiative in dealings with the public	CES DCES	103 58	4.50 3.98	0.63 0.66	4.909	159	.000	S
3	Friendly and helpful to others	CES DCES	103 58	4.45 3.94	0.87 0.90	3.499	159	.001	S
4	Respect the feelings of other colleagues and customers	CES DCES	103 58	4.34 4.12	0.89 0.97	1.510	159	.133	NS
5	Attentiveness to the reaction of people and be sensitive to their problems and aspiration	CES DCES	103 58	4.23 3.84	0.74 1.02	2.768	159	.006	S
6	Image-making ability for the boss and the organization	CES DCES	103 58	4.09 4.34	0.85 0.88	-1.736	159	.084	NS
7	Strive to make his/her boss succeed by working hard and being loyal to his/her boss.	CES DCES	103 58	4.76 4.55	0.52 0.79	2.055	159	.042	S
8	Offer professional advice when necessary	CES DCES	103 58	4.38 3.96	0.74 0.77	3.416	159	.001	S
9	Promote harmony between people of different culture	CES DCES	103 58	4.04 3.58	0.93 1.31	2.598	159	.010	S
	GRAND MEAN	CES DCES	103 58	4.37 4.09	0.72 0.83	2.212	159	.028	S

Key: CES = Chief Executive Secretaries, DCES = Deputy Chief Executive Secretaries, p = level of significance (0.05), SD = Standard Deviation, NS = Not significant, S = significant, df = degree of freedom.

Data presented in table 8 revealed that, three of the items (1,4 and 6) on human relations skills needed for in-service training of executive secretaries in public establishments had p-values, sig. (2-tailed) greater than t-values at 0.05 level of significance and 159 degree of freedom. This indicated that there was no significant difference between the mean responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on the human relations skills needed for in-service training of executive secretaries in public establishments. With this result the null hypothesis (Ho) of no significant difference was upheld at 0.05 level of significance.

Meanwhile, items (2,3,5,7,8 and 9) had their t-values on 159 degree of freedom and its p-values less than 0.05 level of significance. Therefore, the null hypothesis was rejected showing that there is a difference in the opinions of Chief Executive secretaries and Deputy Chief Executive secretaries on items (2,3,5,7,8 and 9).

However, the table further showed the grand mean with t-value on 159 degree of freedom (2.212) and p-value sig. (2-tailed) 0.028 less than 0.05 level. Therefore, the null hypothesis was rejected which means there is a significant difference between the mean ratings of responses of the two groups of respondents (Chief Executive Secretaries and Deputy Chief Executive Secretaries) on the human relations skills needed for in-service training of executive secretaries in public establishments.

Hypothesis 3

HO₃: There is no significant difference ($p < 0.05$) on the mean responses of Chief Executive secretaries and Deputy Chief Executive Secretaries on Administrative/managerial skills needed for in-service training of executive secretaries in public establishments in Kaduna State.

Executive Secretaries (Chief Executive Secretaries and Deputy Chief Executive Secretaries) were required to respond to this hypothesis. The responses obtained are presented in Table 9.

Table 9
The t-test analysis of the mean responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on administrative/managerial skills needed for in-service training of executive secretaries in public establishments.

