



INFLUENCE OF DIGITAL LITERACY SKILL ON JOB CREATION ASPIRATION AMONG OFFICE TECHNOLOGY AND MANAGEMENT (OTM) STUDENTS IN PUBLIC POLYTECHNICS, OGUN STATE, NIGERIA

Adesina Elizabeth Mojisola¹ and Adenekan Tolulope Elizabeth².

¹Office Technology and Management Department, School of Communication and Information Technology, The Federal Polytechnic, Ilaro, Ogun State, Nigeria.

Email: muibat.owolabi@federalpolyilaro.edu.ng

²Office and Information Management Department, Faculty of Communication and Social Science, Lead City University, Ibadan, Oyo State, Nigeria.

Email: tolu.adenekan@lcu.edu.ng

Cite this article:

Adesina, E. M., Adenekan, T. E. (2025), Influence of Digital Literacy Skill on Job Creation Aspiration among Office Technology and Management (OTM) Students in Public Polytechnics, Ogun State, Nigeria. International Journal of Entrepreneurship and Business Innovation 8(4), 126-138. DOI: 10.52589/IJEBI-UR4QRUMK

Manuscript History

Received: 28 Oct 2025

Accepted: 1 Dec 2025

Published: 26 Dec 2025

Copyright © 2025 The Author(s).

This is an Open Access article distributed under the terms of Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0), which permits anyone to share, use, reproduce and redistribute in any medium, provided the original author and source are credited.

ABSTRACT: *Job creation aspiration is essential for driving entrepreneurship, reducing unemployment and promoting sustainable economic growth and development. This study examined the influence of digital literacy skills on job creation aspiration among Office Technology and Management (OTM) students in public polytechnics in Ogun State, Nigeria. The study was guided by Expectancy Value Theory and Digital Literacy Framework. Survey research design was employed and the population comprised 468 HND I & II OTM students across three public polytechnics offering OTM program at HND level in Ogun State, Nigeria. A sample size of 216 respondents was selected from the population using the Taro Yamane formula and stratified sampling technique to ensure representation. The study has three objectives from which two research questions and a hypothesis were formulated. A structured questionnaire was adapted for data collection and data analysis was conducted using both descriptive and inferential statistics. The results revealed that digital literacy skills exert a weak yet significant and positive influence on job creation aspiration (Adjusted $R^2 = 0.201$, $F_{(1,210)} = 54.107$, $p < 0.05$). It was concluded that digital literacy skills are instrumental in shaping the job creation aspirations of OTM students. The study recommended among others that the National Board for Technical Education (NBTE) should revise the national OTM curriculum to make advanced digital literacy mandatory components, ensuring nationwide consistency.*

KEYWORDS: Digital literacy skills, job creation aspiration, Office Technology and Management (OTM) students, public polytechnics, Ogun State.



INTRODUCTION

As the traditional pathways to employment are becoming increasingly competitive and insufficient to absorb the growing number of graduates from tertiary institutions, especially the polytechnics in Ogun State, there is a pressing need to promote job creation aspiroopportunitiesation among undergraduate students in tertiary institutions. It is essential to equip them with the skills not only to secure employment but also to create their own job and actively contribute to the nation's economic development, particularly within the digital economy. As a result, tertiary institutions are now expected to go beyond delivering academic knowledge, but to also foster job creation aspirations among students by providing them with the skills, creativity, and confidence needed to identify opportunities, and innovate and launch their own ventures. This shift is crucial for fostering economic growth and diversification across the state.

Job creation aspiration is an individual's willingness, mindset, attitude and behavior focused on creating new job opportunities for oneself and others (Edupadi 2024). However, as the global economy increasingly demands digital proficiency to participate in the digital community, especially in entrepreneurial activities, digital literacy skills become indispensable. Digital literacy skills are the competency and critical use of a full range of digital technologies for information, communication, and basic problem-solving in all aspects of life (Rauth, 2023). Office Technology and Management (OTM) program, a successor to Secretarial Studies, is designed to equip students with the managerial, technological, and vocational competences required for the contemporary automated office. However, with the ongoing increased rate of unemployment in the country, especially in Ogun State, shifting the mindset of OTM students from being passive administrative assistants to actively considering how they can generate employment opportunities for themselves and others is paramount. This will not only lead to personal financial independence but also help in reducing the overall unemployment rate within the state as well as the nation.

