

Artificial Intelligence and the Future of Work: Implication for Office and Information Management in Tertiary Institutions in Delta State, Nigeria

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Abstract

This study examined Artificial Intelligence (AI) and the Future of Work: Implication for Office and Information Management (OIM) Program in tertiary institutions in Delta State, Nigeria. The increasing integration of AI into administrative functions across the globe is reshaping the skills and competencies required of office professionals. The study aimed to assess the awareness, perception, and preparedness of OIM stakeholders—lecturers and students—toward AI, evaluate the responsiveness of current OIM curricula to AI developments, and explore the implications for future job roles in the administrative field. The research adopted a descriptive survey design involving 295 respondents (95 lecturers and 200 final-year students) from selected tertiary institutions in Delta State offering OIM programs. Data were collected using a structured questionnaire and analyzed with descriptive and inferential statistics including mean scores, t-tests, and Pearson correlation analysis. Findings revealed a high level of awareness and positive perception of AI among respondents. However, the current OIM curriculum was found to be largely unprepared for the demands of an AI-driven workplace. Respondents agreed on the urgent need for curriculum reform, greater institutional investment in AI tools, and the development of digital and automation skills. The study concluded that without deliberate and strategic reforms, OIM programs in Delta State, Nigeria risk producing graduates ill-equipped for the evolving demands of the digital workplace. It recommended curriculum modernization, faculty training, infrastructure development, and industry-academia partnerships to bridge the readiness gap.

Keywords: *Artificial Intelligence, Future of Work, Office and Information Management, Curriculum Reform, Administrative Roles, Digital Skills*

Introduction

The emergence of Artificial Intelligence (AI) has significantly reshaped the landscape of work, productivity, and skill requirements across the globe. AI technologies—ranging from intelligent

automation and robotic process automation (RPA) to machine learning and natural language processing—are increasingly being adopted across industries to enhance efficiency, reduce human error, and support data-driven decision-making. As these technologies mature, the nature of work is being redefined, with many routine and repetitive administrative functions now being executed by intelligent systems (Brynjolfsson & McAfee, 2017). Consequently, office professionals are expected to develop new competencies in digital systems management, AI-assisted decision-making, information governance, and technological adaptability. As the World Economic Forum (2023) notes, administrative roles are among the most disrupted by automation and AI adoption, demanding a recalibration of job expectations and skillsets. The implication is clear: office roles are evolving from transactional support functions to transformational roles that require critical thinking, digital literacy, and proactive problem-solving.

In the office and information management (OIM) profession, the impact of AI is particularly profound. Traditionally focused on clerical tasks, recordkeeping, information dissemination, scheduling, and administrative support, OIM roles are undergoing radical transformation. Secretaries, office managers, and administrative professionals are now required to possess advanced digital skills, adaptability, and competencies in data management, collaboration tools, and emerging technologies. The World Economic Forum (2023) projects that up to 44% of current administrative roles may be automated within the next decade, underscoring the urgent need for curriculum realignment and proactive educational responses.

The transformation of workplace dynamics under AI presents both a challenge and an opportunity for Office and Information Management (OIM) education. Traditionally, OIM programs in Nigerian tertiary institutions have focused on equipping students with competencies in office technology, records management, communication, and administrative procedures. However, these programs must now expand their scope to address the digital and cognitive demands of the modern office environment shaped by AI.

Integrating AI literacy, digital transformation skills, and intelligent information systems into OIM curricula is essential to ensure graduates are industry-relevant and future-ready. Without strategic curricular reform, OIM programs risk producing graduates who are ill-equipped for the realities of the AI-driven workplace. According to Aina and Adebayo (2022), the effectiveness of office professionals in the Fourth Industrial Revolution will largely depend on how well educational

institutions adapt their training to the evolving digital landscape. Therefore, this study highlights the critical need for OIM programs in Nigeria to evolve in content, delivery, and purpose to remain relevant in preparing students for the future of work.

Delta State like many other states in Nigeria, faces unique challenges and opportunities in responding to these global shifts. While institutions of higher learning offer Office and Information Management programs aimed at equipping graduates for administrative roles, the extent to which these programs have integrated AI-related content remains unclear. As organizations in the public and private sectors in Nigeria begin to adopt AI technologies, there is a compelling need to assess whether OIM graduates are being adequately prepared for the evolving workplace.