S/N	Items	Groups	N	\bar{x}	SD	t	df	Sign. (2 tailed)	Decision
1	Inspire and motivate employees	CES	103	4.50	0.73	1.902	159	.059	NS
		DCES	58	4.25	0.86				
2	Work well with others (human relation)	CES	103	4.41	0.72	-1.129	159	.261	NS
		DCES	58	4.55	0.72				
3	Instill in the subordinates the desire to act in the best interest of the organization	CES	103	4.19	0.84	-1.051	159	.295	NS
		DCES	58	4.34	0.92				
4	Making decisions effectively	CES	103	4.33	0.85	1.981	159	.049	S
		DCES	58	4.06	0.69				
5	Accepting the view points of others	CES	103	3.59	0.86	-.385	159	.701	NS
		DCES	58	3.65	1.19				
6	Exercise good judgement	CES	103	4.13	0.90	-.782	159	.435	NS
		DCES	58	4.25	1.03				
7	Ability to provide adequate leadership for subordinates	CES	103	4.41	0.83	.154	159	.878	NS
		DCES	58	4.39	0.81				
8	Delegate responsibilities accurately	CES	103	4.20	0.90	.448	159	.654	NS
		DCES	58	4.13	0.88				
9	Compiling and organizing information for reports and long memorandum	CES	103	4.14	0.47	1.497	159	.136	NS
		DCES	58	3.98	0.90				
10	Apply time management techniques to office schedule	CES	103	4.28	0.82	-.329	159	.743	NS
		DCES	58	4.32	0.90				
11	Prepare a general budget	CES	103	3.77	1.24	.978	159	.329	NS
		DCES	58	3.56	1.37				
12	Set priorities and develop more efficient procedures for work flow	CES	103	4.16	0.80	.762	159	.447	NS
		DCES	58	4.06	0.69				
13	Select the best way to handle confidential information	CES	103	4.94	0.36	4.335	159	.000	S
		DCES	58	4.53	0.82				
14	Choose appropriate action in situations requiring application of business ethics	CES	103	3.66	1.13	-.206	159	.837	NS
		DCES	58	3.77	1.02				
15	Prepare a schedule for an employer	CES	103	4.53	0.60	7.342	159	.000	S
		DCES	58	3.62	0.97				
	GRAND MEAN	CES	103	4.22	0.73	.948	159	.345	NS
		DCES	58	4.09	0.86				

Key: CES = Chief Executive Secretaries, DCES = Deputy Chief Executive Secretaries, p = level of significance (0.05), SD = Standard Deviation, NS = Not significant, S = significant, df = degree of freedom.

Data presented in Table 9 indicated statistics of the distribution of differences between Chief Executive Secretaries and Deputy Chief Executive Secretaries at 0.05 level of significance, the values of t, its degree of freedom and its p-values sig. (2 tailed). The output revealed that, 12 (twelve) of the items on administrative/managerial skills needed on administrative/managerial skills needed for in-service training of executive secretaries in public establishments had their p-values at 159 degree of freedom on items (1, 2, 3,5,6,7,8,9,10,11,12 and 14) greater than the 0.05 level. Therefore, the null hypothesis was accepted not to have any significant difference between the mean ratings of responses of the two groups (Chief Executive Secretaries and Deputy Chief Executive Secretaries) on administrative/managerial skills needed for in-service training of executive secretaries in public establishments.

Meanwhile, the result of items (4, 13 and 15) had their t-values on 159 degree of freedom and its p-values less than 0.05 level. Therefore, the null hypothesis was rejected showing that there is a difference in opinions of Chief Executive Secretaries and Deputy Chief Executive Secretaries on items (4, 13 and 15).

However, the table further revealed the grand mean with t-value on 159 degree of freedom (0.948) and p-value sig. (2-tailed) 0.345 greater than 0.05 level. Therefore, the null hypothesis was accepted which shows that there is no significant difference between the mean ratings of responses of the two groups of respondents (Chief Executive Secretaries and Deputy Chief Executive Secretaries)

on the administrative/managerial skills needed for in-service training of executive secretaries in public establishments.

Findings of the Study

The following findings emerged from the study based on the research questions and hypotheses tested.

1. Creation and storage of information was accepted for in-service training needed by executive secretaries in public establishments.
2. Manipulation and dissemination of information was accepted for in-service training needed by executive secretaries in public establishments.
3. Use of microelectronics and computers to process data was accepted as essential for in-service training needed by executive secretaries.
4. Locating a specific website was accepted for in-service training needed by executive secretaries in public establishments.
5. That bookmarking and categorizing specific websites is essential for in-service training of executive secretaries in public establishments.
6. Sending and receiving e-mail was accepted for in-service training needed by executive secretaries in public establishments.
7. That online ordering, invoicing and payment was accepted for in-service training needed by executive secretaries in public establishments.
8. Ability to fax messages was accepted to be essential for in-service training by executive secretaries in public establishments.