Several studies have been carried out in the areas of digital literacy skills and employability in various regions (Oladipopu & Ajao, 2021; Lukitasari et al., 2022; Bello et al., 2024; Begum & Keerthi, 2025; Kayyali, 2024; Caroline et al., 2025). But, there is a paucity of research that concurrently investigates how digital literacy skills influence OTM students' job creation aspirations. This gap is critical because it leaves a void in understanding how to specifically cultivate the mindset and equip students with the necessary skills that will not only enable self-employment but also promote a broader vision of reducing unemployment and contributing to the economy through employment generation. In view of the foregoing, this study investigated the influence of digital literacy skills on job creation aspiration among Office Technology and Management (OTM) students in public polytechnics, Ogun State, Nigeria.

Research Questions

This study sought answers to the following research questions:

1. What is the level of job creation aspiration among Office Technology and Management (OTM) students in public polytechnics, Ogun State, Nigeria?
2. What is the level of digital literacy skills among Office Technology and Management (OTM) students in public polytechnics, Ogun State, Nigeria?



Hypothesis

H₀₁: There is no significant influence of digital literacy skills on job creation aspiration among Office Technology and Management (OTM) students in public polytechnics, Ogun State, Nigeria.

LITERATURE REVIEW

Job creation aspiration refers to an individual's willingness, mindset, attitude, and behavior focused on creating new employment opportunities for oneself and for others (Edupadi, 2024). It involves a strong drive to become not only self-sufficient but also a contributor to broader economic development through the generation of jobs. This aspiration is often fueled by entrepreneurial motivation and the desire to generate wealth, take calculated risks, and create value through goods or services (Sharma, 2021). From another view, job creation aspiration is creating something new through the use of resources and exhibiting a willingness to take chances in order to take advantage of opportunities in the environment (Akintola, 2024). Individuals who pursue such goals frequently invest time, money, and effort, with the intention of establishing ventures that produce income and job opportunities, whether intentionally or unintentionally (Sharma, 2021). From this perspective, job creation aspiration is more than just personal ambition; it is a vital economic initiative. It plays a significant role in enhancing aggregate demand, boosting productivity, and encouraging innovation (Eurofound, 2024). When individuals act on their aspirations to create jobs, they become key players in the wealth-generation process and help in reducing unemployment and poverty (Adenutsi, 2023).

Job creation aspiration among undergraduates is vital for economic development. Entrepreneurs are known as key drivers of economic growth, innovation, and social change (Adenutsi, 2023). Thus, as the rate of unemployment continues to accelerate among youth, developing job creation aspirations is crucial for undergraduate students, especially OTM students, to combat this problem and shift away from solely pursuing white-collar jobs. When students are encouraged to develop new ventures, they introduce fresh ideas, products, and services to the market. These new businesses will lead to the creation of more jobs, stimulate competition, attract investment and can even contribute to improving living standards and addressing societal problems. Ultimately, a generation of job creators fosters a more dynamic, diverse, and robust economy. This study adapted the Expectancy-Value Theory (EVT) to measure job creation aspiration and to clarify the cognitive evaluations that influence aspiration (Wikipedia, 2025). According to the EVT, a student's motivation is a product of their expectancy for success (that is, the belief in their ability to start and run a successful business based on their skills and knowledge) and the value they place on the outcomes of that job creation effort and the cost (efforts required in starting new business). Specifically, a student must perceive a high utility value (that starting their own business will lead to future career goals like financial independence or being their own boss), a high attainment value (that is, becoming an employer aligns with their identity), and have confidence (expectancy) that their effort in leveraging their OTM skills in office administration, technology use, and communication will actually lead to establishing a viable venture. When both the belief in their ability to succeed and the desirability of the entrepreneurial outcome are high, their aspiration and motivation to become a job creator will



