DATABASE MANAGEMENT AND INFORMATIONSECURITY MANAGEMENT SKILLS POSSESSED BYOTM EDUCATORSIN SOUTH-SOUTH NIGERIAN UNIVERSITIES: A PREREQUISITE FOR ENHANCED JOB DELIVERY

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ABSTRACT

The study was carried out to determine the Database management and information security Management skills possessed by OfficeInformationand Management Educators for enhanced job delivery in Universitiesin South-South Nigeria. Two research questions were raised and answered while two hypotheses were formulated and testedat 0.05 level of significance.The study employed the descriptive survey design. The population for the study consisted of 147 Office Information and Management Educators in Universities in South-South Nigeria. There was no sampling as the population was of manageable size. A 56-item, 5-point Likert rating scale questionnaire titled "Database management and information security management skills possessed by Office Technology Management Educators for Enhanced Job Delivery. Questionnaire in Universities in South-South Nigeria" (DCMCPOIMQ) was used to obtain data from the respondents. The instrument was validated by two experts from Delta state University of Science and Technology, Ozoro. To determine the validity of the instrument, alpha statistic was applied and a reliability coefficient of 0.86 was obtained. Mean and Standard Deviation were used to analyse all the research questions, while the hypotheses were tested with t-test of independent samples. The findings of the study revealed that Office Information and Management educators in Universities in South-South Nigeria possessed database Management Skills for enhanced job delivery. The study found that there was a significant difference between male and female Office Information and Management educators' responses with regards to the Database management and information security management Skills possessed by Office Information and Management educators. The study also found that there was a significant difference between the Database management and information security Management of experienced and less experienced Office Information and Management educators in Universities in South-South Nigeria. The study concluded that Office Information and Management educators in Universities in South-South Nigeria have high competency levels in Database management and low competency levels in information security. It was therefore recommended among others that, Senate and School boards in various Universities should as a matter of responsibility mobilise the Office Information and Management educators in their institutions for skill development and update in ICT especially in the area of information security management.

Keywords: Database management, Information management, skill, OIM educators, enhanced delivery

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INTRODUCTION

The rapid evolution of technology has transformed the way organisations operate, making it imperative for Office Information and management (OIM) educators in Nigerian universities to possess cutting-edge skills in database management skills and information security management. As we navigate the future, innovations in the field of information and management require OIM educators to be equipped with the latest knowledge and skills to prepare students for the challenges of digital age.

Database management is a critical component of information management and OIM educators in universities must possess the skills to design, implement and manage databases effectively. This includes Database design and modelling and database design, data normalisation and renormalisation, querying and data retrieval, data security and access control, data backup and recovery. As we navigate the future, innovations in database management, such as cloud-based databases, big data analytics and artificial intelligence require OIM educators to stay abreast of these developments and incorporate them into teaching practices,

Database management system being a skill possessed by OIM educators is a collection of programmes that enables the creation and manipulation of database. This skill enables the lecturers to create a computerized database, add, change, delete and sort data, retrieve data from database. Example of database management system is Microsoft Access. It provides security features that protect against unauthorized users trying to gain access to confidential database information and prevent loss of data in case of a system crash. To teach Database management, OIM educators should be able to use database management system to manage, organize and analyze student's data regarding attendance, examination results, homework, assignments etc. These reports can be used to study the student' performance and give them meaningful feedback. The students gather information on a topic by examining books, films, maps for

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***Date:** 17th and 20th February, 2025.* ***Theme:** Navigating the Future: Innovations in the Field of Information Management.* ***Venue:** International Conference Center, Lead City University, Ibadan*

information. They synthesize the pieces of data and combine them in new and different ways. Essentially, when taught, the students can complete assignments and projects with ease by using database management systems.