9. Sending and receiving messages through computer networks, local area network (LAN), wide area network (WAN) was accepted for in-service training needed by executive secretaries.
10. That sending and receiving correspondence by text, telephone and mobile phone was accepted for in-service training needed by executive secretaries in public establishments.
11. That building team work among colleagues was accepted to be essential for in-service training.
12. Ability to employ tact and initiative in dealing with the public was accepted as part of human relations skills needed for in-service training of executive secretaries.
13. Respect the feeling of other colleagues and customers was accepted for in-service training needed by executive secretaries in public establishments.
14. That attentiveness to the reaction of people and be sensitive to their problems and aspiration was accepted to be essential for in-service training.
15. Image-making ability for the boss and the organization was accepted for in-service training needed by executive secretaries in public establishments.
16. That striving to make his/her boss succeed by working hard and being loyal to his/her boss was accepted necessary for in-service training.
17. Offer professional advice when necessary to subordinates was accepted as one of the in-service training needed by executive secretaries in public establishments.

18. Promote harmony between people of different culture in the organization was accepted to be essential for in-service training needed.
19. Instill in the subordinates the desire to act in the best interest of the organization was accepted as in-service training needed.
20. That making decisions effectively by the executive secretaries was accepted for in-service training.
21. Ability to provide adequate leadership for subordinates was accepted for in-service training needed by executive secretaries in public establishments.
22. Delegate responsibilities accurately by the executive secretaries to their subordinates was also accepted for in-service training needed.
23. That compiling and organizing information for reports and long memorandum was accepted as part of the administrative/managerial skills needed for in-service training by the executive secretaries in public establishments.
24. Set priorities and develop more efficient procedures for work flow was accepted by executive secretaries for in-service training.
25. That selecting the best way to handle confidential information was essential for in-service training of executive secretaries.
26. Preparing a schedule for an employer was accepted for in-service training by executive secretaries.
27. Program and operate reprographic equipment was accepted for in-service training needed by executive secretaries in public establishments.

28. That ability to reproduce neat documents (quality control) was accepted for in-service training needed.
29. File creation, file updating, file inquiry and data capture was accepted by the executive secretaries for as part of the micrographic technology skills needed for in-service training of the executive secretaries in public establishments.
30. That organizing files appropriately with the use of computers was accepted as essential for in-service training needed by executive secretaries in public establishments.
31. There was no significant difference between the responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on the Information and Communication Technology skills needed for in-service training of executive secretaries in public establishments.
32. There was a significant difference between the responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on human relations skills needed for in-service training of executive secretaries in public establishments.
33. There was no significant difference between the responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on administrative/managerial skills needed for in-service training of executive secretaries in public establishments.

Discussion of Findings

Information and Communication Technology Skills needed for in-service training of executive secretaries in public establishment

The data presented in Table 2 provided answers to the research questions one. The findings revealed that in-service training of executive secretaries in public establishments will make them to improve on their information and communication technology skills which will help them to be useful and more relevant in their official procedures and operations. The finding is in consonance with Ihedioha and Donatus (2008) that at the awake of Information and Communication Technology system there were fears that secretarial staff and practitioners will soon be thrown out of jobs and their places replaced by modern office machines and equipment. But unfortunately, the progenitors of these ideas have forgotten that the advent of the dictating and other office machines in which people have started preparing for the funeral service of the profession only to discover later that any discovery in Information and Communication Technology system increases the demand and popularity of secretarial staff especially the executive secretaries.

The findings of this study further revealed that there is the need for executive secretaries to be retrained in the creation and storage of information, manipulation and dissemination of information using computer which would enhance their effectiveness and efficiency in their office operations.

The findings of this study further revealed that executive secretaries should be able to use microelectronics and computers to process data and this is in line

with Olofintila (2003) who remarked that introduction of microelectronics and computers for processing of data will help to produce the right information to the right decision maker at the right time, in the right place at minimum cost. This mean that for someone to be fit into the business world of the present age, he/she must be acquainted with the ongoing technological revolution.

Lack of retraining or in-service training in this aspect of Information and Communication Technology would render executive secretaries in public establishments irrelevant and ineffective in their office procedures.

The finding further revealed that through in-service training the executive secretaries would be able to locate a specific website, familiar with terms such as homepage hypertext transfer protocol (http) and hypertext mark up language (html). This is in consonance with Blackburn, Havice and Cawthow (2001) that executive secretaries would be more proficient in using and managing the vast resources available on the internet if they are sent on in-service training.

