

Assessment of Students' Perception of Office and Information Management as a Course of Study at the Lead City University, Ibadan, Oyo State

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Abstract

The study investigated the effect of students' perception on the choice of Office and Information Management (OIM) as a course of study at the Lead City University. The study adopted a descriptive survey design to achieve the purpose of the study. The population consisted of all OIM students from 100 - 400 level in Lead City University, Ibadan, Oyo State which was ninety-one (91). The entire students were adopted as the sample size using the purposive sampling technique. The demographic data were presented with the use of distribution table while the hypotheses were tested using the inferential statistics - independent sample t-test and one-way ANOVA at p-value 0.05 level of significance. The result revealed that gender [$f(89) = 1.916, p > .05$], age [$f(89) = 7.781, p > 0.05$], and level of study [$f(89) = 0.944, p > 0.05$] have no significant effect on students' perception towards their field of study. The study revealed that students' perception towards studying OIM was high and positive and would significantly enhance their academic performance. It was concluded that self-interest, parental influence, peer pressure, finance and economic and social status were the main factors that might prompt OIM students from not developing positive perception towards the programme. Hence, it was recommended among others that students should have high perception and develop right attitude towards their course of study; the parents should give them proper attention and guidance while the management of institution should ensure they provide modern learning and teaching facilities and resources for OIM programme.

Keywords: Office Management, Information Management, Knowledge Acquisition

Introduction

Education is seen as a critical factor in achieving success and contributing to national development. According to Abuya (2014), the goal of any educational program's goal is to provide society with human resources with knowledge, specialized skills, work attitudes, psychological, social, moral, and political values to support the nation's anticipated progress. The corporate world has seen significant changes in the last few decades as a result of the fast growth of technology. Previously, all information transactions had to be manually recorded in order to generate financial statements for review by stakeholders (Akyeampong, Malink & Marktin, 2017). Tertiary institutions, as a result, include information management as a course for students, which is especially important for management students in their undergraduate studies since it may provide them with the skills they need to pursue a career in office and information management (Alegbeleye, 2017). Any size organization has a function that is in charge of the technology, activities, and personnel that support the organization's technologically enabled work systems as well as its information and communication needs. There is an academic subject that trains individuals who design, acquire, run, and maintain systems, as well as those who utilize systems to access and manage information.

Office management entails designing, implementing, evaluating, and maintaining work processes inside an office in order to preserve and increase efficiency and production. OIM is largely focused with technology that assist office employees in their job. It is an academic subject concerned with the study of offices and their application to the creation of office systems. In the future, OIM graduates will be the face of this profession (Almutairi, 2011). In this context, newcomers may never have the position of office manager or work in a typical organization. Instead, they serve as future information managers who may work in multinational firms, the government, or as consultants to small enterprises (Almutairi, 2011). Office managers with ICT skills and entrepreneurial traits can play an important and leadership role in the networked information society. They can serve as a protector of digital information and digital services in the next era (Adesoji, 2011). Many of them may serve on information search committees in an organization at some time, thus choosing a qualified and engaged office and information manager is critical to carrying out the obligations listed above.

Although OIM is a field with a lengthy history, there are ongoing attempts for legitimacy, mostly owing to the discipline's ill-defined limits, and maybe as a result, the public has misunderstandings about the nature of OIM research (Almutairi, 2011; Ampiah, 2012). As a result, enhancing general or special group knowledge of the potential of OIM discipline is required. Understanding what draws individuals to the field, as well as what people anticipate in terms of things like salary, can assist organizations and administrators make smart decisions regarding hiring and retention. As a result, selecting the OIM program as an interesting subject of study at the institution may affect administrators' decision to recruit a person.

The study focused on Lead City University students' perceptions about the course of office and information management. This survey's content scope covers students' perceptions, and some of the indicators that would be evaluated include degree of satisfaction, gender, age, and level of study. The respondents were all the undergraduate students in the Department of Office and Information Management, Lead City University.