Agomuo 2014 describes database as a collection of data organized for storage in a computer memory and designed for easy access by authorized users. Database management skills are the abilities required in the production, storage, retrieval and use of information from database. Database management skillis the ability to key in large number of records, manipulate them and bring out results in numerical form. Database is a body of information made up of individual items that are organised so that they can be reviewed in a variety of ways. Ezenwafor (2015) stated that database helps in the collection of a considerable volume of data, which are verified, stored, retrieved and updated on regular basis. It is a collection of programs that allow users the ability to create, query and modify the structure in the database and to control access to it. Database management skills are taught in OIM programme and include; ability to extract and list all records, follow data entry and normalization conventions, interpret quality control procedures when analyzing data quality to identify discrepancies (Dietrich, 2017). Other database management competencies according to Nwachukwu (2015) are abilities to: retrieve desired information instantly and in the desired format, store data in a secure manner to guide against unauthorized access, and maintain data stored in the database. Database is the key bank of information of every educational institution.

Consequently, database management skills are essential skills to OIM educators and learners for effective instructional delivery. OIM educators should be able to teach the students how to store information, retrieve data when needed, maintain data stored in the database, create record and spread sheet, sort columns, move from record to record, insert rows and columns. In performing database management tasks, OIM educators need to be aware of the correct data/records to put

Lead City University, Ibadan
Department of Information Management

in database system for enhanced instructional delivery. In like manners when students are taught how to manage database effectively, it will assist them not only to enhance their academic work, but they will be able to keep confidential records and perform regular data auditing at their work place (Tise, 2014). In line with this, Ezenwafor (2020) asserted that OIM workers possess database management skills at a moderate level. Ovbiagele,Mgbonyebi and Olannye (2019) opined that OIM educators requiredatabase management skills for officee-records management in the e-records world of work for global competitiveness. In support, Egbunefu and Ubani (2019) asserted that database management competencies enhance administrative workers' productivity. According to Oguejiofor and Umeh (2018), OIM educators require database management skills to manage records electronically in the civil service.

Ile (2020) asserted the relevance of having the database management competencies as containing a great deal of information on business activities, facilities, operations and maintenance or any other information relevant to the operation of the program. The level of efficiency required in the production, storage and retrieval of information in the required format in the information age has necessitated the need for database and database management skills. The essence of having a database is to meet the information needs of an organization. Using the database gives you the opportunity of adding information to already existing ones and helps to show relationship between the items in the different objects. Ajike (2015) went on to say that the database management system gives fast access to information, centralization of information, flexibility of information retrieval, and reduction of miss-filing. This implies that, information, when properly secured and managed could protect the institutions vital information from being vandalised by unauthorised users.

Information security management is a way of protecting an organisation's sensitive data from threats and vulnerabilities. It is a critical concern in today's digital age and OIM educators in

Lead City University, Ibadan
Department of Information Management

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Date: *17th and 20th February, 2025.* ***Theme:*** *Navigating the Future: Innovations in the Field of Information Management.* ***Venue:*** *International Conference Center, Lead City University, Ibadan*

Nigerian universities must possess the skills to protect sensitive information from unauthorised access use, disclosure, disruption, modification or destruction. This include: Risk management and vulnerability assessment, access control and identity management, encryption and decryption techniques, firewalls and intrusion detection systems, incident response and disaster recovery, Luke Irwin (2022).Information security management skills has a combination of technical expertise in areas like network security, encryption, and vulnerability assessment, alongside soft skills like risk management, communication, critical thinking, incident response, leadership, and the ability to understand and comply with relevant data privacy laws and regulations; essentially, the ability to identify, evaluate, and mitigate potential security risks to protect an organization's data effectively. Whiteman &Mattord, 2019 assert that information security management skills are critical for protecting organisational information assets from various security threats.

Navigating the future, innovations in information security management, such as artificial intelligence-powered security systems, block chain-based security solutions and the internet of Things (IoT) security will require OIM educators to stay up-to-date with these developments and incorporate them into their teaching practices. With the ever-growing threat of data breaches and associated regulatory action, it's essential that institutions manage Information security risks effectively.OIM educators with these top-notch skills will effectively manage and protect sensitive student data, ensuring confidentiality, integrity and availability. They can design and deliver instructional materials that incorporate information security best practices, promoting students engagement and learning. Additionally, OIM educators can demonstrate their institution's commitment to information security, enhancing its reputation and credibility. All these skills are prerequisite for delivering their job effectively.