be significantly stronger. However, job creation aspirations can be influenced by many factors, among which is digital literacy skills. As the global economy increasingly demands digital proficiency to participate in the digital community, especially in entrepreneurial activities, digital literacy skills become indispensable. Digital literacy skills refer to the ability to access, understand, evaluate, create and communicate information using digital technologies (Van-Laar, Van-Deursen, Van-Dijk & De-Haan, 2020). Digital literacy skills, however, encompass more than simply technical skills to use digital tools perfectly; they also include other cognitive skills. It involves an individual's ability to utilize technological gadgets and information from digital communication tools, as well as to think more critically, innovatively, and inspirationally in order to filter information received to create innovation (Khlaisang & Yoshida, 2022). Digital literacy skill is the confident and critical use of a full range of digital technologies for information, communication, and basic problem-solving in all aspects of life (Rauth, 2023). This definition encompasses not only technical skills but also the ability to think critically and solve problems in a digital context. Thus, it involves fundamental ICT skills such as using computers to communicate and participate in online collaboration as well as extracting, assessing, protecting, generating, displaying and exchanging information via the Internet (Zorgle, 2023). Digital literacy skills have emerged as vital life skills in today's digital landscape, empowering individuals to enhance their employability, acquire essential life skills, and cultivate complementary skills as well as job creation aspirations (Lukitasari, Murtafiah, Ramdiah, Hasan & Sukri, 2022).

A digital literate person is an individual who can evaluate and use information critically from relevant and authoritative sources online. These skills will help them to acquire information literacy skills, media literacy skills, and ICT literacy skills (Fakunle, Bakare & Adeyeye 2024). However, it was noted that a deficiency in digital literacy skills can significantly impede career advancement, as those who lack digital literacy skills may encounter various barriers to employment and financial prospects (Lukitasari et al., 2022; Oladipopu & Ajao, 2021). To stay current and fully engaged in the digital world, individuals must learn how to use and navigate digital tools and platforms. The importance of digital literacy skills in today's technology-driven world, where individuals need to traverse intricate digital landscapes, make informed decisions, and innovate to create value, is inevitable (Okpa, Arrey, Okoro, Tangban, Ngwu, Ofem, Inah, Eni, Ebong, Osang, Mbu, Okute, Dan, Ibor & Eja, 2025). In a similar vein, proficiency in digital literacy skills have the potential to open up new career paths and foster emerging industries. Digitally literate people are aptly positioned to take advantage of new job opportunities and industries (Lukitasari et al., 2021).

Based on the foregoing, digital literacy skills are paramount for students to thrive in today's job cutthroat market. Students who are self-efficacious and proficient in digital literacy will be able to use digital tools and content to create job opportunities for both themselves and others (Oladipopu & Ajao, 2021). However, Tertiary Institutions, such as public polytechnics, play a crucial role in equipping students with the foundational knowledge and technical skills required for thriving in the world of work and contribute to economic growth (Ojianaegbu, 2021). As a result, incorporating digital literacy education into the educational curriculum has become a priority for educational institutions in order to equip students with the confidence in digital literacy skills for entrepreneurship. This integration will inspire students to become job creators, rather than just job seekers, by fostering their job creation aspirations and preparing them for the digital economy. In addition, the infusion of digital



literacy into education will foster a more engaging learning environment, increasing student interest and motivation for job creation and self-employment.

This study adapted the Digital Literacy Framework by Van-Laar, Van-Deursen, Van-Dijk & De-Haan, (2017) as its primary theoretical lens to investigate digital literacy skills. This framework is vital to job creation aspiration among Office Technology and Management (OTM) students primarily because it acts as a powerful enhancer of their self-efficacy. By acquiring a structured set of competencies covering technical proficiency, information evaluation, digital communication, among others, OTM students can develop profound belief in their capability to thrive in the modern, digital-driven business world. This enhanced digital proficiency is directly linked to higher job creation aspirations, as students feel confident enough to launch digital businesses, utilize e-commerce platforms, manage virtual offices, and implement digital marketing strategies. This will make them not just employable administrative assistants, but also capable founders and job creators in a competitive global economy, thereby transforming their career outlook from mere job seeking to active enterprise building.

METHODOLOGY

A survey research design was employed and the population comprised 468 HND I & II OTM students across three public polytechnics offering OTM program at HND level in Ogun State, Nigeria: The Federal Polytechnic, Ilaro; Moshood Abiola Polytechnic, Ojere, Abeokuta; and Gateway Polytechnic, Saapade. A sample size of 216 respondents was selected from the population using Taro Yamane formula and stratified sampling technique to ensure representation. The primary tool for data collection was a structured questionnaire which was adapted to measure the key variables. The context of the instrument was validated by experts in the field. The instrument yielded a coefficient reliability of 0.806. An online questionnaire was administered to the respondents through their platforms. Two hundred and twelve (212) responses were reported and used as the sample. Data analysis was conducted using both descriptive and inferential statistics. The hypothesis was tested at 0.005 level of significance.