Statement of the Problem

Over time, students are typically faced with the issue of deciding on their preferred course of study at university. This might be as a result of peer and parental influence. Students who are compelled or persuaded to pursue a specific course at university, particularly office and information management, may not perform well in that course. This is because that was not their desired course, and the problem that could arise as a result of this is that such students could have a consistent records of poor academic performance, which could also affect their future career aspirations. As a result, such students may decide to leave school due to their lack of interest in such discipline and their negative perception of the course. This may cause some other students to lose interest in the field because it is not in great demand among students. The result is that the discipline may become dormant as a result of low demand, and it may have a negative impact on the information management profession as a result of students' perceptions of the discipline. Although office and information management has gained traction at several colleges and other higher education institutions, students have a negative opinion of the field. This might have a detrimental impact on the discipline's acceptability in other Nigerian universities. It would also dissuade other students who are presently enrolled in the course at other colleges from pursuing a second degree in a different field. Regardless all the research that have been undertaken on students' perceptions of studying a certain field at the university, no study has been conducted in Nigeria on students' perceptions of studying Office and

Information Management (OIM). This study will address a vacuum by providing empirical evidence on students' perceptions of studying office and information management at Lead City University in Ibadan, Oyo State.

Objectives of the Study

The study aims at investigating students' perception towards office and information management (OIM) programme in Lead City University, Ibadan, Oyo State. The specific objectives are to establish the significant difference in:

- i. gender based on students' perception towards office and information management
- ii. age based on students' perception towards office and information management
- iii. level of study based on students' perception office and information management

Hypotheses

- H₀₁: There is no significant difference in gender based on students' perception towards office and information management
- H₀₂: There is no significant difference in age based on students' perception towards office and information management
- H₀₃: There is no significant difference in level of study based on students' perception towards office and information management

Concept of Information Management

Information management (IM) is the process of gathering and managing information from one or more sources, as well as delivering it to those who need it (Opoku, 2015 citing Robertson, 2005). Management refers to the organization and control of the structure, procedures, and information delivery in this context. Identifying informational needs, acquiring and creating information, organizing and storing information, analyzing and interpreting information, accessing and disseminating information, and using information are all part of the continuous cycle of information management (Adetunji & Adebimpe, 2019; Opoku, 2015 citing Robertson, 2005).

Identifying informational needs entails recognizing the critical functions of information in achieving organizational goals and planning for them ahead of time. One could argue that good information management combines technological advances and intelligent procedures to provide cost-effective information compliance and data protection. This entails using information technology and other accessories to create, organize, store, process, and disseminate information to people who must use it to achieve organizational goals (Adetunji & Adebimpe, 2019). According to Opoku (2015), information management can be defined from both a technical and managerial perspective. Management defines information management as the organizational, social, cultural, and strategic variables that must be considered in order to improve information in organizations. This emphasizes the importance of managerial and technical roles in any successful information management effort (Opoku, 2015). Information management is a corporate responsibility that must be addressed and followed from top level managers to lower level employees in order to ensure effective and efficient information creation, storage, processing, and distribution to support operations and other decision making activities in an organization (Ismail & Hussin, 2017).

Office and Information Management (OIM) as a Course of Study

Technology has added a new dimension to many areas of human endeavor. This fact has been widely acknowledged by some scholars who have conducted research on the subject. According to some academics, it is impossible to deny the profound impact of emerging technologies on people's lives in today's society (Maceviit & Wilson, 2018). Previously, the course was known as Secretarial Studies. The only thing that has changed is the nomenclature, not the scope of the course. Secretaries, confidential secretaries, executive secretaries, office managers, and others are examples of professionals in the field. Office and information management as a course of study is well recognised both locally and internationally. It is a course of study that prepares the students to become a secretary and/office manager who could work for an organisation in ensuring that its objectives and goals are met by using the skills that are learnt in the course of undergoing the programme.

Prior to the advent of Information Technology (IT), professionals in the field of OIM dealt with a great deal of paper work, and the typewriter served as the primary working tool. IT has recently introduced a new dimension to the field through computer and other electronic devices that give the profession a day-to-day transformation, as it has been hypothesized that these new computer technologies have changed the way we engage in common activities (Abuya, 2014). The importance of technology in education cannot be overstated. Students have benefited greatly from technology, particularly in information management, as this may encourage them to study office and information management (Macevičiūtė & Wilson, 2018).

It has been observed that "when students meet face to face, technology can still provide them with physical space to share information and engage in substantive conflict." When collaborators are in different locations and cannot meet face-to-face, technologies enable them to share information and discuss issues. In essence, technology is useful in bridging information gaps when necessary and in creating information gaps when necessary (Khalili, 2020; Adetunji & Adebimpe, 2019). In the hospitality industry, technology has aided in improving operational effectiveness and increasing customer satisfaction with the property.