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*Date: 17th and 20th February, 2025. **Theme:** Navigating the Future: Innovations in the Field of Information Management. **Venue:** International Conference Center, Lead City University, Ibadan*

Office Information and Management (OIM) programme is one of the programmes offered in some universities in south south, Nigeria. Baba and Akarahu in Ezenwafor and Gude (2020) asserted that OIM aims at producing competent graduates with appropriate skills, abilities and competencies (both mental and physical) as equipment for them to live and contribute to the development of the society. Graduates of OIM occupy positions as educators, secretaries, information managers and office administrators. They render services in schools, hospitals, corporate settings, legal and medical offices as well as large and small-scale businesses. Office Information and management programme was designed for Nigeria tertiary institutions as an upgrade of Secretarial Studies programme. It is an academic programme offered in Nigerian tertiary institutions. In the polytechnics, it is called Office Technology and Management (OTM), while in the universities it is called Office Information and Management (OIM).

OIM educators can be found in both federal and State schools. They comprised male and female and their ways of perception could be different. Olayinka and Warren (2019) reported that a significant difference exists between male and female school leadership while Garba (2019) asserted that gender bias may influence the responses of OIM educators regarding their job delivery. On the other hand, years of experience could affect OIM rating of database management skills and information security management skills of educators. Adebayo in Osahon (2018) noted that the experience of an assessor is a significant factor that can influence their assessment. However, Osahon (2018) revealed that the level of experience of employers do not have significant influence on their assessment of the database management and information security management skills, by OIM educators.

Book of Proceedings of the 1ˢᵗ International Conference of the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Nigeria
*Date: 17th and 20th February, 2025. **Theme:** Navigating the Future: Innovations in the Field of Information Management. **Venue:** International Conference Center, Lead City University, Ibadan*

Statement of the Problem

The effective delivery of office information and management (OIM)programmes in universities is heavily reliant on educators possessing relevant technical skills, particularly in database management and information security management. However, there is a growing concern that many OIM educators may not possess the requisite skills to effectively integrate these critical components into their teaching and learning.

The researcher observed that some OIM educators do not seem to possess adequate skills needed to impart knowledge to the students in OIM programme; thus denying the students the basic principles of teaching these courses. As a result of these deficiencies, some institutions where OIM programme is being offered resort to bringing non OIM experts from computer science to teach some of these ICTrelated courses to OIM students.

The continuous existence of this situation of non-possession of the emerging skills by OIM educators might deprive the students from getting the right knowledge on one hand and the educators from performing their job effectively in the universities on the other hand. This becomes worrisome as there could be a gap between the skills possessed by OIM educators for effective job delivery and skillsrequireed by these educators, hence, the need to ascertain the database management skills and information security management skills possessed by OIM educators for effective job delivery in universities in South-South Nigeria.

Research Questions

The following research questions guided the study:

1.   What is the level of Database management skills possessed by OIM educators in universities in South-South for effective job delivery?

Book of Proceedings of the 1ˢᵗ International Conference of the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Nigeria
*Date: 17th and 20th February, 2025. **Theme:** Navigating the Future: Innovations in the Field of Information Management. **Venue:** International Conference Center, Lead City University, Ibadan*

2. What is the level of Information security management skills possessed by OIM educators in universities in South-South Nigeria for effective job delivery?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between database management skills and information security management skills levels of Federal and State universities' OIM educators.

2. There is no significant difference between database management skills and information security management skills levels of Male and Female OIM educators.

3. There is no significant difference between database management skills and information security management skills levels of Experienced and less Experienced OTM educators.