This study, therefore, seeks to explore the implications of AI and the future of work for the Office and Information Management program in tertiary institutions in Delta State and Nigeria at large. It aims to examine the readiness of the curriculum, the awareness and skill levels of students and instructors. By doing so, the study contributes to the body of knowledge on aligning educational outcomes with the digital economy and informs policy directions for retooling administrative education in Nigeria.

Statement of the Problem

The rapid evolution of Artificial Intelligence (AI) technologies is reshaping the future of work across all sectors, with profound implications for administrative and office-related roles. In today's increasingly digitized work environments, traditional office tasks such as data entry, scheduling, documentation, and customer correspondence are now being handled by intelligent systems—thereby diminishing the demand for purely clerical competencies while increasing the need for higher-order digital and cognitive skills (World Economic Forum, 2023; Brynjolfsson & McAfee, 2017). As AI becomes a cornerstone of modern organizational practice, there is growing concern that graduates of Office and Information Management (OIM) programs in tertiary institutions in Delta State may be inadequately prepared for the emerging realities of the workplace.

Despite the visible global shift toward AI-enabled administrative functions, many tertiary institutions in Nigerian particularly in Delta State has continue to operate with outdated OIM

curricula that emphasize manual and traditional office procedures over digital adaptability and AI integration (Aina & Adebayo, 2022). This disconnect between curriculum content and industry expectations risks producing a workforce that is ill-equipped to thrive in technologically driven work settings, further exacerbating graduate unemployment and skill mismatch. Moreover, there is limited empirical evidence on the extent to which OIM programs in tertiary institutions in Delta State are responding to the disruptions caused by AI and automation. Little is known about the awareness levels of students and instructors regarding AI, the readiness of institutions to integrate AI-related competencies into their training programs, or the perceived challenges inhibiting such integration.

Given this context, a critical need arises to investigate how AI is influencing the future of work in the Nigerian office landscape and to evaluate the implications for the structure, content, and delivery of OIM education. Addressing this problem is essential not only for aligning educational outputs with labor market demands but also for equipping future office professionals with the tools to remain relevant in the AI-driven world of work.

Objectives of the Study

1. To examine the level of awareness and preparedness of Office and Information Management (OIM) students and lecturers toward the integration of Artificial Intelligence in administrative work.
2. To determine the extent OIM curriculum reflect the skills required for future work in AI-driven office environments.
3. Determine the impact of AI on future job roles and required skills of OIM graduates

Research Questions

1. What is the level of awareness and preparedness of OIM students and lecturers regarding the integration of Artificial Intelligence in office-related tasks?
2. To what extent does OIM curriculum reflect the skills required for future work in AI-driven office environments?
3. What is the impact of AI on future job roles and required skills of OIM graduates

Literature Review

Concept of Artificial Intelligence (AI)

Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, particularly computer systems, to perform tasks that typically require human cognition such as learning, reasoning, problem-solving, perception, and language understanding (Russell & Norvig, 2021). In practical terms, AI encompasses technologies such as machine learning, natural language processing, computer vision, and robotics, which enable systems to analyze data, recognize patterns, make decisions, and even communicate effectively.

The increasing adoption of AI in the workplace has shifted how administrative, clerical, and managerial tasks are carried out. In office environments, AI is integrated into intelligent document processing, automated scheduling systems, customer service bots, workflow management, and virtual assistants (Davenport & Ronanki, 2018). These applications enhance efficiency, reduce repetitive tasks, and facilitate real-time decision-making—transforming the scope of office operations and, by extension, the competencies required of office professionals.

In the context of Office and Information Management (OIM), the implications of AI are significant. The profession, which traditionally centers on information handling, office coordination, documentation, and administrative support, is undergoing a digital transition. Many tasks once performed manually are now being automated through AI-powered tools such as Microsoft Copilot, chatbots, smart calendars, voice-activated assistants, and intelligent record management systems (Ghosh, 2022). As a result, OIM professionals are expected to evolve from routine task executors to strategic knowledge workers capable of managing AI-enhanced office systems and interpreting data-driven outputs.