RESULTS PRESENTATION

Research Question 1: What is the level of job creation aspiration among office technology and management students in public polytechnics in Ogun State?

Table 1: Level of Job Creation Aspiration among Office Technology and Management Students in Public Polytechnics in Ogun State

	Expectancy Beliefs	VH	H	L	VL	Mean
1	Ability to successfully create a job.	89 (42%)	109 (51.4%)	12 (5.7%)	2 (0.9%)	3.3
2	Run a sustainable business.	83 (39.1%)	113 (53.3%)	15 (7.1%)	1 (0.5%)	3.3
3	Navigating the challenges involved in job creation.	62 (28.2%)	103 (48.6%)	39 (18.4%)	8 (3.8%)	3.0



4	Understanding the procedures involved in job creation	85 (40.1%)	112 (52.9%)	13 (6.1%)	2 (0.9%)	3.3
Weighted Mean						3.2
Intrinsic Value						
5	Enjoy the process of creating jobs.	79 (37.3%)	100 (47.2%)	28 (13.2%)	5 (2.4%)	3.2
6	Fulfill personal desire by contributing to the economic growth.	82 (38.7%)	104 (49.1%)	21 (9.9%)	5 (2.3%)	3.2
7	Engage in job creation.	87 (41%)	105 (49.5%)	17 (8.1%)	3 (1.4%)	3.1
Weighted Mean						3.2
Attainment Value						
8	Creating jobs is an important goal for me personally.	131 (61.8%)	74 (34.9%)	5 (2.4%)	2 (0.9%)	3.6
9	Achieving success in job creation would be a significant personal accomplishment.	113 (53.3%)	87 (41%)	9 (4.2%)	3 (1.4%)	3.5
10	Pursuit of job creation aligns with my personal values.	84 (39.6%)	112 (52.8%)	14 (6.6%)	2 (0.9%)	3.3
Weighted Mean						3.47
Utility Value						
11	Become financial independence.	87 (41%)	89 (42%)	35 (16.5%)	1 (0.5%)	3.2
12	Future professional development.	95 (44.8%)	104 (49.1%)	10 (4.7%)	3 (1.4%)	3.4
13	Creating jobs is highly relevant to addressing economic challenges	87 (41%)	95 (44.8%)	25 (11.8%)	3 (1.4%)	3.3
Weighted Mean						3.3
Perceived Cost						
14	Required efforts in starting a new business.	110 (51.9%)	87 (41%)	13 (6.1%)	2 (0.9%)	3.4
15	Sustaining a new business.	89 (42%)	95 (44.8%)	24 (11.3%)	4 (1.9%)	3.3
16	Financial risks involved in starting a new business	88 (41.5%)	97 (45.8%)	25 (11.8%)	2 (0.9%)	3.3
Weighted Mean						3.33
Overall Weighted Mean						3.3

Decision Rule: 1.00–1.74 = *Very Low*, 1.75–2.49 = *Low*, 2.50–3.24 = *High*, 3.25–4.00 = *Very High*

Note: *Very High (4), High (3), Low (2), Very Low (1)*

Source: *Researchers' Field Work, 2025*

Table 1 presents the measure of job creation aspiration among office technology and management (OTM) students in public polytechnics in Ogun State, Nigeria. There are 16 items in the instrument with five indices to measure the level of job creation aspiration



among OTM students in public polytechnics in Ogun State. The table showed a grand mean of 3.3 which suggested that there is a high level of job creation aspiration among OTM students in public polytechnics in Ogun State. From the analyses, the attainment value has the higher average mean score of 3.47, indicating that students place a strong importance on achieving success and personal fulfillment through job creation. This was followed by utility value and perceived cost which recorded an average mean score of 3.3 each. This suggested that students appear to recognize both benefits and challenges attached to creating new jobs, while expectancy belief and intrinsic value recorded an average mean score of 3.2, each indicating that students value job creation and find it interesting and enjoyable. The results attested that there is a high level of job creation aspiration among OTM students in public polytechnics in Ogun State. However, expectancy and intrinsic value are slightly lower, suggesting a need for more support in building their belief in their capabilities and in making entrepreneurship more engaging

Research Question 2: What is the level of Digital Literacy Skills among Office Technology and Management students in public polytechnics in Ogun State?