Human Relations skills needed for in-service training of executive secretaries in public establishments

The data presented in table 3 provided answers to research question two. The findings is in line with Ocheja, Ajibo and Dogwo (2005) that earlier said that since a greater percentage of the executive secretaries job involves coming in contact with people either on the phone, in a meeting, face-to-face interaction with customer, staff and public, a good human relations is inevitable. That a good executive secretary should be in the display of human relations skills and must be able to build team work among colleagues, able to employ tact and initiative in his

dealings with the public. In the same vein, Aminu and Ibeneme (2005) earlier maintained that executive secretary should be friendly and helpful. He emphasized that an executive secretary should possess appropriate emotional adjustments when, getting along with colleagues and customers, entertaining visitors, entertaining official enquiries, and when receiving criticisms.

The respondents of this study also responded with high mean on the need for in-service training of executive secretaries as to strive to make their boss succeed by working hard and being loyal to their boss.

Since human relations is the ability to work with people and have a cooperative effort in teamwork. The findings revealed in consonance with Spencer and Pruss (2000) who remarked that executive secretary could build a good human relations through understanding the internal and external members of his organization by taking into consideration their skills, personality and preferred roles. This implies that it is part of human relations for an executive secretary to respect the feelings of other people he is working with in his organization.

Administrative/managerial skills needed for in-service training of executive secretaries in public establishments

The data presented in table 4 provided answers to research question three. The findings revealed that executive secretaries in public establishments needed in-service training on administrative/managerial skills. As remarked by Osuala (1986) that an executive secretary should have the ability to inspire and motivate employees, instill in the subordinates the desire to act in the best interest of the organization and having the ability to work well with others are very crucial. The

findings also revealed that allowing executive secretaries for in-service training would build up their administrative/managerial skills which is in line with Appleby in Akpan (2004) who maintained that executive secretary should acquire and develop decision making skills in carrying out their administrative/management activities in order to achieve the organizational goals such as decision making abilities include: select the best way to handle confidential information, prepare a schedule for employer and choose appropriate action in situations requiring application of business ethics.

Reprographic Technology skills needed for in-service training of executive secretaries in public establishments

The data presented in table 5 provided answers to the research questions four. The findings revealed that the executive secretary needs to improve on its reprographic skills for effective office operations. This is in line with Ojukwu and Ojukwu (2002) and Nwosu (2002). They remarked that for effective office communication executive secretary needed to be retrained among others the use of electronic scanning facilities, selecting the appropriate production process, collating and binding services, program and operate reprographic equipment, reproduction of neat documents and perform basic maintenance on reprographic equipment.

Micrographic Technology skills needed for in-service training of executive secretaries in public establishments.

The data presented in table 6 provided answers to research question five. The findings revealed that through in-service training executive secretaries would

be able to organize files appropriately with the use of computers; save, code, index, retrieve documents on disks and other organic matter, creating files, updating files and operate electronic filing, indexing and cataloguing. This is in consonance with Ojukwu and Ojukwu (2002) and Nwosu (2002) remarked that executive secretaries needed to be sent on in-service training as to improve on their micrographic skills for effective operations in the office.

The t-test analysis of Information and Communication Technology skills needed for in-service training of executive secretaries in public establishments.

The analysis of hypothesis one shown in table 7 indicated the comparison of the respondents (Chief Executive Secretaries and Deputy Chief Executive Secretaries) on the Information and Communication Technology skills needed for in-service training of executive secretaries in public establishments tested with t-test statistic at 0.05 level of significance and at 159 degree of freedom. The findings indicated that 15 of the 19 items of Information and Communication Technology skills needed for in-service training of the executive secretaries were accepted by the respondents as being needed for in-service training of executive secretaries in public establishments. This is based on the result of the calculated grand mean and p-value of all the items of the cluster which were greater than the value of 0.05. Therefore, it could be seen that there was no significant difference between the mean responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on Information and Communication Technology skills needed for in-service training of the executive secretaries in public establishments

in Kaduna State. The implications of these findings was that it helped to confirm the findings made in research question one.

The t-test analysis of human relations skills needed for in-service training of executive secretaries in public establishments

A t-test of significance was used to test the second hypothesis on the human relations skills needed for in-service training of executive secretaries was presented in table 8. The calculated grand mean and p-value of all the items of the cluster was less than the value of 0.05. Therefore, it could be deduced that there was a significant difference between the mean responses of Chief Executive Secretaries and Deputy Chief Executive Secretaries on the human relations skills needed for in-service training of executive secretaries in public establishments in Kaduna State.