For Nigerian tertiary institutions offering OIM programs, these technological developments necessitate a curriculum transformation. The integration of AI knowledge and digital fluency into OIM education is crucial to prepare graduates for future workplace demands. This includes equipping students with skills in digital collaboration tools, information governance, automation platforms, and ethical AI use. As the future of work becomes increasingly automated and data-

driven, AI literacy emerges as an essential component of employability and relevance in administrative careers.

The Future of Work

The concept of the “future of work” refers to the profound transformations occurring within labor markets, workplaces, and employment structures due to rapid technological, demographic, and organizational changes. Globally, this transformation is being driven by the convergence of Artificial Intelligence (AI), automation, robotics, the Internet of Things (IoT), and other digital technologies, which are redefining job roles, skill demands, and workplace configurations (World Economic Forum, 2023).

At the global level, AI and automation are projected to eliminate or significantly alter a broad spectrum of jobs, particularly those that involve routine, repetitive, or predictable tasks. According to the International Labour Organization (ILO, 2021), while AI may displace certain jobs, it also has the potential to create new ones, particularly in the areas of data science, information management, digital customer service, and human-machine collaboration. Consequently, the future of work is not solely about job loss but about *job transformation*, requiring a recalibration of educational systems to produce a workforce that is digitally competent, adaptable, and innovation-driven. In developed economies, proactive investments are being made in upskilling, reskilling, and integrating digital literacy into all levels of education to prepare workers for these shifts. There is a growing emphasis on competencies such as critical thinking, complex problem-solving, collaboration, and digital adaptability—skills that are increasingly viewed as essential for survival in the AI-driven labor market (OECD, 2021).

In the Nigerian context, the future of work presents both opportunities and challenges. Nigeria’s large youth population and expanding digital ecosystem offer a significant advantage if harnessed properly. However, the country faces several constraints, including an education system that remains largely traditional in orientation, under-resourced institutions, and a high rate of graduate unemployment due to skill mismatches (Adebayo & Oyediran, 2022). Office and administrative roles, which are prominent in both public and private sectors in Nigeria, are particularly vulnerable to disruption as organizations begin to adopt digital tools and intelligent systems to enhance efficiency. Yet, Nigeria has a window of opportunity to retool its educational and professional systems to align with emerging trends. Integrating AI awareness, digital

competencies, and work-readiness skills into academic programs—particularly Office and Information Management (OIM)—is crucial to ensure that graduates are not rendered obsolete in an evolving job market. The future of work in Nigeria, therefore, depends significantly on how quickly institutions and policymakers embrace these technological realities and reshape curriculum, pedagogy, and workforce development strategies accordingly.

Office and Information Management (OIM)

Office and Information Management (OIM) is a multidisciplinary field that combines administrative, technological, and managerial competencies to ensure the effective planning, coordination, and control of office activities and information resources within an organization. Its core purpose is to support organizational operations by facilitating smooth communication, documentation, data processing, recordkeeping, and decision-making processes (Adeyemi & Ukoha, 2021). The field serves as the backbone of administrative efficiency, bridging the gap between information flow and organizational performance.

Traditionally, OIM focused on office practices such as filing, correspondence, minute-taking, reception duties, and clerical support. However, the emergence of digital technologies has significantly expanded the scope of the profession. Today, OIM integrates information and communication technology (ICT) skills, digital record management, cloud computing, database management, virtual collaboration, and customer relationship management systems (Ezenwafor & Okeke, 2020). As a result, the modern office professional is expected not only to perform administrative tasks but also to manage digital information systems, interpret data, and support strategic decision-making.

In the context of higher education in Nigeria, OIM programs are offered in universities, polytechnics, and colleges of education with the aim of producing skilled administrative professionals capable of functioning in diverse sectors. These programs typically include courses in office technology, business communication, records and information management, management principles, ICT, and entrepreneurship. The goal is to prepare graduates for roles such as executive assistants, office managers, administrative officers, records officers, and information managers across public and private institutions.

Implications for Job Roles and Required Skills

The accelerated adoption of Artificial Intelligence (AI) in the modern workplace is redefining job roles and skill requirements across various sectors, particularly within administrative and office-based functions. Office and Information Management (OIM), traditionally grounded in clerical and routine administrative duties, is among the fields most affected by this digital transformation. As AI tools increasingly assume responsibilities such as document handling, scheduling, communication management, and data processing, the core functions of OIM professionals are shifting from operational execution to strategic coordination and technology management (World Economic Forum, 2023).

