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ENHANCING OFFICE INFORMATION MANAGEMENT PROGRAMMES IN TERTIARY INSTITUTION FOR NATIONAL SECURITY

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Abstract

Office information management programmes are educational initiatives designed to equip individuals with the knowledge, skills, and competencies necessary to effectively manage information within organizational settings. The purpose of the study was to examine the current state of office information management programme and the strategies needed for its enhancement in tertiary institutions for national security. Three research questions were raised to guide the study. A quantitative research approach was employed for the study. The population consists of two hundred and thirteen graduating students and twenty lecturers in two tertiary institutions offering the programme in Ekiti State. A sample of one hundred and forty graduating students was used for the study from the total population. The sample was obtained using krejcie and morgan sample size table. Total enumeration was used for the academic staff. The research instrument was a 4-point scale likert-type questionnaire. Descriptive statistics were used to analyze the research questions. The study revealed that the current state of office information management programmes in tertiary institutions is not satisfactory and the programme could be enhanced for national security. The study concluded that modernizing learning infrastructure and providing industry-standard equipment in office

Keywords: National security, Office Information Management, Institutions, Vocational skills, Self-reliance

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information management programmes will ensure the programme remains relevant and effective in tertiary institutions. The study recommended that institutions should prioritize upgrading outdated learning infrastructure and investing in industry-standard equipment to provide for more effective learning environment.

Introduction

The central purpose of education according to Ogedengbe, Okhakhu and Adekunle (2015) is to ensure the effectiveness and efficiency of the system with a view to creating a pool of human capital crucial to national development. Economic development and sustainability in their view are hinged on creativity and innovation, which are the defining features of functional education. Bassey, Asonye and Martin (2018) however believed that the challenges of Nigeria education sector in general and its funding in particular could be traced to policy and strategy instability and inconsistency, inefficient management, wastages and leakages there by overriding macroeconomic conditions that have determined the fate of the sector.

Idris and Baba (2016) asserted that the federal government of Nigeria apparently worried by the soaring unemployment rate, declining per capita income, youth's restiveness in various part of the country, directed all higher institutions in the country to run entrepreneurship studies programme is aiming at producing opportunity or knowledge-based entrepreneurs who are expected to be critical growth drivers of our economy. Osarenren-Osaghae and Irabor (2018) admitted that the present state of the Nigeria education system brings worry to the hearts of all stakeholders because education goals are yet farfetched from being a reality. Iroegbu (2017) averred that in most developing countries of the world such as Nigeria, the place of skill acquisition cannot be overemphasized in the rapid development of other sector of the economy.

The National Security Strategy of Nigeria envisions a violence-free, safe, peaceful, self-reliant, prosperous, and strong nation (NSSN, 2022). According to them, the overarching strategic of this vision is to transform the nation into a violence-free, safe, peaceful, self-reliant, prosperous, and strong entity. This vision underscores the importance of creating a secure environment where citizens can thrive and the nation can develop sustainably. Ajayi (2022) opined that integral to achieving this vision is the development of human capital through education programmes that foster self-reliance and enhance national security, Office Information Management programmes in polytechnics and other tertiary institutions are essential in this regard,

providing students with the skills sets and knowledge needed to manage information effectively and securely. In this light, the skills acquired through Office Information Management Programme have emerged as a key factor in ensuring national security. The Nigerian government recognizes education as an importance instrument for effecting national development by maximizes the creative potentials and skills of the individual for self-fulfillment, social change and general development of the society (FGN, 2004). Through education, the moral personality of an individual is built up as it equips leaners' with the skills of moral judgment that in turn guides his actions and behaviours. According to Ezeofor (2020), vocational education of which Office Information Management programme is an integral part is a potent tool par excellence through which citizens are trained, made to acquire relevant skills, knowledge, attitudes, competences and values which will empower them for addressing numerous challenges that face human existence. Office Information Management programme has the propensity to empower citizens by liberating them from ignorance, prejudice, bias and manipulation. Ezeofor (2020) further posited that quality Office Information Management programme correlates well with security and according to him, this is because quality Office Information Management programme enables individuals/learners to acquire skills, develop their potentials, understand, and explore their physical and social environments for the satisfaction of their needs and for empowerment which leads to security.

