

**Entrepreneurial Self-Efficacy, Digital Literacy Skills and Job Creation Aspiration
among Office Technology and Management Students in Public Polytechnics, Ogun
State, Nigeria**

**Elizabeth Mojisola ADESINA
LCU/PG/005894**

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Certification

This is to certify that this thesis was carried out by **Elizabeth Mojisola ADESINA** with Matriculation Number **LCU/PG/005894**, a student in the Department of Office and Information Management under my supervision in the Faculty of Communication and Information Science, Lead City University, Ibadan, Nigeria, for the award of Masters of Science Degree (MSc) in Office Information Management and that this has not been previously submitted.

Assoc. Prof. T. E. ADENEKAN
Supervisor

Date

Dr. Oluwatosin A. OLOGBOSERE
Head of Department

Date

Dedication

This thesis is dedicated to God Almighty for His sufficient grace over my life. Also, I will like to dedicate it to my lovely daddy late Chief (Prince) Afolabi Owolabi, I missed you.

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Abstract

Job creation aspiration is essential for driving entrepreneurship, reducing unemployment and promoting sustainable economic growth and development. This study examined the influence of entrepreneurial self-efficacy and 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 the Expectancy Value Theory, Social Cognitive Theory and Digital Literacy Framework. Descriptive survey design was employed and population comprised 468 HND I & II OTM students across three public polytechnics offering OTM programme at HND level in Ogun State, Nigeria. A sample size of 231 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. Data analysis was conducted using both descriptive and inferential statistics. The results indicated a strong and positive correlation among all the three variables ($R = 0.608$). In particular, the results showed that entrepreneurial self-efficacy significantly influenced job creation aspiration among the students (Adjusted $R^2 = 0.347$, $p < 0.05$). Furthermore, it was found that digital literacy skills exert a weak yet significant and positive influence on job creation aspiration (Adjusted $R^2 = 0.201$, $p < 0.05$). The combined influence of both entrepreneurial self-efficacy and digital literacy skills was significant (Adjusted $R^2 = .364$) accounting for a moderate level of the variance in job creation aspiration. It was concluded that the symbiotic correlation between entrepreneurial self-efficacy and digital literacy skills is instrumental in shaping the job creation aspirations of OTM students. The study recommended that management of public polytechnics and other tertiary institutions offering OTM programme should review and restructure their curriculum to integrate a more practical entrepreneurial component and encourage the acquisition of digital literacy skills by the students.

Keywords: Digital Literacy Skills, Entrepreneurial Self-Efficacy, Job Creation Aspiration, Office Technology and Management (OTM) Students, Public Polytechnics

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Chapter One

Introduction

1.1 Background to the Study

As the traditional pathway to employment become 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 aspiration 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 opportunities 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 aspiration among students by providing them with the skills, creativity, and confidence needed to identify opportunities, innovate, and launch their own ventures. This shift is crucial for fostering economic growth and diversification across the state.

Job creation aspiration refers to an individual's willingness, mindset, attitude, and behavior focused on creating new employment opportunities both for themselves and for others¹. 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 services². 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 environment³. 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 unintentionally². 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 innovation⁴. 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.

More broadly, job creation refers to the process of generating new employment opportunities, particularly for the unemployed and underemployed, without displacing those already in work⁵. It can result from entrepreneurial efforts, corporate expansion, economic growth, or supportive public policies⁶. As a macroeconomic tool, job creation is essential for fostering social cohesion, reducing inequality, and sustaining long-term development. A 2020 report emphasised that focusing on job creation does not only lower unemployment rates but also enhances productivity and supports inclusive economic growth⁷. Therefore, nurturing job creation aspirations especially among young people in tertiary institutions is critical to ensuring they are equipped to navigate the challenges of modern labour markets, contribute to economic development, and become active participants in the digital economy. .

As the rate of unemployment continue to accelerate among youth, developing job creation aspiration is crucial for undergraduate students to combat this problem and shift away from solely pursuing white-collar jobs. The traditional model of seeking employment in established organizations is becoming increasingly insufficient as job markets evolve. Thus, inculcating and encouraging undergraduate students in tertiary

institutions, especially in Nigeria, to develop job creation aspiration will empower them identify opportunities, innovate, and build their own ventures. By shifting their mindset from solely being job seekers to actively considering how they can generate employment, students are empowered to take initiative and create their own opportunities. This not only leads to personal financial independence but also helps in reducing the overall unemployment rate within the nation.

