Abstract
Secretarial Education system had suffered a lot of setbacks in terms of teaching and learning in technologies. Owing to the advancement in office technology, the curriculum of secretarial education seemed not to be detail in the tertiary institution. Contemporary use of office technologies were created gap between the secretarial graduate and other professional bodies in terms of challenge in the use of technologies after graduation. Therefore, a detailed curriculum in secretarial education would help to close the wide gap created in availability and use of ICTs across the world. This paper is focused on the restructuring of secretarial education curriculum, and look at lack of qualified lecturers and the provision of ICTs materials. Suggestions and necessary recommendations will be offered for developing countries like Nigeria to leap-frog the educational stage and transform their economies into high value-added information and economies that can compete with the advanced countries in the globe.

Introduction
The Secretarial education curriculum in the past seems to have contained all the crude method of operating the type-writer and shorthand writing in all the higher institutions across the country. With advent of information and communication technologies, the curriculum still remains the same. Some institutions try to make a modification on the curriculum on information and communication technologies without detailed course outline of the ICT on the curriculum. In spite of this adjustment made on the curriculum, the man-power remains the same without employing qualified personnel to handle the ICT in the institution. Because of this, graduates of secretarial studies find it difficult to compete with other graduate in other professional areas, depriving them from contributing meaningfully towards the Nigerian economy growth.

Concept of Curriculum
The word 'curriculum' was derived from a latin word 'curere' meaning 'the course to be run' 'a circle' or 'a race track', a set of obstacles or a task that an individual is to overcome, or something that an individual aims at completing.
Tanner and Tanner (1975) in Adebayo and Lawal (2011) define curriculum as the planned and guided learning experiences and the intended learning outcomes formulated through the systematic restructuring of knowledge and experience under the auspices of the school for learners continuous and willful growth in personal and social competence.

Njoku (1997) in Adebayo and Lawal (2011) define curriculum as a group of courses or planned experiences in proper sequence of topics designed to prepare an individual for efficient service in a specific vocations, it is the offering of a socially valued knowledge, skills and attitudes that is made available to students through a variety of arrangements in schools, colleges or the universities or other environments.

Curriculum is defined as a group of courses or planned experiences in proper sequences of topics designed to prepare an individual for efficient vocational service vocation, it is the officering of socially value, knowledge, skills and attitudes that is made available to student through a variety of arrangements in schools, colleges or universities or other arrangement, (Njoku, 1997 in Adebayo & Lawal 2011). Curriculum is generally considered as a group of prescribed courses or sequence of subjects required for certificate. (Cookey – Gam 1989 in Ogwo 1996).

Curriculum could be seen as all the consciously planned programmes of and for the school, for the education of the child (Ogwo, 1996). Curriculum is described here as a planned programme and not just a zigzag or haphazardly programme arrangement, it means that it must be designed to accomplish the desired objectives both in the short and long run.

**Curriculum Development in the Teaching of Secretarial Education**

A course, in the present day conception can mean a programme which somebody participates in to reach a goal which can be a certificate, academic reward and encouragement. Brubacher (1969) in Igwebuikke (2008) states that it is the ground which pupils and teachers cover in order to reach the goal or objective of education. These definitions show that curriculum when properly planned, arranged and guided must be have intending learning outcomes which must be carefully formulated even
long ever before the course is to be run or the task and obstacles is set down. Curriculum in Nigeria does not respond to changes most especially in the area of technological advancement, this often bring a negative result of not equipping the graduates in tertiary institutions with the skills needed to be able to stand on their own: this calls for the developing business education curriculum for information and communication technologies (ICTs) in Nigeria institutions.