The t-test analysis of administrative/managerial skills needed for in-service training of executive secretaries in public establishments

The t-test significance was used for the third hypothesis formulated on administrative/managerial skills needed for in-service training of executive secretaries in public establishments was presented in table 9. The calculated grand mean and p-value for all the 15 items of the cluster was greater than the t-value of 0.05. Therefore, null hypothesis was upheld at 0.05 level of significance. It was noted that Chief Executive Secretaries and Deputy Chief Executive Secretaries agreed on the administrative/managerial skills needed for in-service training of executive secretaries in public establishments in Kaduna State.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of statement of problem, procedures adopted in conducting the study and major findings of the study. Also presented in the chapter are conclusions, recommendations based on the findings of the study, implications of the findings and suggestions for further studies.

Re-statement of the Problem

Executive secretaries in an organization have been saddled with the responsibilities of providing secretarial, clerical and administrative support in order to ensure that services are provided in an effective and efficient manner as to enhance the achievement of the organizational goals. The technological advancement has been extended to all spheres of human endeavours, offices are daily modernized through the use of latest equipment and procedures. This has posed a great challenge to executive secretaries in public establishments in Kaduna State and if they must rise up to their responsibilities in their offices they have to be given the opportunity to go for in-service training as to up-date their skills, attitudes and knowledge for better performance especially in this era of technological advancement. Meanwhile, Oldroyd (1994) and Mahapatra (2002), have observed that public establishments pay only lip service to in-service training of their employees especially their executive secretaries. Gbosi (1999) maintained that where in-service training exists they are haphazardly coordinated, poorly monitored and organized. It is noted from the above that those establishments are

in darkness. They have forgotten that in-service training of their employees would enhance their effectiveness, upgrade their knowledge and skills which tend to better performance and increase in productivity which leads to the attainment of the goals of the organization.

It was observed that in-service training programmes have continued to experience the constraints of inadequate funds and this made the retraining of executive secretaries a bit difficult. This problem has really affected the executive secretaries in public establishments in Kaduna State in the performance of their job and it has reduce their morale and the effectiveness in discharging their duties.

Lack of willingness by the employees especially the executive secretaries to be retrained and some of them with long experience may not want to show interest in in-service training programmes that do not have any weight for purpose of assessment and they hardly take retraining serious as a means of changing their behaviour and that of the organization. Employees in this category needs to be given orientation as to erase whatever notion they have so that they could submit themselves for retraining through seminars, conferences, workshops and symposia for better performance in their office procedures and operations before their retirement. Nevertheless, there exists a growing demand of executive secretaries in various public establishments. Based on this problem, the following specific objectives were pursued:

1. To assess the Information and Communication Technology skills for in-service training needs of executive secretaries in public establishments in Kaduna State.

2. To assess the human relations skills for in-service training needs of executive secretaries in public establishments in Kaduna State.
3. To assess the administrative/managerial skills for in-service training needs of executive secretaries in public establishments in Kaduna State.
4. To assess the reprographic technology skills for in-service training needs of executive secretaries in public establishments in Kaduna State.
5. To assess the micrographic technology skills for in-service training needs of executive secretaries in public establishments in Kaduna State.

Summary of Procedures used for the Study

The study was a survey research design, questionnaire was the instrument used to collect data for assessing the in-service training needs of executive secretaries in public establishments in Kaduna State. A set of 55 structured questionnaire items was used to gather information from 161 respondents made of both Chief Executive Secretaries and Deputy Chief Executive Secretaries. The questionnaire was validated by three experts from the Department of Vocational Teacher Education, University of Nigeria, Nsukka and its reliability was established using Cronbach alpha formula for determining the internal consistency. Reliability result of 0.99 was calculated for the instrument after its trial test on 20 executive secretaries from Kogi State.

The data was collected with the assistance of two trained research assistants (RA's) and analyzed with the aid of computer using Statistical Package for Social Sciences (SPSS) 16.0 version using mean, standard deviation and t-test. The mean

and standard deviation were used to answer the five research questions while t-test statistic was used to test the hypotheses.