Students' Perception of Office and Information Management (OIM) Programme

Perception is viewed as the level of regarding, understanding and interpreting a programme or profession (Adesoji, 2011). Students' perception towards a course of study is seen as the way students perceive and understand the chosen course. There are different views of knowledge management in OIM. This assertion is consistent with the statement that, where they demonstrated that perceptions differ among information science professionals regarding the relationship between knowledge management and library practice, there is no universally accepted consensus as to what level and how the two concepts are interwoven or linked up (Mahon, Devonish, Alleyne, & Alleyne, 2006).

Knowledge management is defined as an information management by another name (Ali & Khan, 2015). Knowledge management could also be viewed as a new name for what librarians and information scientists have been doing for years. Similarly, knowledge management has been defined as "office management in new clothes" (Abuya, 2014; Ampiah, 2012). In light of this, knowledge management has been observed to be a case of old wine in a new bottle in terms of information management (Sarrafzadeh, Martin & Hazeri, 2010). In contrast to the foregoing, knowledge management is regarded as an oxymoron concept and another management fad (Ali & Khan, 2015). Consideration for this assertion is not far away; because

there is no universally accepted definition of knowledge management, some people regard it as a management fad that only became popular for a short period of time (Koloniari & Fassoulis, 2017).

According to Siddike and Munshi (2012), most office and information science professionals learned about knowledge management from the literature and have not taken any related courses, so they regard it as a management fad. In line with that observation, office and information management professionals have positive attitudes toward the application of knowledge management in offices, as it is the best approach to improving office functions and meeting the organization's goals and objectives (Ali & Khan, 2015). It is believed that one of the benefits of knowledge management for office and information management professionals is the opportunity to break new ground and leverage organizational knowledge. Participation of office and information management professionals in knowledge management improves career development, status, and position in the organization.

Factors that prompted Students towards Studying OIM

Office technology and information management are intertwined with a variety of courses geared at the development of students' skills and competences. It has been discovered that there are specific requirements that students must meet before enrolling in the course. According to the literature, some students who study office and information management did so because they were interested, while others were persuaded by their parents and others by their classmates. According to Ajibola, Emeghe Oluwumi, and Oni (2017), Odia & Amoor & Aliyu, (2014), and Ogiedu (2013), parental control/influence in their children's job related concerns is one of the primary variables that drives students to participate in more intensive and effective information seeking activities. Parents who are concerned about their children's interests, skills, and personalities tend to have a strong effect on their children's decisions. According to some, women have a greater influence than dads on their children's and wards' employment choices and goals (Amoor & Aliyu, 2014; Ogiedu, 2013).

Another important factor is peer influence. Peer influence may be defined as the effect of a peer group on a person to modify his or her beliefs, values, or conduct in order to adapt to a group of individuals who are basically of the same age and come from the same social group, such as school, ethnicity, religion, and so on. Pitan and Olugbenga-Adedeji (2014) define a peer group as a group of colleagues who are acquainted with one another and act as a source of reference or comparison for one another. Peer groups represent the different ways in which persons of comparable age, height, class (if the course of study is inside the school), and status relate to and adjust to one another. It should also be mentioned that, while teenagers may have friends in different neighborhoods or towns, the peer group that has the most direct influence is the one that dominates the adolescents' daily living surroundings (Ajibola, Emeghe Oluwumi & Oni, 2017). Peers have an impact on kids in a variety of areas, including academic adjustment and course selection.

Challenges of OIM students

Students pursuing a degree in office and information administration face a variety of challenges. Some of these problems include insufficient ICT equipment and facilities, poor supervision, inadequate career counseling, and limited access to school information, among others. Insufficient IT Tools/Equipment – Some higher schools do not have access to modern and cutting-edge resources such as computers, phones (Android/iPhones), photocopiers, fax

machines, overhead projectors, and so on (Adesoji, 2011). Occasionally, such equipment is taken from sister schools during accreditation, denying students the opportunity to get the operational skills and knowledge that they are meant to gain from the practical use of such equipment. Integration of ancient and new technologies.