Job creation aspiration among undergraduates is vital for economic development. Entrepreneurs are known as key drivers of economic growth, innovation, and social change. When students are encouraged to develop new ventures, they introduce fresh ideas, products, and services to the market. These new businesses 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.

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), 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.

The study used the EVT dimensions which are: expectancy belief – do they believe they can create job successfully; intrinsic value – perceived enjoyment they are going to derive from creating a job; attainment value - how important is it to them to create job; utility value – usefulness and reward they are going to gain from creating a job; and perceived cost – why many students, despite high expectancies and positive values might not pursue job creation. However, job creation aspiration can be influenced by many factors among which are entrepreneurial self-efficacy and digital literacy skills.

The introduction of entrepreneurial education, especially in public polytechnics is a new development in the education system with the objective of equipping students with adequate or relevant entrepreneurial skills⁸. It is hoped that it will assist students after their programmes in tertiary institutions to become self-employed rather than searching for non-existent paid employment. Beyond theoretical knowledge, entrepreneurship education will foster practical skills useful for starting a business in a dynamic global economy where jobs are constantly evolving. These skills can be broadly categorized into hard and soft skills. Hard skills encompass technical knowledge and business acumen, such as financial management, marketing, research, business analysis, and the ability to craft detailed business plans⁹. Entrepreneurs are expected to be proficient in managing budgets, understand financial statements and leveraging marketing strategies to attract and retain customers. Soft skills, on the other hand, are interpersonal and cognitive attributes vital for success⁹.

Imparting these entrepreneurial skills in students make them more adaptable, resilient, and attractive to employers, even if they choose not to become full-fledged entrepreneurs. Students will be able to identify opportunities, develop viable business propositions, craft business plans, manage resources, and navigate risks, all of which are required competency. Crucially, the successful acquisition and application of these entrepreneurial skills directly feed into the development of Entrepreneurial Self-Efficacy (ESE). Entrepreneurial Self-Efficacy refers to the confidence an individual has in their ability to execute successfully entrepreneurial tasks and achieve entrepreneurial goals¹⁰. Rooted in Bandura's Social Cognitive Theory, ESE is not merely about objective ability but rather the perception of one's capabilities, which significantly influences aspiration, motivation, perseverance, and effort in entrepreneurial endeavors¹¹. It was argued that individuals with high ESE are more inclined to take charge, persevere despite challenges, develop effective strategies, and maintain optimism in the face of risks¹¹. Unlike static personality traits, ESE can be developed and strengthened through various factors, including education and experiential learning¹¹.

In Nigeria where youth unemployment remains a pressing concern, a strong sense of ESE among undergraduate students can fundamentally reorient career aspirations from merely seeking employment to actively becoming creators of jobs. As students gain mastery experiences through hands-on learning and practical engagement, their confidence to perform entrepreneurial activities increases¹². When a student successfully develops a prototype, presents a compelling business idea, or navigates a simulated market challenge, their ESE is enhanced. This heightened self-efficacy, in turn, acts as a powerful psychological resource. Students with high ESE are more likely to exhibit stronger

entrepreneurial intentions - a well-established predictor of actual entrepreneurial behavior¹². They are more optimistic, persistent, and willing to take calculated risks associated with starting a business, viewing challenges as opportunities rather than insurmountable obstacles. This robust self-belief, fueled by acquired skills and comprehensive education, directly translates into a stronger job creation aspiration. Instead of solely focusing on securing existing jobs, students with high ESE envision themselves as creators of employment opportunities¹³.

Recent studies reflected a significant positive correlation between entrepreneurship education and self-employment aspirations, heavily mediated by entrepreneurial self-efficacy¹³. Similarly, research highlight that ESE significantly impacts entrepreneurial intention, with entrepreneurship education having a moderating effect¹². The aspiration to create jobs is a direct manifestation of this enhanced self-efficacy, as students perceive themselves as capable of not only generating income for themselves but also providing livelihoods for others through their ventures.

Entrepreneurial Self-Efficacy will be measured with Social Cognitive Theory by Albert Bandura. The theory focusing on self-efficacy component is critically important to job creation aspiration among Office Technology and Management (OTM) students because it represents their belief in their capability to successfully organize and execute the actions required to become entrepreneurs or job creators. For OTM students, a high sense of entrepreneurial self-efficacy means they are confident in their abilities to identify business opportunities relevant to their skills, manage an office/business independently, overcome the inevitable challenges of starting a venture, and ultimately achieve success in self-employment, rather than solely seeking white-collar jobs. This self-belief directly

influences their decision to set ambitious job-creation goals, the effort they will expend, and their persistence in the face of setbacks, making it a foundational psychological drive for job creation aspiration.