Methods

The descriptive survey research design was adopted for the study. The study was carried out in universities offering OIM in south-south, Nigeria.The population of the study comprised 147 OIM educators drawn across federal and state universities in south-south, Nigeria. The educators are male and female and their years of experience is categorised into:0-5years, 6-10years and above 10years. Census survey is the sampling technique used since the whole population was studied. The instrument used for data collection was a 5-point Likert structured questionnaire titled "Database Management Skills and Information Security Management skills" (DISQ), containing seven database management skills and seven information security management skills each with options: Very high extent(VHE), High extent (HE), Moderate extent (ME), Low extent (LE) and Very low extent(VLE).The instrument was validated by two experts from Delta state University of Science and Technology, Ozoro. To determine the validity of the instrument,

Lead City University, Ibadan
Department of Information Management

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alpha statistic was applied and a reliability coefficient of 0.86 was obtained. Mean and Standard Deviation were used to analyse all the research questions, while the hypotheses were tested with t-test of independent samples at 0.05 level of significance. A null hypothesis was rejected where the p-value is equal to or greater than 0.05 level of significance, otherwise the null hypothesis was retained.

Results

What are the Database Management skills possessed by OIM educators for effective job delivery in universities in South-South Nigeria?

Table 1: Mean and standard deviation mean rating on Database management skills possessed by OIM educators for effective job delivery in universities in South-South Nigeria.

S/N	Database Management Skills	Mean	Std. Dev.	Decision
1	Opening database management application	3.52	0.93	High
2	Location of specific file in a database	3.29	0.89	High
3	Add and delete a field in a database	3.17	0.95	High
4	Data security and access control,	3.14	0.90	High
5	Organize and analyze student's data	3.22	0.98	High
6	Database encryption and decryption	3.10	1.03	High
7	Preview, print and save a worksheet	3.48	1.05	High
	Average Mean	**3.27**	**0.96**	High

Data presented in Table 1 reveals that the mean responses of respondents on Database management skills possessed by of OIM educators in universities in South-South Nigeria ranged from 3.10 to 3.52, while the average mean is 3.27 ± 0.96 Standard Deviation. From the analysis, the mean of the items are all high. This shows that OIM educators in universities possess database management to a high extent for effective job delivery.

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*Date: 17th and 20th February, 2025. **Theme:** Navigating the Future: Innovations in the Field of Information Management. **Venue:** International Conference Center, Lead City University, Ibadan*

Research Questions Two

What are the Information security management skills possessed by OIM educators for effective job delivery universities in South-South Nigeria?

Table 2: Mean and standard deviation mean rating on Information security management skillspossessed by OIM educators for effective job delivery in universities in South-South Nigeria.

S/N	Information security management skills	Mean	Std. Dev.	Decision
1	Understanding of security threats and vulnerabilities	3.18	0.95	High
2	Risk assessment and analysis	2.95	0.98	Moderate
3	Familiarity with network security controls (e.g, firewalls, intrusion detection systems)	2.91	1.01	Moderate
4	encryption and decryption techniques	2.93	0.98	Moderate
5	Incidence response and disaster recovery	2.83	0.95	Moderate
6	Familiarity with security policies and procedures	2.84	0.96	Moderate
7	Risk monitoring and review	2.88	1.01	Moderate
	Average Mean	**2.93**	**0.98**	**Moderate**

Data presented in Table 2 reveals that the mean responses of respondents on skills possessed by OIM educators in universities in South-South Nigeria ranged from 2.83 to 2.95, while the average mean is = 2.93 ±0.98 Standard Deviation. The analysis indicates that, the mean of the items is low except one (understanding of security threats and vulnerability 3.18). This shows that OIM educators in universities possess information and security management skills in moderately extent.

Hypothesis One

There is no significant difference between database management skills and Information security management skills possessed by OTM educators in Federal and State universities for effective job delivery in South-South Nigeria.

Lead City University, Ibadan
Department of Information Management

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*Date: 17th and 20th February, 2025. **Theme:** Navigating the Future: Innovations in the Field of Information Management. **Venue:** International Conference Center, Lead City University, Ibadan*

Table 3: Independent Sample t-test of Difference between federal and state OIM educators in database management skills and information security management skillspossessed for effective job delivery

Ownership	N	Mean	Std. Dev.	df	t-value	P –value (Sig. 2-tailed)
Federal	56	3.68	.45			
State	91	3.62	.47	145	**.813**	**.418**

α = .05, p > .05   Not Significant

The result shows the difference between OIM educators in Federal and State universities possessed for effective job delivery. From the table, the number of respondents N (Federal = 56; State = 91) while Mean values and (standard deviations) are 3.68 (.45) and 3.62 (.47) for OIM educators in federal and state universities respectively. The t-value of .813 is not significant, because, the *p-value* (.418) is greater than the *alpha level*. Therefore, the null hypothesis is retained. This simply means that there is no significant difference between database management skills and Information security management skills possessed by OIM educators in Federal and State universities for effective job delivery in South-South Nigeria.