Table 2: Level of Digital Literacy Skills among OTM Students in Public Polytechnics in Ogun State

	Technical skills	VH	H	L	VL	Mean
1	Efficiently use variety of software applications	129 (60.8%)	68 (32.1%)	9 (4.2%)	6 (2.8%)	3.5
2	Efficiently use digital tools to complete tasks.	92 (43.4%)	101 (47.6%)	17 (8.0%)	2 (0.9%)	3.3
3	Troubleshoot technical issues with digital devices.	90 (42.5%)	84 (39.6%)	34 (16.0%)	4 (1.9%)	3.2
	Weighted Mean					3.33
	Information Management					
4	Search for information online.	103 (48.6%)	96 (45.3%)	11 (5.2%)	2 (0.9%)	3.4
5	Manage digital files.	95 (44.8%)	96 (45.3%)	15 (7.1%)	6 (2.8%)	3.3
6	Evaluate digital information credibility.	83 (39.2%)	104 (49.1%)	23 (10.8%)	2 (0.9%)	3.3
	Weighted Mean					3.33
	Communication & Collaboration					
7	Efficiently communicate my ideas with others digitally.	108 (50.9%)	87 (41%)	13 (6.1%)	4 (1.9%)	3.4
8	Share clear and concise messages through digital channels.	87 (41%)	99 (46.7%)	23 (10.8%)	3 (1.4%)	3.3
9	Digitally work with others on projects.	90 (42.5%)	100 (47.2)	19 (9.0%)	3 (1.4%)	3.3
10	Coordinate responsibilities digitally.	86 (40.6%)	104 (49.1%)	20 (9.4%)	2 (0.9%)	3.3
	Weighted Mean					3.32



Creativity Skills						
11	Generate innovative ideas using digital resources.	106 (50%)	84 (39.6%)	21 (9.9%)	1 (0.5%)	3.4
12	Transform digital information into new knowledge or insights.	91 (42.95)	91 (42.9%)	27 (12.7%)	3 (1.4%)	3.3
13	Generate digital content.	84 (39.6%)	105 (49.5%)	19 (9.0%)	4 (1.9%)	3.3
Weighted Mean						3.33
Critical Thinking						
14	Identify biases or misleading digital content	94 (44.3%)	97 (45.8%)	20 (9.4%)	1 (0.5%)	3.3
15	Interpret complex digital information.	78 (36.8%)	110 (51.9%)	21 (9.9%)	3 (1.4%)	3.2
16	Use digital information for making informed business decision	99 (46.7%)	92 (43.4%)	15 (7.1%)	6 (2.8%)	3.3
Weighted Mean						3.26
Problem-Solving Skills						
17	Identify digital problems.	90 (42.5%)	91 (42.9%)	23 (10.8%)	8 (3.8%)	3.2.
18	Troubleshoot technical issues or digital challenges.	83 (39.2%)	90 (42.5%)	34 (16.0%)	5 (2.4%)	3.2
19	Solve digital problems.	81 (38.2%)	96 (45.3%)	27 (12.7%)	8 (3.8%)	3.2
Weighted Mean						3.2
Overall Weighted Mean						3.30

Decision Rule: 1.00–1.74 = *Very Low*, 1.75–2.49 = *Low*, 2.50–3.24 = *High*, 3.25–4.00 = *Very High*