Omoroje (2021) in his submission viewed that national growth, economic development and human capital development have all been hampered and the sociopolitical and economic landscape in Nigeria has been blighted by the endemic twin evil of crime and violence rising from youth agitation, kidnapping, bombing, arson, militancy and insurgency, robbery, destruction of government properties, among others which has become the order of the day. A major influence that causes this menace of insecurity in Nigeria as opined by Ogheneakoke cited in Omoroje and Egbule (2021) is youth unemployment. The abysmal increase in the level of unemployment amongst youth has ultimately resulted to anger, frustration, agitation and violent crimes against the Nigerian state by individuals and groups. In this background, Office Information Management programmes in tertiary institutions become a crucial component, as its major aim is to equip learners with skills that promote self-reliance and contribute to national security. This study investigates the dual role of enhancing Office Information Management programmes in fostering students' self-reliance and its broader implications of contributing to national security.

Statement of the Problem

Office information management programme in tertiary institutions are crucial for preparing students to handle administrative and information management tasks efficiently. Preliminary investigation has however revealed that the programme often lack comprehensive training in information security and data protection. There seems to be insufficient emphasis on crisis and emergency management within the curricula. Close observation has further shown that the current curricula are outdated, leaving graduates ill-equipped to leverage modern information management systems and technologies that are essential for maintaining secure and efficient office environments. All these seem to have affected the programme in the area of efficiency and standard. This study therefore investigated the extent of enhancement of the programme in institutions for national security.

Objectives of the Study

1. To examine the current state of office information management programmes in tertiary institutions.
2. To identify the strategies needed to enhance office information management programme in tertiary institutions for national security

Research Questions

1. What is the current state of office information management programmes in tertiary institutions?
2. What are the strategies for the enhancement of office information management programme in tertiary institutions for national security

National Security

National security is a multidimensional concept that requires holistic approaches to address diverse threats and challenges facing nations today. According to Freebase (2011), national security refers to the requirement to maintain the survival of the state through the use of economic power, diplomacy, power projection and political power. By integrating military defense, economic stability, societal cohesion, and environmental sustainability, he maintained that countries can enhance their resilience and safeguard their interests in an interconnected world.

In the view of Odekunle cited in Ndupuechi (2020), security means protection or defense of people against all kinds of victimization including protection from external military attack, economic want, poverty, illiteracy, diseases or ill-health, political exclusion, social exploitation among others. He further asserted that national security denotes the measures put in place or taken by a nation to avert fear and want

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and protect its citizens against external hostility and internal insurgency. National security therefore is a critical priority for Nigeria, a nation characterized by its rich cultural diversity and complex socio-economic dynamics particularly with the multitude of security challenges facing the country in recent times.

In the same vein, Adefisan (2017) postulated that national security borders on incidences that endanger human existence or welfare. He further explained national security as protection of the lives, rights, dignity and property of citizens. In the view of Otoibhi, in Emuebie and Egbule (2021), the security interests of any nation include safety of lives and properties, economic, physiological, mental well-being and the freedom to pursue the attainment of objectives without hindrance. Adefisan (2017) suggested that the singular purpose of national security is to secure fair and impartial living conditions for all the citizens of the nation.

Office Information Management programme

Azih and Chima-Uduma (2018) described office information management as a vocational programme that provides office careers and general business which provides its trainees with information and competencies needed for managing and using business. The reforming office information management programme delivery system is going through in Nigeria according to Zite and Okwelle (2018) seems to be motivated by the sordid state of office information management programme and its traditional delivery system, given the firm belief that the potentials of office information management can be used as one of the vocational instrument to meet the challenges facing the nation's economy and development.

Anyaeneh and Nzegwu (2015) opined that vocational education enables the individuals to acquire necessary skills, knowledge, attitudes and values that will enable them handle the challenges of life as they come and be able to contribute their own quota towards national development. Parts of the roles of office information management programme was given by Iroegbu (2017) as providing meaningful education for graduates which could make them self employed and subsequently encourage them to derive profits, and be self independent. Ejeka and Ebenezer-Nwokeji (2016) submitted that office technology and management career encourages employment creation given multifaceted skills embedded in it.