“The curriculum is becoming more dynamic and interactive as a result of the many kinds of ICT-based learning activities, projects and software applications being developed” (UNESCO, 2005) cited in Amal Rhema (2010). By using ICTs, it is possible to create several different kinds of courses, each providing learners with a distinctive type of learning experience and each suited to different situations (Horton, 2000), Baylor and Ritchie (2000), (Hu & Webb, 2009), cited in Amal Rhema (2010) concluded that “regardless of the amount of technology and its sophistication, technology will not be used unless faculty members have the skills, knowledge and attitudes necessary to infuse it into the curriculum. “Because e-learning is different from traditional learning, the curriculum and pedagogical methods need to be modified and developed to employ ICT application effectively, and they should be specifically designed to fit the e-learning setting (Andersson & Gronlund, 2009) cited in Amal Rhema (2010) thus, curricula developers must be able and qualified to redesign courses according to the specific sort of ICT and e-learning. In this respect, Nigeria faces a double challenge: first, Nigerian higher education curricula are standardized that is, it is prescribed and controlled nation-wide by the Ministry for Higher Education. So there is a need to overcome the constraints and reliance on standardized curriculum. Second, the development of new pedagogical scenarios for e-learning sittings requires willing participation of academics and considerable assistance from educational developers with experience in e-learning; such expertise is not available in Nigeria yet.

The curriculum planner must take into consideration the learner's previous background, the previous learning outcome expected outcome, real world of work challenges and facilities, learning environment, both internal and external. When this is the case, the curriculum becomes dynamic as it bring on changes one work challenges.

The curriculum planner or designer in our country today does not seem to take these factors into consideration. This was in line with Fafunwa (1992) in Adebayo and Lawal (2011) who remark that curriculum in the third world countries suffers some set backs, it is not dynamic, it is statics and a static curriculum is a dying curriculum. This is underscored by the fact, that even when attempts are made to enhance the dynamism of the curriculum certain bureaucratic bottle necks are introduced to eliminate the good intensions. For instance, the introduction of information and communication technologies, into the Nigerian higher institution, the department of secretarial was not fully involved rather; partial involvement was made which hindered the up grade of secretarial department curriculum. In 2006, the NCE
minimum standard of Colleges of Education was reviewed. The participants at the review on Business Education were made to assent to a stereo typed manuscript present by NCCE (National Commission for Colleges of Education) without alter, add, debate on the document, which is the current NCCE Minimum standard in use today. Curriculum in Nigeria does not respond to changes, most especially in the areas of technological advancement.

This brings negative results of not equipping the graduates in tertiary institutions with the skills needed to be able to stand on their own. There are three sources of feedback concerning any curriculum; it should be from current students, graduates/products of the curriculum and employers of such graduates for systematic rational and acceptable restructure. This calls for the restructuring of the secretarial education curriculum, especially at the tertiary institutions and equipping of the department.

**Information and Communication Technologies and teaching-learning process.**

The three techniques Computer Assisted Instruction (CAI); Computer Assisted Learning (CAL); Computer Managed Learning (CML); and Computer Assisted Teaching (CAT) are components of e-learning. Information and communication Technology (ICT) components are computer, telephone, radio equipment, Projector, facsimile, communication networks, and know-how. And with these tools, it is possible to create a virtual classroom. Virtual classrooms are not physical classrooms, these are classrooms created through electronic media to bring together learners in different geographic locations as if they are in a physical classroom. Therefore, the virtual classroom is a means of bringing together learners in different geographical locations.

Virtual classrooms are possible via the audio-video conferencing or telephone conferencing, audio-video conferencing; learners from different geographical locations who are networks to a central computer via terminals are made to have equal access to instructional resources. The access mode could strictly be audio or video or a combination of both. In audio conferencing there is a vocal presentation of information without a face-to-face contact between learner and teacher(s). The GSM conference calls and Internet chatting are typical examples. Video conferencing on the other hand includes a visual presentation of information and instructional resources. Therefore the video conferencing is a more robust means of presenting information in a teaching and learning environment as learners will learn and appreciate concepts quickly with pictures. And a proper tool for video conferencing is the computers linked to the cyberspace (internet). But considering the expensive nature of connecting to the internet, the Mobile Internet Unit (MIU) which is more economical can be used as mobile training and cyber centre. The MIU uses Very Small Aperture Terminal (VSAT) equipment with 1.2m dish mounted on the roof of a bus. With their MIU buses, it will be possible for the rural people to gain access to internet resources.