This shift has profound implications for job roles within the OIM domain. Positions such as office administrators, executive assistants, records officers, and administrative secretaries are no longer confined to manual or procedural tasks. Instead, these roles now demand proficiency in managing digital workflows, using AI-powered office suites, analyzing data outputs, and supporting organizational decision-making through intelligent information systems (Deloitte, 2021). For example, office professionals may now be responsible for configuring AI chatbots for client communication, managing cloud-based records, or interpreting trends from AI-generated analytics dashboards.

Consequently, there is a growing emphasis on digital competencies, adaptability, and cognitive flexibility as key skills for future-ready OIM professionals. According to the OECD (2021), skills such as digital literacy, complex problem-solving, critical thinking, data governance, and human-AI collaboration are becoming essential across administrative functions. In addition, soft skills such as emotional intelligence, change management, and ethical judgment remain vital, as AI technologies cannot fully replicate human intuition and interpersonal sensitivity—attributes crucial in administrative and customer-facing roles (Autor, 2019).

In the Nigerian context, these evolving job expectations present a critical challenge for higher education institutions, many of which still operate with outdated curricula that do not adequately reflect the digital realities of the workplace (Nnaji & Agu, 2022). Office and Information Management programs must therefore undergo comprehensive curriculum reform to incorporate AI awareness, automation tools, digital information systems, and future-of-work competencies.

Without such reforms, graduates may struggle to meet labor market demands, thereby exacerbating youth unemployment and widening the digital skills gap.

In summary, the infusion of AI into workplace functions has elevated the role of OIM professionals from task executors to knowledge workers and digital facilitators. Educational institutions must align their training objectives with these realities to ensure that graduates are not only employable but also resilient and competitive in an AI-driven labor market.

Empirical Review

Okoye, I.J., & Nwankwo, C. A. (2022) conducted a study on integration of Emerging Technologies in Office Technology and Management Curriculum in Nigerian Polytechnics. The study adopted a descriptive research to survey OTM lecturers across six polytechnics. The findings of the study revealed a limited inclusion of AI and automation tools in the current curriculum; need for urgent curriculum reform. The authors recommend urgent curriculum revision to include AI-related content and hands-on training tools to improve student employability. The relevance of the study is that it highlights institutional unpreparedness for future-of-work trends.

Margherita, E., & Bua, I. (2021) carried out a study on the role of digital transformation in public sector administrative tasks: a systematic review. The study adopted a systematic literature review method. The result of the study revealed that AI is reshaping administrative functions; professionals must reskill or risk displacement. The study among others recommended that sustained government investment in digital literacy and professional training to enable effective AI integration in administrative tasks. The relevance of the study is that it emphasizes how AI impacts public administration and administrative education globally.

Nnaji, P. C., & Agu, C. C. (2022) conducted a study on office technology and management education in the digital age: trends, challenges, and future direction. The Study adopted a mixed-methods research with lecturers and students in two Nigerian universities. The results of the study revealed that curriculum is outdated and does not address digital competencies or AI tools. The authors recommend strategic collaboration between educational institutions and the private sector

to align curricula with industry digital demands. The study is relevant to the present study because it directly examines preparedness of OIM programs for digital transformation.

Jarrahi, M. H. (2018) conducted a study to examine artificial intelligence and the future of work: human-AI symbiosis in organizational decision making. The study utilized case studies in multinational organizations. The findings of the study revealed that AI complements rather than replaces human administrative decisions; roles evolve into tech-augmented support. The author recommended that organizations should design hybrid work models that balance AI efficiency with human judgment and creativity. The relevance of the study is that it demonstrates new job expectations in AI-augmented office environments.

Ezenwafor, J. I., & Okeke, O. (2020) carried out a study titled Emerging Technologies and Office Management Education in Nigeria: Implications for Curriculum Development. The study utilized a survey research method using structured questionnaire. The findings of the study revealed *low* technological adoption in OIM departments; need for training in AI-driven systems. The study recommended that government must promote STEM and digital education while supporting public-private partnerships for AI upskilling initiatives. The study of Ezenwafor and Okeke is relevant because it contains contextual empirical data from Nigerian tertiary institutions.