The inclusion of vocational skills in office information management therefore according to Abiodun and Oyejoke (2017) is to help graduates to acquire increased understanding of business, equip them with business approach to the world of work and prepare them for. Eze and Okorafor (2016) believed it also enables the beneficiary to have management and organization skills to manage human and material resources for the attainment of the objectives of the enterprise, risk bearing

and innovations. The ideal of office information management according to Eze and Okorafor (2016) is to build in individuals the capacity to foster economic growth and where this is not achieved, high rate of unemployment; weak economy and low technological development persist. Office information management inadvertently in the view of Ejeka and Ebenezer-Nwokeji (2016) is major skilled area which is highly inclined to assist in achieving the demands of modern workplace and creating self-employment. The essence of office information management programme is to build in the graduates entrepreneurship spirit and culture. Ezeahurukwe and Ameh (2017) maintained that a well planned and implemented office information management programme is capable of creating more jobs in the country and redirecting the focus of the unemployed graduates.

Nwokike, Ezeabii and Jim (2018) viewed that necessary measures is needed to ensure that quality of instruction in office information management programme shall be oriented towards acquisition of functional skills and competencies necessary for selfdevelopment which will eventually lead to self-empowerment.

Office Information Management programmes in tertiary institutions according to Eze (2021) foster vocational education for self-reliance which is a fundamental pillar in strengthening national security by equipping graduates with the expertise, skills, and resilience necessary to create and establish entrepreneurial opportunities, improve their economic status and contribute positively to societal stability. According to this submission, the programme is meant for the training of graduates on the systematic collection, processing, storage, and dissemination of information and ensures that information is accurate, timely, and accessible, which is essential for informed decisionmaking and operational efficiency. Eze (2021) further posited that Office Information Management programmes in tertiary institutions is a part of vocational education that aids in developing intelligent social actors with the ability to make rational decisions and act intelligently and helps to address issues of poverty, violent crimes and illiteracy in the long run.

According to Okoye, (2017), by fostering self-reliance, employability, through office information management programme, a nation like Nigeria can enhance its capacity to address diverse security challenges such as terrorism, insurgency, banditry, and cyber threats which results majorly from unemployment among the youth that form the larger part of the society and promote sustainable development. In an era where information is a critical resources and asset for policy making and strategic business management, Smith (2023) believed that the ability to train and equip graduates with innovative skill sets to manage office information effectively for self-reliant and employability is indispensable for national security. In the realm of national security, he averred that proficient information management, its accuracy, security, and

accessibility can aid in the timely identification of entrepreneurial opportunities, efficient resource allocation and management as well as the coordination of business entities across different sectors, thereby reducing the rate of social instability, crime and deviant behaviour among the youth.

Ndupuechi (2020) asserted that office information management programme are educational initiatives designed to equip individuals with the knowledge, skills, and competencies necessary to effectively manage information within organizational settings and/or establishment of service enterprises such as website designing, desktop publishing, database management among other for self-reliance and economic enhancement. These programmes according to Ndupuechi (2020) typically focus on training students in various aspects of information handling, processing, storage, and dissemination using modern office technologies and systems. The programme therefore has the capacity to produce competent high skilled graduates who will promote scientific development and economic well-being of the country.

Methodology

A quantitative research approach was employed for the study. The study utilized surveys and structured questionnaires to collect the data used for the study. The population consists of one hundred and eighty eight graduating students and twenty lecturers in two tertiary institutions offering the programme in Ekiti State. Total enumeration was used for the lecturers while a sample of 205 graduating students were used for the study from the total population. The research instrument was a 4-point scale likert-type questionnaire. Both face and content validity of the research instruments was done. The internal consistency of the questionnaire items was 0.85 and the quantitative data was analyzed using mean and standard deviation.

ResearchQuestion1

What is the current state of office information management programmes in tertiary institutions?

Table 1: The current state of office information management programmes in tertiary institutions.