Summary of Findings

Based on the data collected and analyzed the following major findings of the study on in-service training needs of executive secretaries in public establishments are:

1. 13 out of 19 items on the Information and Communication Technology skills needed for in-service training of executive secretaries were agreed to as needed by the respondents with means ranging from 3.50 – 4.67.
2. All the nine items on the human relations skills needed for in-service training of executive secretaries in public establishments were agreed to as needed by the respondents with means ranging from 3.88 – 4.68.
3. 15 administrative/managerial skills needed for in-service training of executive secretaries were in strong agreement with the opinions of the respondents (executive secretaries). This was with means ranging from 3.61-4.79.
4. Six of the seven items on the reprographic technology skills needed for in-service training of executive secretaries in public establishments were agreed to as needed by the respondents with means ranging from 3.52-4.45.
5. All the five items on micrographic technology skills needed for in-service training of executive secretaries in public establishments were agreed to as needed by the respondents with means ranging from 3.86-4.41.

6. There was no significant difference between the mean ratings of Chief Executive Secretaries and Deputy Chief Executive Secretaries on the Information and Communication Technology skills needed for in-service training of executive secretaries.
7. There was a significant difference between the mean ratings of Chief Executive Secretaries and Deputy Chief Executive Secretaries on the human relations skills needed for in-service training of executive secretaries.
8. There was no significant difference between the mean ratings of Chief Executive Secretaries and Deputy Chief Executive Secretaries on administrative/managerial skills needed for in-service training of executive secretaries.

Implications of the Study

The findings of this study have implications for the administrators (management), secretarial staff in both private and public establishments and secretarial education students.

The study has provided information on the in-service training needed by executive secretaries in public establishments. The study implies that the in-service training identified will enhance the job performance of executive secretaries in their office procedures and operations. The findings have implications for administrators or management in those public and private establishments. In-service training is essential for high productivity in the face of changing social values and staff expectations. It is therefore imperative that these

administrators in public establishments to provide adequate training opportunities and create enabling environment for serious office work for the executive secretaries and also gives them privileges for further retraining in their careers. Secretarial staff should be encouraged by making sure that they are allowed to attend conferences, seminars and workshops as to keep abreast of the new happenings in their area of specialization and also to discuss freely with their professional colleagues on the emerging areas of Information and Communication Technology. The findings will also help the secretarial staff to know when and where to go for in-service training programme in order to build up their skills and knowledge.

The findings of this study have some implications to secretarial education students. It will help them to expand their study activities as to keep abreast with recent developments in Information and Communication Technology so that they could be equipped with requisite skills and knowledge. It would also help them to make personal effort in acquiring new skills and knowledge that their career demands rather than waiting for their teachers to teach them.

Conclusions

The study concludes that there are in-service training needed by executive secretaries in public establishments in Kaduna State which provides better performance in their office procedures and operations. The study is also of the view that in-service training needed by the executive secretaries in up-dating their skills, attitudes and knowledge should be adequately provided which will enable

them to contribute to the realization of organizational goals and objectives. It is evident in the study that when executive secretaries in public establishments are given opportunities for in-service training in Information and Communication Technology (ICT), their job performance in their office procedures and operations are bound to improve considerably as such they are motivated to carry out their office routines cheerfully and remarkably.

Recommendations

The following recommendations were made based on the findings of the study and the implications:

1. The administrator in public establishments should endeavour to afford their executive secretaries in-service training opportunities through which they could be retrained in emergent innovations and techniques in the world of work.
2. The administrators in those public establishments should endeavour to properly organize and coordinate the policy (in-service training) as to create enabling environment for executive secretaries to update their knowledge and skills in this dispensation of Information and Communication Technology (ICT).
3. The government who owned, managed and controlled those public establishments should be ready to sponsor the executive secretaries to attend both local and national conferences, workshops seminars and refresher courses in Universities, Colleges of Education and Polytechnics

so as to help them build up their knowledge and keep abreast of new happenings in their career and also to remain relevant in their office procedures and operations especially in this era of automated offices.