Note: *Very High (4), High (3), Low (2), Very Low (1)*

Source: *Researchers' Field Work, 2025*

Table 2 above shows the result of the analysis of the level of digital literacy skills among office technology and management (OTM) students in public polytechnics in Ogun State, Nigeria. There are 19 items in the instrument with six metrics used to measure the level of digital literacy skills among OTM students in public polytechnics in Ogun State. The result showed a grand mean of 3.30 which indicated that there is a high level of digital literacy skills among OTM students in public polytechnics in Ogun State. Also, from the analysis, the most prevalent indicators of digital literacy skills among the students are technical skills (weighted mean score of 3.33) and information management (weighted mean score of 3.33), which are core components of digital literacy. Also, a weighted mean score of 3.3 for critical thinking indicates that students possess the analytical skills to assess the credibility of online information, which is crucial for making informed business decisions. This is followed by communication and collaboration (weighted mean score of 3.2), creativity skills (weighted mean score of 3.2) and problem solving skills (weighted mean score of 3.2) which are all consistently high, demonstrating that the students possess well-developed, higher-order digital literacy skills. The consistent scores across all measured metrics, with weighted means clustering tightly around 3.2, indicated that their education has provided them with a strong



foundation to thrive in the digital economy. These skills are critical enablers for their job creation aspirations.

H₀₂: There will be no significant influence of digital literacy skills on job creation aspiration among OTM students in public polytechnics in Ogun State.

Table 3a: Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	Sig. Change	F
1	.453 ^a	.205	.201	.460	.205	.000	

a. Predictors: (Constant), Digital Literacy Skills

b. Dependent Variable: Job Creation Aspiration

b. ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.437	1	11.437	54.107	.000 ^a
	Residual	44.389	210	.211		
	Total	55.825	211			

a. Predictors: (Constant), Digital Literacy Skills

b. Dependent Variable: Job Creation Aspiration

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.931	.191		10.110	.000
	Digital Literacy Skills	.424	.058	.453	7.356	.000

a. Dependent Variable: Job Creation Aspiration

Table 3a shows the model summary of the relationship between digital literacy skills and job creation aspiration among office technology and management (OTM) students in public polytechnics in Ogun State. The result indicates that there is a moderate positive relationship between digital literacy skills and job creation aspiration among OTM students, with a correlation coefficient of 0.453. The coefficient of determination (adjusted R-Square = 0.201) shows that about 20.1% of the total variation in job creation aspiration could be attributed to digital literacy skills. The variables not examined in this study account for the remaining 79.9% of the variation in job creation aspiration. The result also shows that digital literacy skills is a significant predictor of job creation aspiration ($\beta = 0.453$, $t = 7.356$, $f_{(1,210)} = 54107$, $p < 0.005$). The results further revealed that a unit increase in digital literacy skills



will lead to approximately 42.4% increase in job creation aspiration among OTM students in public polytechnics in Ogun State. The results also indicated that job creation aspiration among OTM students in public polytechnics in Ogun State remain constant at 19.31% without digital literacy skills. Hence, with $p\text{-value } 0.000 < 0.05$, the null hypothesis, which stated that there is no significant influence of digital literacy skills on job creation aspiration among office technology and management (OTM) students in public polytechnics in Ogun State, was rejected.

DISCUSSION

From the analysis of the first research question which sought to identify the level of job creation aspiration among office technology and management (OTM) students in public polytechnics in Ogun State, Nigeria, it was observed that there is a moderate high level of job creation aspiration among OTM students in public polytechnics in Ogun State. This suggests that the OTM students have a high level of confidence in their abilities to create jobs successfully. They believe that their efforts will lead to positive outcomes, which is a fundamental component of the Expectancy-Value Theory. Also, from the results, students perceive the entrepreneurial process as inherently enjoyable and fulfilling. This internal drive, fueled by curiosity, passion, and the quest for personal challenges, constitutes a vital element of enduring entrepreneurial success. This aligned with existing literature that when individuals find the work itself gratifying, they are more inclined to surmount obstacles and maintain their commitment to their objectives (Adenutsi, 2023). Furthermore, the results indicated that students assign significant importance to job creation, with attainment value achieving the highest score which underpin the students' perception of developing job creation aspiration as a crucial and personally significant objective to mitigate the rapid increasing unemployment challenges and to contribute to the economy growth of the nation. However, the findings suggest a thoughtful cost-benefit analysis. The students are not naive; they are willing to accept the significant costs because they perceive the potential rewards - especially the personal and societal fulfillment - as being worth it. Thus, the outcome of the current study aligned with other existing study which asserted that individuals who pursue job creation aspiration frequently invest time, money, and effort, with the intention of establishing ventures that produce income and job opportunities (Sharma, 2021).