There is no other sector that experiences advancement as technology across the globe. As a result, integrating old and new technologies presents a significant challenge to professionals and OIM students. Such integration of newer electronic with older manual components of office technologies has been observed and opined to be frequently difficult, even in developed countries with well-developed IT cultures (Adeyemi, 2018); it is much more tough to accomplish in developing countries, where newer technologies are perceived as foreign and too expensive, and are either poorly understood or mistrusted. Furthermore, in underdeveloped nations, modern technologies are frequently introduced in insufficient dosages or without the necessary infrastructure (Adeyemi, 2018; Abuya, 2014; Adesoji, 2011).

According to the literature, the mass media, schools, instructors, and certified office managers have not performed their vital and effective responsibilities in promoting the sector to society (Asunka, 2008). In Khalili's (2015) study, it was also advised that OIM be taught to students and other people through media and workshops, as this would provide students with a thorough understanding of OIM and so boost their perspective of OIM. The term "student perception" relates to their knowledge and comprehension of the discipline OIM. Students' attitudes about OIM will affect whether or not they perform well in that discipline. Having a negative perception and comprehension of OIM studies may result in poor academic achievement as a result of a lack of understanding of the field. Students' perceptions have a significant role in deciding their motivation in studying a specific topic, particularly OIM. However, if they are pressured or persuaded by their parents or friends, they may do poorly and opt to modify their discipline (Berry, 2016). Individuals who choose OIM may face some tough challenges that can reduce their motivation like using non-expert managers and staff in the organization despite the presence of information manager experts, and it is one of the most significant issues for graduates, office managers, and even organizations.

Empirical Review

Vitoria, Mislinawati & Nurmasiyah (2018) assessed students' attitudes regarding different courses offered at colleges. 135 undergraduates were chosen using a descriptive survey methodology and simple random selection. The questionnaire was employed as the tool. The findings demonstrated that students' attitudes about studying various courses were positive, albeit they varied based on aspects such as the lucrativeness of the courses, students' interest, and so on. A descriptive survey design and simple random sample were used to conduct a study on students' perceptions of courses in universities among undergraduates in Ghanaian institutions. The questionnaire was used to collect data. The survey discovered that the majority of students believe that choosing a subject is an original notion that should be promoted; yet, there are a few worries, such as the worry of employers discriminating against individuals who study certain courses (Asunka, 2008). Adesoji (2011) investigated students' perceptions on course selection in the university using a survey design and a purposive sampling approach to establish sample size. The questionnaire is the instrument used to collect information from respondents. It was revealed that students regularly use internet cafes as access points for knowledge obtained through ICT teaching and learning, particularly students of office and information management.

According to a research conducted in the Netherlands, female involvement in ICT professional employment is not only low but also declining in most Western nations. Because it's dull, unimportant, and I'm not fond of computers': Why do high school girls reject career-oriented ICT subjects? The study also discovered that, while most gender and computer research has focused on the effect of non-school related issues, there is no empirical evidence that schools or instructors may alter girls' attitudes about ICT. It was suggested that girls' interest in computers and ICT-related careers might be promoted at school if female instructors who are confident ICT users are encouraged to serve as good role models for females (Meelissen & Drent, 2008). In comparison to psychology students, the majority of OIM students chose their academic subject without adequate understanding or genuine interest, resulting in lower motivation and satisfaction. Students at OIM were more positive about their job and career prospects. According to OIM students, the course content and syllabus were inadequate and out of date; however, Psychology students did not share this viewpoint. According to the findings, the attitudes of OIM students have improved during their studies. When students' attitudes in the two groups were compared, it was found that their attitudes at the start and end of the course differed significantly.

Methodology

For this study, a descriptive survey design was used. This research design is useful for gathering data on phenomena that cannot be directly observed on students' perception of OIM programme. The population consisted of all OIM students from 100 - 400 level in Lead City University, Ibadan, Oyo State which was ninety-one (91). The entire students were adopted as the sample size using the purposive sampling technique. The demographic data were presented with the use of distribution table while the hypotheses were tested using the inferential statistics - independent sample t-test and one-way ANOVA at p-value 0.05 level of significance.