Gap in Literature

Despite growing global discourse on the integration of Artificial Intelligence (AI) in the workplace and its implications for the future of work, existing literature reveals significant gaps, particularly in the Nigerian educational context. A considerable body of research has explored AI's impact on sectors such as finance, healthcare, and manufacturing (Davenport & Ronanki, 2018; Margherita & Bua, 2021). However, limited empirical studies have examined how AI specifically affects administrative and office functions and the preparedness of academic programs; especially Office and Information Management (OIM) to respond to these technological shifts. Therefore, this study seeks to fill these gaps by empirically examining the implications of AI for the future of work in the OIM discipline, assessing the preparedness of tertiary institutions in Delta State, and offering recommendations for curricular and pedagogical transformation.

Methodology

This study adopted a descriptive survey research design. The population of the study comprised all OIM lecturers and final-year students from selected public tertiary institutions in Delta State offering Office and Information Management or related programs. Based on available records, the estimated total population was approximately 1,007 individuals (187 lecturers and 820 final-year students). A sample size of 295 respondents (75 lecturers and 200 students) was drawn from selected tertiary institutions using multi-stage sampling techniques. Firstly, purposive sampling was used to select institutions that offer accredited OIM programs. Secondly, stratified sampling was applied to separate lecturers and students. Finally, simple random sampling was employed within each stratum to ensure equal representation.

The primary instrument for data collection was a structured questionnaire titled: “Artificial Intelligence and Office Management Education Questionnaire (AIOMEQ).” The questionnaire used a 5-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). To ensure content validity, the draft questionnaire was reviewed by three experts in Educational Measurement and Evaluation, as well as Office and Information Management. The reliability of the instrument was determined using Cronbach’s Alpha. A reliability coefficient of 0.84 was obtained, indicating that the instrument was highly reliable. The researcher administered the questionnaires in person and via email (where necessary) over a 3-week period. Data collected were coded and analyzed using the Statistical Package for the Social Sciences (SPSS), version 25.

Results

The data collected for the study were analyzed using descriptive statistics and inferential tests, and results were presented in tables with interpretations following each table.

Table 1: Responses on Awareness and Preparedness of Students and Educators

Statement	Mean	Decision
I am aware of what Artificial Intelligence (AI) means.	4.23	Agree
AI is already being used in some office administration tools.	4.13	Agree

Statement	Mean	Decision
AI will significantly change the nature of office and administrative work.	4.07	Agree
AI poses a threat to traditional administrative job roles.	3.90	Agree
I believe AI can enhance productivity in office environments.	4.30	Strongly Agree

The results in Table 3 show high awareness and generally positive perceptions of AI among respondents. The majority agree that AI enhances productivity (Mean = 4.30), and that it will reshape administrative work (Mean = 4.07). There is also some concern about job displacement (Mean = 3.90), suggesting the need for re-skilling strategies in OIM programs.

Table 2: Responses on OIM Curriculum and Skills Required for Future Work

Statement	Mean	Decision
The current OIM curriculum includes digital and automation-related topics.	3.17	Neutral
I have been exposed to AI concepts during my training or teaching.	3.13	Neutral
There is a need to revise OIM curriculum to include AI-related content.	4.35	Strongly Agree
OIM graduates are underprepared for AI-driven job roles.	4.10	Agree
Institutions are investing in AI tools for teaching and learning.	3.17	Neutral

Table 4 reveals moderate uncertainty regarding the current preparedness of OIM programs. While a significant majority agree on the need for curriculum reform (Mean = 4.35), fewer respondents have direct exposure to AI in their programs (Mean = 3.13). This highlights a pressing gap in AI integration within OIM education in Nigeria.

Table 3: Responses on AI and future job roles and required skills

Statement	Mean	Decision
Many traditional administrative roles will be automated by AI.	4.20	Agree

Statement	Mean	Decision
Future OIM professionals will need to acquire AI-related skills.	4.40	Strongly Agree
Skills such as data analysis & digital communication are critical.	4.36	Strongly Agree
I am willing to learn how to use AI-powered tools.	4.33	Strongly Agree
AI integration will create new job opportunities in administration.	4.17	Agree

Table 5 shows strong agreement on the evolving nature of administrative roles. Respondents recognize the need for AI-related and digital communication skills (Mean = 4.40), and express willingness to learn AI tools (Mean = 4.33). These findings affirm that OIM professionals are receptive to technological change but need structured support through curriculum reform.