The second research question assessed the level of digital literacy skills among office technology and management (OTM) students in public polytechnics, Ogun State, Nigeria. The result suggests a moderate high level of digital literacy skills among OTM students in public polytechnics, Ogun State. This implies that OTM students in public polytechnics have a strong foundation in digital literacy skills to thrive the digital economy. These skills are a critical enabler for their job creation aspirations. They were not only grounded in practical tools for starting a business but also cultivate the mindset and competencies needed to innovate, solve problems, and communicate effectively in the modern digital world. Also, with this considerable level of digital literacy skills, the OTM students may consider self-employment and wealth creation as a catalyst for surviving the unemployment problem suggesting that digital literacy skills acts as an enabling resource that reduces the perceived barrier to entry into entrepreneurship, particularly in the digital sphere. This finding corroborate with existing literatures which asserted that digital literacy skills are no longer



just a technical skill but a foundational competency required for entrepreneurship, employability, and navigating the modern world (Okpa, et al 2025; Fakunle, et al 2022).

The hypothesis tested the influence of digital literacy skills on job creation aspiration among office technology and management (OTM) students in public polytechnics in Ogun State, Nigeria. From the results of the analysis, it was observed that digital literacy skills exert a significant positive influence on job creation aspiration among OTM students in public polytechnics in Ogun State. This implies that digital literacy skills enhance OTM students' belief in their ability to successfully execute the tasks required to start and manage a modern, digitally-enabled business which will help in transforming the abstract notion of entrepreneurship into a practical attainable career goal. Moreover, it was observed that digital literacy skills for OTM students are the necessary component that will assist in converting their administrative knowledge into a viable, low-capital business opportunity in the services sector. This finding corroborates the assertion of Oladipolu and Ajao (2021) that students with higher digital literacy skills were found to be significantly more likely to consider self-employment and wealth creation.

CONCLUSION

This study has been able to provide compelling evidence that digital literacy skills exert a significant positive influence on job creation aspiration among Office Technology and Management (OTM) students in public polytechnics in Ogun State, underscoring the importance in shaping the job creation aspiration of future graduates. The study therefore concluded that digital literacy skills are instrumental in shaping the job creation aspirations of OTM students.

RECOMMENDATIONS

Based on the study's findings, the following recommendations are made:

1. Management of public polytechnics and other tertiary institutions offering office technology and management programs should review and restructure the Office Technology and Management (OTM) curriculum without delay to integrate more advanced, practical and entrepreneurial digital literacy skills. This should go beyond teaching basic ICT applications to include digital marketing, e-commerce operations and data analytics for business.
2. The National Board for Technical Education (NBTE) should revise the national OTM curriculum to make advanced digital literacy mandatory components, ensuring nationwide consistency.
3. The Ogun State Government, in partnership with polytechnics, should create a special fund to provide grants and low-interest loans to OTM students with viable, tech-driven business ideas.



4. OTM lecturers should integrate practical, project-based teaching methods that require students to use their digital skills to solve real-world business problems, manage virtual offices and develop simulated digital business ventures.
5. Students should take personal initiative to enhance their skills beyond the classroom. They should actively seek out and participate in workshops, online courses, and networking events to build their confidence and expertise.