S/N	Item Statement	X	SD	Decision
1	The curriculum is comprehensive enough in addressing unemployment among graduate and enhance national security.	1.786	0.741	Disagreed
2	The content of the programme is relevant to real-world self-reliant skills set's needs.	1.846	0.718	Disagreed

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S/N	Item Statement	X	SD	Decision
3	The programme currently has adequate educators with emerging technologies abilities	3.769	0.638	Agreed
4	The programme emphasizes technologies skills such as Office Software, Database Management and Webpage Design Proficiencies.	2.231	0.638	Disagreed
5	Instructional facilities like online learning platforms, internet access, projectors and smartboards are frequently used in the programme delivery.	1.923	0.699	Disagreed
6	Instructional facilities are adequately available and used to impact learning experiences on the students.	1.385	0.878	Disagreed
7	The current programme prepares students with technological skills set for self-reliance.	3.692	0.943	Agreed
8	The programme is adequately funded and monitored to ensure it best practice implementation.	2.846	0.789	Disagreed
9	The programme is in addendum with the real-world internship that promotes students self-reliance and employability.	2.462	0.815	Disagreed
10	The programme equip students with critical thinking, independent problem-solving, time management and leadership skills that address national security concerns.	3.154	0.826	Agreed

Mean Threshold: If the mean is 0.000-1.499 = Strongly Disagree (SD), 1.5002.499 = Disagree (D), 2.500-3.499 = Agree (A) and 3.500-4.449 = Strongly Agree (SA). The above table reveals the current state of office information management programmes in tertiary institutions using their means and standard deviations. All the items on the table were decided as 'disagree' as their means were within 1.500-2.499 except that the programme currently has adequate educators with emerging technologies abilities - 3.769(0.638), the current programme prepares students with technological skills set for self-reliance - 3.692(0.943) and the programme equip students with critical thinking, independent problem-solving, time management and leadership skills that address national security concerns - 3.154(0.826). Generally, the table shows a weighted mean of 2.466(0.170) and overall decision as 'disagree'. This implies that the current state of office information management programmes in tertiary institutions is not satisfactory.

Research Question

What are the strategies for the enhancement of office information management programme in tertiary institutions for national security.

Table 2: The strategies for the enhancement of office information management programme in tertiary institutions for national security

S/N	Item Statement	X	SD	Decision
1	Upgrading and replacement of obsolete learning infrastructure use for the programme delivery provides.	3.670	0.45	Agree
2	Provision of Industry-standard equipment and technologies for the programme delivery.	3.477	0.316	Agree
3	Integration of virtual environment and machine learning into the learning environment to enhance programme delivery.	3.462	0.817	Agree
4	Exposure of learner to real-world technologies incubation centres for enhanced entrepreneurial skills.	3.615	0.878	Agree
5	Training and development for the programme educators to unlearning and relearning to ensure constant improvement of their service delivery.	3.615	0.878	Agree
6	Addition of more vocational skills, entrepreneurial and crisis management courses to the programme curriculum.	3.685	0.789	Agree
7	Consistent review of vocational education policies and matching same with the needs assessment of the programme.	3.462	0.817	Agree
8	Sufficient and consistent funding and monitoring of the implementation of the programme to ensure compliance with best practices and standard.	3.385	0.789	Agree
9	Provision of well-equipped laboratories with up-todate paraphernalia to enhance the practical skills-set acquisition.	3.077	0.699	Agree
10	Inclusion of professionals in the programme curriculum review, policy making, planning as well as implementation.	3.154	0.718	Agree

Mean Threshold: If the mean is 0.000-1.499 = Strongly Disagree (SD), 1.5002.499 = Disagree (D), 2.500-3.499 = Agree (A) and 3.500-4.449 = Strongly Agree (SA).

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The above table reveals the strategies for the enhancement of office information management programme in tertiary institutions for national security using their means and standard deviations. All the items on the table were decided as 'agree' as their means were within 2.500-3.499. Generally, the table shows a weighted mean of 2.466(0.170) and overall decision as 'agree'. This implies that office information management programme could be enhanced in tertiary institutions for national security.