**Educating Educators about Technology**

In order to use technology effectively, educators need to be trained in using technology and they need to develop a good understanding of it. Technology is used to enhance
learning, therefore it is important for educators to be comfortable using it to ensure that students get the full advantages of educational technology. Teaching with technology is different from teaching in a typical classroom. Educators must be trained in how to plan, create, and deliver instruction within a technological setting. It requires different pedagogical approach. Educators must find a way to assess students on what they take away from a class and meaningful, known knowledge, especially within an e-learning setting. Education will only change when our design methods, perspectives, and values change. Educators have many roles when instruction is designed. They can be artists, architects, craftspeople, and engineers. Technology does not mean that using interactive electronic boards and LCD PowerPoint presentation is the most effective. So many more applications are available for students to be hands-on with their learning and gain deeper knowledge than they could before.

Technology training appears to focus mainly on technology knowledge and skills while overlooking the relationships between technology, pedagogy, and content. As a result, educators learn about “cool” stuff, but they still have difficulty applying it for their students learning. Educator candidates need opportunities to practice effective technology integration strategies in supportive contexts during technology courses, technology-integrated methods courses, and field experiences. Experienced educators also need opportunities to learn about new technologies and ways to integrate them effectively in their classroom. Teacher education programmes can facilitate improvements not only in students' technology skills but also in their belief and intentions regarding integrating technology into instruction. (Wikipedia)

Benefits of the Use of Information and Communication Technology in the Teaching/Learning Process

However, the computer, telephone and other Information and Communication Technology (ICT) tools are very useful, versatile and indispensable instructional Tools (or materials) in education. (Omoghenemuko, 2012) posits the following as reason why Information and Communication Technology (ICT) tools are introduced into education as instructional tools to aid effective teaching and learning.

- They make learning self-paced to the learner, and puts the learner on the driving seat on the learning superhighway;
- They provide remedial instruction to those who need to and support learner's exploration of all aspects of knowledge of interest;
- They give the learner better control of the instructional method;
- They provide realistic interaction between the learner and the learning tasks;
- They permit the learner to mistakes without necessarily imparting his/her self concept;
- In the management of education, they enable stakeholders effectively manage available data or students, teachers and facilities, and reveals current situation much more quickly. The use of the technology to enhance the
existing instructional methods and also improve the way by which instructions are delivered;

- Provides enhanced and consistent mode of delivery;
- They create unhindered interaction among teachers and students of an institution and collaboration with other institutions. (Omoghenekuko. 2012).

The creation of virtual libraries and virtual laboratories is another importance of computer. With the use of virtual library which is not a physical but electronic, will provide the learners availability of adequate instructional resources materials that they may not be able to get in a physical libraries. This will definitely make the learner to be well informed and hence be transformed and gives him the right footing to contribute to the development of the nation he belongs. Omoghenemuko (2012).

Another importance of Information and Communication Technology (ICT) is that the Information and Communication Technology provides learning mobility and will do so much more in future. There is the tendency for the mobile telephone to transform into the Internet client of the future, which is here to stay and expand. The vision for the future is the “mobile information society”, where the mobile phone will be the core device (Jensen, 2002) in Herselman (2003). Obviously, the move toward a global knowledge society requires a fundamental shift in thinking about the methodology of education. Information and Communication Technology (ICT) has already begun to exert a massive transformation of education systems in developed countries. Distance education universities are now quoted on the stock exchange; the best lecturers in the world are becoming available anywhere at the click of a button, while 'Lifelong Just-In-Time Learning' has become the order of the day. Failure to change and respond to these will have dire consequences 10-15 years from now on African's education and learning system (Adubifa, 2001) in Herselman(2003).

Nigeria Higher education institutions have no other choice but to participate in this information society. Otherwise, they will not be able to be competitive in the global higher education arena and to produce students and a workforce who can play their rightful role in the region and on the continent. Access to information and awareness of the possibilities of the effective uses of Information and communication Technology (ICT) form part of this initiative.