4. Promotion of these executive secretaries should be based on merit and frequent submission for in-service training programme for upgrading of knowledge and skills and not on the basis of years of experience.
5. Secretarial staff should at any time be ready to go for in-service training not minding the inconveniences it might caused them.
6. Secretarial staff training schools should be established, well furnished with adequate modern machines and equipment with qualified personnel for the retraining of the executive secretaries in both private and public establishments.

Suggestions for Further Studies

1. The study can be replicated in other States of our country to assess the in-service training needs of executive secretaries in public establishments.
2. A similar study should be carried out to identify the in-service training needs of other cadres of secretarial staff in either public or private organizations.
3. A study should be carried out to determine the staff development needs in the era of Information and Communication Technology (ICT).

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APPENDIX A

Department of Vocational Teacher Education
Faculty of Education
University of Nigeria
Nsukka

Dear Sir/Madam,

REQUEST TO RESPOND TO QUESTIONNAIRE

The attached questionnaire is part of a study being undertaken in the Department of vocational Teacher Education, Faculty of Education, University of Nigeria, Nsukka. The purpose of the study is to determine **in-service training needs of executive secretaries in public establishments in Kaduna State**. You are please requested to respond to the items as objectively as you can.

Every information will be treated confidentially and used for the research work only.

Yours faithfully,

OLUFUNWA, A. SAMUEL

APPENDIX B

QUESTIONNAIRE ON IN-SERVICE TRAINING NEEDS OF EXECUTIVE SECRETARIES IN PUBLIC ESTABLISHMENTS IN KADUNA STATE

SECTION A: GENERAL INFORMATION

Please complete the following questionnaire items by writing down your response in the blank space provided. Where there is alternative, check (✓) in the brackets as appropriate.

1. Chief Executive Secretary [] Deputy Chief Executive Secretary []
2. Qualification: B.Sc [] HND [] OND []
3. Establishment
4. Working Experience 1 – 15yrs [] 16yrs and above []

SECTION B

The following items are designed to find out the in-service training needs of executive secretaries in public establishments in Kaduna State. Rate the items in sections B – F by check (✓) in the appropriate column.

Key:

Very Much Needed (VMN)

Much Needed (MN)

Needed (N)

Somewhat Needed (SN)

Not Needed (NN)

Section B: ICT skills needed for in-service training of Executive Secretaries in Public Establishment. Please Complete as Appropriate by Check (✓) in the in-service training needed by Executive Secretaries in Information and Communication Technology skills.

S/No	Item Statement	VMN	MN	N	SN	NN
1	Creation and storage of information					
2	Manipulation and dissemination of information					
3	Use of microelectronics and computers to process data					
4	Radio paging					
5	Tele/video conferencing					
6	Surfing the net					
7	Locating a specific website					
8	Familiar with terms homepage, live URL, http, html.					
9	Book marking and categorizing specific websites					
10	Send and receive E-mail.					
11	Online ordering, invoicing and payment					
12	Operate teleconferencing facilities					
13	Ability to fax messages					
14	Send and receive message through computer networks, Local Area Network (LAN), Wide Area Network (WAN).					
15	Send and receive correspondence by telex, telephone, mobile phone					
16	Internet relay chat					
17	Hypertext linking					
18	Public voice message					
19	File tax returns through the internet					

Section C: Human Relations skills needed for in-service training of the Executive Secretaries in Public Establishments. Please Complete Appropriate by Check (✓) in the in-service training needed by Execut Secretaries in human relations skills.

S/No	Item Statement	VMN	MN	N	SN	NN
20	Building team-work among colleagues					
21	Ability to employ tact and initiative in dealings with the public					
22	Friendly and helpful to others					
23	Respect the feelings of other colleagues and customers					
24	Attentiveness to the reaction of people and be sensitive to their problems and aspiration					
25	Image-making ability for the boss and the organization					
26	Strive to make his/her boss succeed by working hard and being loyal to his/her boss.					
27	Offer professional advice when necessary					
28	Promote harmony between people of different culture					

Section D: Administrative/Managerial skills needed for in-service training of the Executive Secretaries in Public Establishments. Please Complete as Appropriate by Check (✓) in the in-service training needed by Executive Secretaries in administrative/managerial skills.