Discussion of Results

The findings of this study reveal significant insights into the awareness, perceptions, and preparedness of stakeholders in the Office and Information Management (OIM) field concerning Artificial Intelligence (AI) and its growing impact on the future of administrative work.

The results showed a high level of awareness of AI among both lecturers and students, with respondents agreeing that AI is already being applied in office tools and will fundamentally reshape administrative work. This aligns with the findings of Jarrahi (2018) and Davenport and Ronanki (2018), who noted that AI has already begun transforming clerical and decision-making tasks across organizations.

The data further showed that a majority believed AI enhances productivity, echoing Margherita and Bua (2021), who emphasized AI's role in improving operational efficiency in public administration. This positive perception, particularly the belief in AI's capacity to augment rather than replace human effort, reflects what Autor (2019) calls "human-AI symbiosis," where AI supports complex administrative roles rather than eliminating them outright.

A key finding of the study is the general consensus that Nigerian OIM curricula lack sufficient content on AI, digital systems, and automation tools. Despite growing recognition of AI's

importance, respondents indicated limited exposure to AI concepts during their academic training. This supports the assertions of Nnaji and Agu (2022) and Okoye and Nwankwo (2022), who argued that many Nigerian institutions still teach traditional OIM content that fails to reflect the technological demands of today's job market.

This misalignment between education and evolving skill demands reveals a disconnect that must be addressed through curriculum reform. The finding also confirms the World Economic Forum's (2023) projection that many administrative roles will become obsolete without significant upskilling, especially in countries with lagging education reforms. The findings show overwhelming agreement that AI will automate many traditional office tasks and that future OIM professionals will require skills in data analytics, digital communication, and AI tool usage. This corresponds with the McKinsey Global Institute (2019), which argued that the Fourth Industrial Revolution is pushing demand for cognitive, technical, and emotional intelligence skills in administrative roles.

The fact that many respondents expressed willingness to learn new AI-related skills is encouraging. It signals that, while current educational structures may be lacking, there is strong individual motivation for capacity building. This affirms the relevance of Innovation Diffusion Theory (IDT) in explaining how early adopters in the OIM field are likely to influence institutional adoption of AI-focused training through positive attitudes and proactive learning.

Conclusion

Artificial Intelligence is undeniably transforming the nature of work, especially in office and administrative roles. This study concludes that although Office and Information Management professionals in Nigeria are increasingly aware of these transformations, there is a substantial gap in academic program delivery that hinders proper preparedness for the AI-driven workplace.

The lack of AI-based curricular content, insufficient institutional infrastructure, and limited faculty development on AI technologies collectively weaken the ability of tertiary institutions to produce job-ready graduates. Unless deliberate interventions are made, OIM programs in Nigeria risk becoming obsolete and misaligned with emerging global competencies.

However, the enthusiasm and willingness of both lecturers and students to embrace AI indicate that a strategic, well-supported reform initiative can transform the OIM landscape. Curriculum

modernization, supported by institutional policy, faculty training, and industry collaboration, is imperative for bridging the skills gap.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. **Curriculum Reform:** The National Board for Technical Education (NBTE) and National Universities Commission (NUC) should urgently revise the OIM curriculum to include AI-related competencies such as data analytics, machine learning, digital communication tools, and smart automation systems.
2. **Capacity Building for Lecturers:** Institutions should organize continuous training, workshops, and certification programs for OIM lecturers to enhance their competence in teaching AI-integrated content.
3. **Infrastructure Development:** Government and private stakeholders should invest in AI-based tools, smart classrooms, and simulation labs to enhance experiential learning for students in OIM programs.
4. **Industry-Academia Collaboration:** Tertiary institutions should partner with tech companies and AI experts to ensure that teaching content aligns with the evolving needs of the labor market.
5. **AI Awareness Campaigns:** Institutions should initiate awareness programs and innovation clubs to encourage students to explore AI tools and their applications in real-world office scenarios.
6. **Policy Intervention:** National education policy-makers should embed emerging technologies and digital literacy as core requirements in administrative and managerial education.

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