Hypothesis Two

There is no significant difference between male and female OIM educators on database management skills and Information security management skills possessed for effective job delivery universities in South-South, Nigeria.

Table 4:   Independent Sample t-test of difference between male and Female OIM Educators on database management skills and information security management skills possessed for effective job delivery.

Sex	N	Mean	Std. Dev.	df	t-value	p-value (Sig. 2-tailed)
Male	79	3.74	.43			
Female	68	3.53	.49	145	**2.67**	**.009**

α = .05, p < .05   Significant

Lead City University, Ibadan
Department of Information Management

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*Date: 17th and 20th February, 2025. **Theme:** Navigating the Future: Innovations in the Field of Information Management. **Venue:** International Conference Center, Lead City University, Ibadan*

The table shows the difference betweendatabase management skills and Information security management skills possessed by male and female OIM educators in universities for effective job delivery. From the table, the number of respondents N is (Male = 79; Female = 68) while Mean values and (standard deviations) are 3.74 (.43) and 3.53 (.49) for male and female OIM educators respectively. The t-value of 2.67 is significant, because, the *p-value* (.009) is less than *alpha level*. This indicates that male and female OIM educators differ significantly in their database management skills and Information security management skillspossessed for effective job delivery. The null hypothesis wastherefore, rejected.

Hypothesis Three

There is no significant difference between experienced and less experienced OIM educators ondatabase management skills and Information security management skills possessed for effective job delivery in universities South-South in Nigeria.

Table 5:Independent Sample t-test of Difference between experienced and less experience OIM educators on database management skills and information security management skillspossessed for effective Job delivery

Experiences	N	Mean	Std. Dev.	df	t-value	p-value (Sig. 2-tailed)
More Experienced. **(10yrs and above)**	88	3.72	.45			
				145	**2.53**	**.012**
Less Experienced. **(Below 10 years)**	59	3.53	.46			

α = .05, p < .05   Significant

Table 5 shows the difference in database management skills and Information security management skills between experienced and less experienced OTM educators in universities in South-South Nigeria. From the table, the number of respondents N (Experienced = 88; Less Experienced = 59) while Mean values and (standard deviations) are 3.72 (.45) and 3.53 (.46) respectively. The t-value of 2.53 is significant because, the *p-value* (.012) is less than *alpha level*. Therefore, the null hypothesis is rejected. This implies that years of experience

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*Date: 17th and 20th February, 2025. **Theme:** Navigating the Future: Innovations in the Field of Information Management. **Venue:** International Conference Center, Lead City University, Ibadan*

significantly influence university OIM educators mean rating on the level ofdatabase management skills and Information security management skills possessed for effective job delivery.

Discussion of Findings

The result of data analysis of research question one indicated that the database management skills possessed for effective job delivery in universities in South-South include: opening database management application, location of specific file in a database, add and delete a field in a database, finding and replacing data in a database. Others include: applying techniques for saving a new database, encryption and decryption, in-depth understanding of the database structure and preview and print a worksheet, data security and access control, Nwachukwu (2015) corroborates this finding when he asserted that database management includes the abilities to: retrieve desired Information instantly and in the desired format, store data in a secure manner to guide against unauthorized access, and maintain data stored in the database. The opinion of Eze (2017) is in agreement with this study when he accentuated that database management skills include: creating a record and spread sheet, sorting columns and defining fields and cells, entering and editing data, moving from record to record, inserting rows and columns, basic understanding of how to create mathematical formula. Also, Onasanya, Shehu, Oduware&Shettu (2014) corroborated this assertion when he maintained that a committed secretary with required skills and such tools on CBMIS available will be able to take on the challenges and excel to the level of expertise in her profession. This present study is in consonance with Olatunde (2022) who opined that database management skills are highly needed by secretaries for effective secretarial performance in public Universities.