S/No	Item Statement	VMN	MN	N	SN	NN
29	Inspire and motivate employees					
30	Work well with others (human relation)					
31	Instill in the subordinates the desire to act in the best interest of the organization					

32	Making decisions effectively					
33	Accepting the view points of others					
34	Exercise good judgment					
35	Ability to provide adequate leadership for subordinates					
36	Delegate responsibilities accurately					
37	Compiling and organizing information for reports and long memorandum					
38	Apply time management techniques to office schedule					
39	Prepare a general budget					
40	Set priorities and develop more efficient procedures for work flow					
41	Select the best way to handle confidential information					
42	Choose appropriate action in situations requiring application of business ethics.					
43	Prepare a schedule for an employer					

Section E: Reprographic Technology skills needed for in-service training of the Executive Secretaries in Public Establishments. Please Complete as Appropriate by Check (✓) in the in-service training needed by Executive Secretaries in Reprographic Technology skills.

S/No	Item Statement	VMN	MN	N	SN	NN
44	Perform basic maintenance on reprographic equipment					
45	Use electronic scanning facilities					
46	Program and operate reprographic equipment					
47	Selecting appropriate production process, collating and binding services					

48	Reproduce neat documents (quality control)					
49	Embolden or reduce tests using reprographic machines					
50	Resolving customers' complaints and concern					

Section F: Micrographic Technology skills needed for in-service training of the Executive Secretaries in Public Establishments. Please Complete as Appropriate by Check (✓) in the in-service training needed by Executive Secretaries in Micrographic Technology skills.

S/No	Item Statement	VMN	MN	N	SN	NN
51	Operating electronic filing, indexing and cataloguing					
52	File creation, file updating, file inquiry and data capture					
53	Apply electronic referencing, accessing and transferring records					
54	Saving, coding, indexing, retrieving documents on disks, microfilms and other organic media					
55	Organizing files appropriately with the use of computers					

APPENDIX C

Department of Vocational Teacher Education
Faculty of Education
University of Nigeria
Nsukka
11th November, 2009.

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Sir/Madam,

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

I am a postgraduate student in the Department of Vocational Teacher Education, Faculty of Education, University of Nigeria, Nsukka. The topic of my research work is **IN-SERVICE TRAINING NEEDS OF EXECUTIVE SECRETARIES IN PUBLIC ESTABLISHMENTS IN KADUNA STATE.**

I sincerely request you to please help validate the questionnaire items as regards to appropriateness of the various research questions. Your comment(s) will help improve the final instrument. Attached is a draft copy of the questionnaire for your study.

Thanks for your anticipated cooperation.

Yours faithfully,

OLUFUNWA ADE SAMUEL
PG/M.ED/07/43306

In-service training needs of executive secretaries in public establishments in kaduna state.Â RESEARCH MORE ON GEOGRAPHY PROJECT TOPICS AND MATERIALS ;challenges of secretary in an organization,major challenges of a secretary,the impact of internet software packages to the modern secretary,modern office technology and the secretaryâ€™s productivity,definition of modern office technology. Sharing is caring!Â the effect of ajaokuta steel company limited on land utilization in okene and okehi lga in kwara state. A Survey Of Polytechnic Secretarial Education As An Instrument Of Self-Reliance. history of development and demography change in lagos state. About The Author. projecttopics. and Budget Commission Secretary to State Government, Head of Service, Directorate of Information, etc. CSOs, State Chairman - NUJ, Nigeria Bar Association, The Kukah Center, Gender Working Group, I Care Women Private sector, & Children, Knowledge for the Blind etc. Policy Areas. Legislation & Regulation, Legislature, Right to Information, Subnational.Â Main Objective: To provide legal, regulatory or legislative backing to establish the right of the public to access information held by government in Kaduna State. In addition, to develop adequate administrative structures to enhance the effective implementation of the access to information commitment. The Kaduna State Government is implementing a public service renewal and revitalisation programme. This aims to enhance the capacity of the public service to deliver public goods and services, improve its responsiveness to citizens and strengthen its ability to promote equal opportunity. The programme also seeks to reverse the ageing of the public service, raise its educational quality and ICT-compliance, and to make its ranks more representative of the community it is serving.Â Persons interested in a career with the Kaduna State Public Service are invited to submit applications for various positions in the following agencies, among others: Kaduna State Civil Service Commission (Core Civil Service). Kaduna State Local Government Service Board.