REFERENCES

- Adenutsi, D. E. (2023). *Entrepreneurship, Job Creation, Income Empowerment and Poverty Reduction in Low Income Economies*. **Theoretical Economics Letters**, 13(6). (<https://scirp.org/journal/paperinformation?paperid=129956#>).
- Akintola, J. (2024) *Focus on Job Creation, Stakeholders Urge Students*. *Educational Workshop of Jeremiah & Felicia Aderoju Foundation, Lagos*. **Punch Newspaper**, 21st September, 2024 (Online)
- Begum, M. S. & Keerthi, K. V. S. (2025). *A Review on Digital Literacy and its Role in Employment Generation*. **Journal of Emerging Technology and Innovative Research (JETIR)**, 12(3).
- Bello, O., Bashir, I. B. & Aliyu, M. B. (2024). *Digital Literacy and Skills Development in Nigeria for Youth Empowerment and Job Creation*. **International Journal of Applied and Advanced Multidisciplinary Research (IJAAMR)**, 2(12).
- Caroline, A., Coun, M. J. H., Gunawan, A. & Stoffers, J. (2025). *A systematic literature review on digital literacy, employability, and innovative work behavior: emphasizing the contextual approaches in HRM research*. **Frontier in Psychology**, 15, 1448555. doi: 10.3389/fpsyg.2024.1448555
- Concept of Self employment, Job Creation and Dignity of Labour* (2024). **Edupadi**. <https://edupadi.com/classroom/l/concept-of-self-employment-job-creation-and-dignity-of-labour>
- Expectancy-value theory* (2025). **Wikipedia**. https://en.wikipedia.org/wiki/Expectancy-value_theory#cite_note-Bandura1993-6
- Fakunle, S. M., Bakare, O. D., & Adeyeye, S. V. (2022) *Digital Literacy Skills as Determinants of Library Use by Undergraduate Students of Private Universities in Oyo State, Nigeria*. **Library Philosophy and Practice (e-journal)**, 7054. https://www.researchgate.net/publication/366501503_Digital_Literacy_Skills_as_Determinants_of_Library_Use_by_Undergraduate_Students_of_Private_Universities_in_Oyo_State_Nigeria
- Job Creation* (2024) **European Foundation for the Improvement of Living and Working Conditions (Eurofound)** <https://www.eurofound.europa.eu/en/topic/job-creation>
- Kayyali, M. (2024). *Digital Literacy in Higher Education: Preparing Students for the Workforce of the Future*. **International Journal of Information Science and Computing**, 11(1), 53-73. https://www.researchgate.net/publication/389167319_Digital_Literacy_in_Higher_Education_Preparing_Students_for_the_Workforce_of_the_Future
- Khlaisang, J. & Yoshida, M. (2022). *Empowering Global Citizens with Digital Literacy: Modeling the Factor Structure Masami Yoshida*. **International Journal of Instruction**, 15(4), 577–594.



- Lukitasari, M., Murtafiah, W., Ramdiah, S., Hasan, R. & Sukri, A. (2022). *Constructing Digital Literacy Instrument and its Effect on College Students Learning Outcomes. International Journal of Instruction*, 15(2), 171188. <https://doi.org/10.29333/iji.2022.15210a>
- Ojianaegbu, I. (2021). *Skills required by office technology and management education (OTME) students in Colleges of Education in Delta state for employability. Nigerian Journal of Business Education*, 8(2), 15-23.
- Okpa, U. J., Arrey, M. V., Okoro, L. A., Tangban, E. E., Ngwu, M. E., Ofem, N. O., Inah, G. M., Eni, O. W., Ebong, E., Osang, A. W., Mbu, T. A., Okute, A. L., Dan, F. A., Ibor, U. U., & Eja, E. I. (2025). *Digital Literacy Skills in Southern Nigerian Tertiary Institutions. International Research Journal of Multidisciplinary Scope (IRJMS)*, 6(2), 1336-1349.
- Oladipupo, S. A. & Ajao, O. M. (2021) *Digital Literacy and Youth Entrepreneurship in Nigeria: Pathway to Sustainable Development. Journal of Business and African Economy*, 7(1), 33 45.
- Rauth, R. (2023). *Impact of Digital Literacy. Job Skill. https://www.jobskills.org/digital-literacy-and-its-impact-on-the-job-market-and-society/*
- Sharma, S. (2021) *Entrepreneurship Development. Prentice Hall India Pvt., Limited. https://www.phindia.com/Books/BookDetail/9789390544257/entrepreneurship-development-sharma?srsId=AfmBOorav14wm5gRFjqB4JL0Gzx-NZkxaR2MEbcb5nwoLi3Pn4K77SA*
- Understanding the Importance of Digital Literacy in Today's World. Team Zorgle, 2023. https://zorgle.co.uk/understanding-the-importance-of-digital-literacy-in-todays-world/*
- Van, L. E., Van-Deursen, A. J. A. M., Van-Dijk, J. A. G. M. & De-Haan, J. (2017). The relation between 21st-century skills and digital skills: A systematic literature review. *Computers in Human Behavior*, 72. <http://dx.doi.org/10.1016/j.chb.2017.03.010>
- Van L. E., Van-Deursen, A. J., Van-Dijk, A. J. & De-Haan, J. (2020). *Determinants of 21st-century skills and 21st-century digital skills for workers: A systematic literature review. SAGE Open Publication*, 10(1). *Doi:2158244019900176.*