The result of the data analysis of research question two revealed that information security management skills possessed by OIM educators for effective job delivery in universities in

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Date: *17th and 20th February, 2025.* **Theme:** *Navigating the Future: Innovations in the Field of Information Management.* **Venue:** *International Conference Center, Lead City University, Ibadan*

South-South Nigeria include: understanding of security threats and vulnerabilities, risk assessment and analysis, risk monitoring and review, authentication and authorisation, familiarity with network security controls (e.g. firewalls, intrusion detection system), understanding of incident response and disaster recovery frameworks, knowledge of security auditing and compliance frameworks,familiarity with security policies and procedures.This finding is very much in line and consistent with Whiteman &Mattord, (2019) who asserted that information security management skills are critical for protecting organisational information assets from various security threats. For OIM educators to remain relevant in the technological world, there is need for the educators to acquire skills that will enable them impact the right skills to OIM students.

The result of hypothesis one showed that there was no significant difference between the management skills and information security management skills possessed by OIM educators in federal and state universities for effective job delivery. The result of the analysis revealed that the respondents do not differ significantly in their mean ratings on their level of database management skills and information security management skillsas a result of type of institution (federal or state). In other words, OIM educators in federal universities were not rated more competent in database management skills and information security management skills than their counterparts in state universities. Therefore, ownership of institution does not determine the level of database management skills and information security management skills among OIM educators.

The result of hypothesis two revealed that there was significant difference between the database management skills and information security management skills possessed by male and female OIM educators for effective job delivery. The analysis showed that both differ significantly. This means that male and female OIM educators do not possess the same level of information

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Date: 17th and 20th February, 2025. Theme: Navigating the Future: Innovations in the Field of Information Management. Venue: International Conference Center, Lead City University, Ibadan

security management skills. This finding is in agreement with the work of Wong, Sidek, Aida-Suraya, Zakaria, Kamariah, Hamidah, &Hanafi (2014), who opined that there exists a gap between female and male academicians. In certain cases, the skills of female academicians have even surpassed those possessed by males. This means that gender was a factor to consider in the case information security management skillsfor improved performance of OIM lecturers in universities in South-South. This is in consonance with the results of other studies such as (Dholakia et al, 2013, Mahdi & Al-Dera, 2013), which also brought to the fore that female teachers reported less use of ICT in their instruction than male teachers.

The result of hypothesis three revealed that there was significant difference between the database management skills and information security management skills possessed by experienced and less experienced OIM educators for effective job delivery in universities. This suggests that significant difference existed among the mean responses of experienced and less experienced OIM Educators on the possessed management skills and information security management skills database. The experienced ones have a higher mean rating than the less experienced ones. The finding of this study is not in consonant with the study of Adeola (2017) who opined that the last two decades witnessed a proliferation of interactive technology tools in the education landscape. This situation may be attributed to the fact that these OIM educators who graduated in the year 2000 engaged themselves in personal development through extensive capacity building, training and retraining since they were not sufficiently exposed to ICT usage.

Conclusion

The findings of the study revealed that OIM lecturers in universities in South-South Nigeria possessed database management skills in a very high extent. However, theypossessed moderately low skills in information and security management skills. Hence they need some

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Date: *17th and 20th February, 2025.* ***Theme:*** *Navigating the Future: Innovations in the Field of Information Management.* ***Venue:*** *International Conference Center, Lead City University, Ibadan*

kind of retraining programme to effectively implement this area of skills applications in OIM programme.

Recommendations

Based on the findings of the study, discussions and conclusions drawn from it, the following recommendations were made.

1. Academic Boards in various polytechnics should as a matter of responsibility mobilize the OTM lecturers in their institutions for skill development and update in especially in the area of information security management through training.

2. Federal and state institutions should constantly and continuously engage in ICT-based instructions, to further improve on emerging information security skills which would make it easier to produce graduates who are relevant for today's 21st century workplace.

3. The experienced and less experienced OIM educators should from time-time go for seminars, workshops and conferences in order to keep abreast with the current and emerging ICT.

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