Table 1: Office and Information Management Students' Population

<u>Level</u>	<u>Class Size</u>
100	17
200	24
300	18
400	32
Total	91

Source: Registry/Establishment unit of LCU (2021)

Considering the size of the population, the total enumeration technique was used, and the sample size was the total number of OIM undergraduates which was 91. The total enumeration sampling technique was used to ensure that all students in the department participated fully. A questionnaire was used to collect data, which was divided into five sections A through E. Section A covered the demographics of respondents, while Sections B through E elicited information on students' attitudes toward office and information management studies. The scale was created to assess students' perceptions of the course they are currently enrolled in, and a four-scale Likert format response ranging from strongly agree, agree, disagree, and strongly disagree was used. A pilot study was conducted to test the reliability of this study by administering 30 copies of the questionnaire to Office Technology and Management (OTM) students from the Polytechnic of Ibadan, Oyo State, who were not part of the study. The

collected data were analyzed using frequency counts, percentages, mean, and standard deviation, and the hypotheses were tested using inferential statistics - independent sample t-test and one-way ANOVA at a p-value of 0.05 significance.

Results

Table 2: Demographic Data Analysis

Characteristics		Frequency	Percentage
Gender	Male	19	20.9
	Female	72	79.1
	Total	91	100.0
Age	16-19 years	13	14.3
	20-23 years	44	48.4
	24-27 years	23	25.3
	28-31 years	4	4.4
	32 years and above	7	7.6
	Total	91	100.0
Level	100	17	18.7
	200	24	26.4
	300	18	19.7
	400	32	35.2
	Total	91	100.0

Source: Field survey (2022)

In Table 1.2, 19 (20.9 %) of the respondents were males, while the remaining 72 (79.1 %) were females. This means that females participated in the study at a higher rate than males. According to Table 4.2, 13 (14.3 %) of the respondents were between the ages of 16 and 19, 44 (48.4 %) were between the ages of 20 and 23, 23 (25.3 %) were between the ages of 24-27, 4 (4.4 %) were between the ages of 28 and 31, and the remaining 7 (7.7 %) were between the ages of 32 and above. This implies that respondents aged 20-23 years participated in the study at a higher rate than their older counterparts. It was also showed that 17 (18.7 %) of respondents were in the 100 level, 24 (26.4 %) were in the 200 level, 18 (19.8 %) were in the 300 level, and the rest were in the 400 level. This means that respondents who are in 400 level participated more in the study.

Testing of Hypotheses

The following hypotheses were tested at 0.05 level of significance

H0₁: There is no significant difference in gender based on students' perception towards OIM

Table 3: Summary of t-test for independent samples showing the differences in male and female perceptions towards OIM

	Gender	N	Mean	Std. Dev	df	t	Sig.	Remark
Students' perception	Male	19	58.6	8.49	89	1.916	<.187	Not sig.
	Female	72	61.3	7.86				

Source: Field survey (2022)

Table 3 shows that gender has no significant effect on students' perception towards OIM [$t(89) = 1.916, p > .05$]. This means that males and females in the study did not significantly differ in their perception towards OIM. The result also shows that females have high perception towards their field of study ($\bar{x} = 61.30$) compared with their male counterparts ($\bar{x} = 58.60$). Hence, the null hypothesis is accepted.

H0₂: There is no significant difference in age based on students' perception towards OIM

Table 4: Summary of significant difference in age based on students' perception towards OIM

	Age	N	Mean	Std. Dev	df	f	Sig.	Remark
Students' perception	16-19 years	13	61.69	9.05	89	7.781	<.000	Not Sig.
	20-23 years	44	58.75	6.99				
	24-27 years	23	62.13	6.98				
	28-31 years	4	78.00	0.00				
	32 years and above	7	56.57	4.28				

Source: Field survey (2022)

Table 4 shows the significant difference in age based on students' perception towards OIM. The result shows that there is a significant difference in age based on students' perception towards OIM $f(89) = 7.781, p > 0.05$. This implies that age does not significant influence students' perception for OIM programme. Therefore, the null hypothesis is rejected.

H0₃: There is no significant difference in level of study based on students' perception towards OIM

Table 5: Summary of significant difference in level of study based on students' perception towards OIM

	Level	N	Mean	Std. Dev	df	f	Sig.	Remark
Students' perception	100	7	62.86	9.69	89	0.944	<.423	Not Sig.
	200	32	59.16	7.46				
	300	18	60.00	5.35				
	400	34	62.09	9.30				

Source: Field survey (2022)

Table 5 shows the significant difference of students' perception towards OIM based on level of study. The result shows that there is no significant difference in students' level of study of OIM programme. OIM $f(89) = 0.944, p > 0.05$. The result also shows that those in 100 level had higher perception towards their field of study ($\bar{x} = 62.86$) compared with those in 400 level ($\bar{x} = 62.09$). Hence, the null hypothesis is accepted.