Discussion of Findings

The study revealed that the current state of office information management programmes in tertiary institutions is not satisfactory. Supporting this finding, Okoye and Arimonu (2016) believed that office information management is confronted with challenges ranging from policies which have no beaming with our problems, curriculum that has little or no relationship with workplace and social needs, embezzlement of fund meant for education development purposes, lack of teacher motivation, inadequate facilities, inadequate funding, brain drain, poor staff training , bribery and corruption. The result is also consistent with the findings of Isa, Kamin and Cledumas (2019) which suggested that restructuring vocational education to emphasize much on practical skill acquisition, recruiting quality and qualified teaching personnel, constant sponsorship of teaching personnel to attend seminars and workshops to be kept abreast of new technologies and 21st century learning skills and adequate funding of vocational education program are way forward in re-focusing vocational education towards skill acquis tion for the sustainable development of Nigeria.

The result of the study was further corroborated by the findings of Amiaya (2014) which emphasized that the success of any programme is affected by the resources available to carry out the implementation of the programme. Office Technology and Management, as an academic programme, as revealed in the study can only be effectively implemented when all resources needed, especially the material resources of ICT are adequately provided through adequate funding.

The result of the study showed that office information management programme could be enhanced in tertiary institutions for national security. The result of this study was consistent with the findings of Olufunwa, Waziri and Olorunmolu (2013) which averred that diversified sources of generating revenue should be adopted to complement government efforts and administration of business education programmes should be separated from other forms of education as to enhance quality assurance on the programme. Supporting this view, Elemure and Elemure (2016) affirmed that office information management offers a possible solution to the perennial problem of insecurity

and insurgency, unemployment and poverty if its potentials are carefully harnessed through an enhanced curriculum delivery system.

The result of the study is also consistent with the view of Suleiman (2016) who submitted that office technology and management programme gives training and impact the necessary skills leading to self-reliant. The study further revealed the need for self-development through business education as a means to curb the problem of unemployment. It suggested that the curriculum of business education be reviewed to accommodate adequate courses on entrepreneurial skills. Supporting this assertion, Babalola and Tiamiyu (2013) posited that government must wake up from slumber and implement business education as measures to create jobs, an instrument for change/development and a provider of service oriented skills which play a significant role in economic development or at least opportunities so that graduates can be economically empowered to become self-employed and not allowed to be deceived by reactionary forces or use them as agents of societal destruction.

The results of Ebinga (2014) showed that the contributions of business education to national development included the provision of technical, vocational and industr al skills necessary for agricultural, commercial and overall economic development, while specifically equipping young trainees with the technical know-how and requisite skills that ultimately enables them understand the increasing complexities of new-age technologies and the need to acquire skills necessary for the management of our nation's abundant human and natural resources. This study was in agreement with the findings of Abubakar, Abdullahi and Gupa (2017) which believed that the concept of business education would go a long way in achieving self-reliance and selfdevelopment. The findings showed that this would go far in harnessing a better economy where government and its constituted organs would stick up their major objectives. Office technology and management programme becomes imperative in Nigeria following current trend of unemployment among youths who would always rely on government for sustenance. The study recommendations were based on how to bring about a workable business that could bring about self empowerment and sustainable development in the country. The result is also consistent with the findings of Ejiro and Ladu (2017) which revealed that vocational education is a key driver of our economy, wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. The study posited that people exposed to vocational programme frequently express that they have more opportunity to exercise creative freedoms, higher self esteem, and a

Conclusions

Enhancing office information management programmes in institutions allows graduates to be equipped with practical skills and competencies. The programme not only prepares a more versatile and employable workforce but also contribute to economic stability, social cohesion and reduction in security threats. Vocational programme fosters innovation, adaptability and essential qualities in responding to dynamic security

challenges. The evaluation of office information management programmes in tertiary institutions revealed the need for modernizing learning infrastructure and providing industry-standard equipment to ensure the programme remains relevant and effective. Emphasis on integrating advanced technologies is essent al for enhanci g the learning ex erience and fost ring entrepreneurial skills, preparing graduates for the evolving demands of the job market and national security challenges.

Recommendations

i. Regulatory bodies and institutions offering the programme should prioritize curriculum reforms to align with industry demands and national security needs.
ii. Institutions should prioritize upgrading outdated learning infrastructure and investing in industry-standard equipment to provide for more effective learning environment.
iii. Government and other stakeholders should provide adequate funding to support the implementation of the curriculum of the programme.
iv. Government should invest more in continuous training and development of educators to align them with emerging technologies and enhancing the quality of instruction.

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