**Conclusion**

The major restructuring of secretarial curriculum is required in the Nigerian education system. The tasks ahead are numerous the governments and the curriculum planners, in planning curriculum for higher institution in Nigeria, the past, present and future of the students be taken into consideration. The involvement of staff who implements the curriculum and the management that have been neglected over the years should be considered. And constant review of the secretarial curriculum inline with the prevailing, sociological and economic situation should be considered, while teachers who are not fit into the new curriculum be made to undergone some training in terms of the new technological development.
Recommendations on Redeveloping Secretarial Education Curriculum in Nigerian Tertiary Institutions

Various tertiary institutions in Nigeria are gradually incorporating Information and communication technology education into their curriculum, especially in Secretarial Education. The incorporation of this curriculum into secretarial education should be coordinated by the National Universities Commission (NUC) to ensure that all the universities are in the same working curriculum in all the institutions.

Redeveloping secretarial education curriculum the following should be given consideration for information and communication technology Adebayo and Lawal (2011).

1. **Secretarial education curriculum should be data based:** Secretarial education curriculum should have school and community related data. Decisions on curriculum content should be made after variety of data such as students' characteristics; qualifications, nature of occupations, etc are examined. The quality of curriculum material is determined after data have been gathered from teachers and students who use them, hence it could be said that there is a strong relationship between data gathered and the quality of curriculum decisions.

2. **Secretarial education curriculum must be dynamic:** Administrators, curriculum developers and teachers must always examine the curriculum in terms of what it is doing and how well it meets the students' needs. Provisions must be made for curriculum revisions particularly those modifications that are tangible improvements. Provisions must be made to redirect modify or even eliminate an existing curriculum any time this action can be fully justified.

3. **Secretarial education curriculum must have explicit outcomes:** Broadly stated goals are important part of any curriculum, but they are only valid on the extent that they can be communicated in a more explicit manner. True, we cannot state all curricular outcomes in specific measurable terms, many of these may be written down in such a manner that the broad curricular goals are made more quantifiable. When outcomes are explicit we will be able to determine whether students achieve them or not and how the outcomes relate to a particular occupation, this is the reason why we must ensure that curriculum outcomes are clear and precise.

4. **Secretarial education curriculum must be fully articulated:** This has to do with the way in which the content of curriculum is arranged. It has to do with the resolution of contents conflicts across different areas of development of a logical instructional flow from the first year to the second year for example, the curriculum of business education at institutions of higher learning and that of business studies in secondary schools are arranged both spirally and concentrically so that there are interrelatedness and intra relatedness in the content of instructions. Articulation takes place in all

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levels, so that there will be reduction or elimination of instructional duplication and allows the teachers to teach what is best for his or her particular group of students.

5. **Future Orientation:** For business education curriculum to equip students with requisite information and communication technology development it must be concerned about the future, most especially it must be concerned about technological changes that may affect the graduates. It must be able to project for future needs e.g. laboratories studios pools for the next twenty years, what about the current students further education. The developers of curriculum will ensure that ongoing curricula are considered in relation with what may occur or will occur in the future. Any curriculum is operative and useful over a long period of time where it is dependent upon the future oriented perspectives associated with it.

6. **Management Support:** Teachers generally are more motivated and committed when they feel supported and encouraged by the administrators (Andersson & Gronlund, 2009) cited in Amal Rhema (2010). According to Mapuva (2009) cited in Amal Rhema (2010) “Institutional leaders are a determinant factor, given their decision-making roles which could either make-or-break the e-learning projects by either facilitating or impeding its implementation within their institutions. So, Administrative support can be regarded as essential to the successful adoption of ICTs into the educational processes. However, administrators in Nigerian institutions generally lack the ability to deal with educational problems and tend to struggle with the management of institutional inefficiencies. Therefore, it will take some time and effort for the administrators to come on board of e-learning; they will need to develop an understanding of the technical, financial, pedagogical, and administrative dimensions of ICTs in education.

7. Therefore, the curriculum of the secretarial education should be restructured having in mind the present needs of the society and the level of advancement in the office and the world technology. Important stakeholders should be involved in the review and restructuring process. Training and re-training of both lecturers and management of the higher institution should be taken as a paramount.

**References**