Discussion of Findings

Result of HO1 sought to examine the significant difference in gender based on students' perception of OIM programme. The result showed that OIM [$t(89) = -1.916, p > .05$]; hence, the study revealed that there was no significant difference in gender based on OIM students' perception as regards their course of study. Though, OIM female students are more than their male counterpart. The finding supports the study of Thouin, Hefly and Raghunathan (2018) where they investigated students' attitude and perception towards information management.

They found that the perception of students towards studying information management as a course of study was high and a better understanding of students' attitudes towards a course of study is inevitable and it would assist academic administrators with valuable insights on how to positively impart knowledge. This finding contradicts a study that discovered gender differences in attitudes toward studying OTM skilled courses such as ICT, webpage design, shorthand, and keyboarding (Adesuwa & Joy, 2022). The finding also validates a previous finding that girls likely embraced OIM programme than the boys; though, the boys are confident in using ICT (Egwali & Igodan, 2012). Meanwhile, Mahon, et. al. (2006) discovered in their study that female students also develop more interested in ICT-related courses.

Result of HO2 sought to examine the significant difference in age based on students' perception towards OIM programme. The result showed that OIM $f(89) = 7.781, p < 0.05$; hence, there was no significant difference in OIM students' age based on their perception for the programme. It could further be inferred that most respondents were between 20 – 23 years and those older and younger than them were still satisfied and develop positive perception for the programme.

Result of HO3 sought to examine the level of study based on students' perception towards OIM programme. The result showed that OIM $f(89) = 0.944, p > 0.05$; hence, the study revealed that there was no significant difference in students' level of study of OIM programme. It could further be inferred that majority of the respondents were satisfied with their present course of study as they have better understanding of the programme. On the other hand, students have an in-depth knowledge of technologies develop positive interest for the programme and have a high level of perception as well. This finding is consistent with another study that found no significant difference between students' level of study and choice of OIM as a course of study. The students' level of study differed significantly from its start to the end of the programme (Pitan & Olugbenga-Adedeji, 2014).

The study also examined those factors that prompted students to study and embrace OIM. It was found that student-interest, parental influence, peer pressure, economic and social status were most influencers that compel the students to embrace the programme. The finding validates Khalili (2020) study where he assessed the students' decision in joining a profession at Indiana University. The study found that intrinsic interests, such as enjoyment of the nature of office work, had a greater influence on the students' decision-making. Also, Adesoji (2011) carried out a study in University of Ado Ekiti to ascertain the significant reason for OIM students to have preferred the programme. His found that the high degree of job satisfaction motivated them. However, the opportunity to serve others (95 percent), intellectual challenge (82 percent), the nature of the office work, previous experience, and only about 25 percent of respondents listed salary as a significant incentive in choosing office management as a profession. (Bilawar & Jadhav, 2015).

The study also examined those challenges encountered by OIM students during their course of study. The study revealed two of these challenges which were OIM students' poor utilization of e-learning and lack of career counselling. These challenges are likely to affect the students' perceptions of e-learning which is likely to have a negative impact on their effective learning as well as success and completion rates (Khalili, 2020; citing Amraie, 2019).

Conclusion

Based on the above findings, it is concluded that students' perception of towards OIM programme is high and positive and to have high perception towards a course of study in the tertiary institution enables the students to concentrate more and give the course of study their best. Thus, the students' skills and competencies will be easily enhanced and sharpened within will in turn boast their academic performance. Though, an excellent academic performance can be hindered especially when the students encounter some challenges like lack of parental support towards their chosen field, inadequate learning facilities and resources, peer pressure to give more attention to social activities than academic activities, and when the students approach learning environment with negative habits and thoughts.

Recommendations

Based on the findings, it was recommended that:

Students should:

- a. have high perception towards their field of study
- b. develop right attitude towards learning for better performance
- c. align their passion with their interest and being guided by the 21st Century office skills and competencies while deciding on a course to choose

Parents should:

- a. allow their children and wards to choose the course of their interest and not to dictate or choose for them
- b. provide enabling tools and materials required to excel in their course of study
- c. properly guide their children on how to pay full concentration in their course of study

University management should:

- a. ensure OIM curriculum is regularly updated so as to meet the 21st Century office required skills and competencies
- b. provide enabling teaching and learning facilities and resources in OIM department
- c. constantly train and retrain OIM lecturers and non-teaching staff

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