The study adapted Entrepreneurial Self-Efficacy Scale¹⁴. The scale is rooted in the Social Cognitive Theory's self-efficacy component and its dimensions are: searching for opportunities – their ability to confidently identify and evaluate business opportunities; planning business – how effectively they can develop business plan and set strategic goal for their business; marshalling resources – their ability to acquire necessary resources needed for starting and running a business venture; implementing people – how confidently they can lead and manage people, and implementing financial resources – how efficiently they can raise and control financial resources that is involve in job creation.

Digital literacy skills can also influence job creation aspiration. As the global economy increasingly demands digital proficiency to participate in 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"¹⁵. Digital literacy skills, however, encompass more than simply technical skills to use digital tools perfectly they also include other cognitive skills. It involves individual's ability to utilize technological gadgets and information from digital communication tools, as well as to thinks more critically, innovatively, and inspirationally in order to filter information received to create innovation¹⁶. 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

life¹⁷. This definition encompasses not only technical skills but also the ability to think critically and solve problems in a digital context. Thus, it involve fundamental ICT skills such as using computers to communicate and participate in online collaboration as well as to extract, assess, protect, generate, display and exchange information via the Internet. It has emerged as a vital life skill in today's digital landscape, empowering individuals to enhance their employability, acquire essential life skills, and cultivate complementary skills as well as job creation aspiration¹⁸.

A digital literate person is an individual who can evaluate and use information critically from relevant and authoritative sources online. These skills help them to acquire information literacy skill, media literacy skill, and ICT literacy skills¹⁹. It was noted that a deficiency in digital literacy skills can significantly impede career advancement. The European Commission made the initial observation in 2017 that those who lack digital literacy skills may encounter various barriers to employment and financial prospects¹⁸. 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 inevitable¹⁷. To stay current and fully engage in the digital world, individual needs to learn how to use and navigate digital tools and platforms. In a similarly vein, proficiency in digital literacy skills have the potential to open up new career path and foster emerging industries. Digitally literate people are aptly positioned to take advantage of new job opportunities and industries²⁰.

Based on the foregoing, entrepreneurial self-efficacy and digital literacy skills are paramount for students to thrive in today's job cutthroat market. Students who have self-efficacy and proficient in digital literacy are expected to be able to use digital tools and

content to create job opportunity for both themselves and others. Tertiary institutions, such as polytechnics play a crucial role in equipping students with the foundational knowledge and technical skills required for thriving the world of work and contribute to economic growth. As a result, incorporating entrepreneurship and digital education into educational curriculum has become a priority for polytechnics to equip students with the confidence in entrepreneurial activities and digital literacy skills. This integration inspires students to become job creators, rather than just job seekers, by fostering their entrepreneurial aspirations and preparing them for the digital economy. In addition, the infusion of technology and entrepreneurship into education fosters a more engaging learning environment, increasing student interest and motivation for job creation and self-employment.

This study adapted the Digital Literacy Framework as its primary theoretical lens to investigate the digital literacy skills²¹. 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 aspiration, 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 as employable administrative assistants, but as capable founders and job creators in a competitive global economy,

thereby transforming their career outlook from mere job seeking to active enterprise building.

The study adapted the DLF dimensions which are: technical skills – ability to operate basic digital devices and software; information management – ability to collect, organize, analysis and use digital information to identify business opportunities; communication and collaboration – ability to effectively communicate, transmit information and work with others through digital channels; creativity – ability to generate innovative ideas necessary for creating new job using digital tools; critical thinking – ability to identify biases and misleading digital content and problem-solving – ability to effectively use digital technologies to analyses, solve problems and make informed decisions.

Entrepreneurial self-efficacy and digital literacy skills are critical for undergraduate students to translating job creation aspiration into tangible outcomes. They empower individuals to navigate the digital landscape, identify and capitalize on online market opportunities and develop innovative digital solutions, drive economic growth and create sustainable employment pathway for themselves and others. In view of the foregoing, this study examined the influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspiration among Office Technology and Management (OTM) students in public polytechnics in Ogun State, Nigeria.

1.2 Statement of the Problem

Job creation aspiration among students in tertiary institutions, particularly those studying Office Technology and Management (OTM) in public polytechnics in Ogun State, Nigeria, plays a critical role in national development, as it drives entrepreneurial activity, reduces unemployment, and supports inclusive economic growth. However, despite the recognized importance of fostering job creation aspirations, it was observed that many OTM students in Ogun State still demonstrate low level of interest or readiness to engage in entrepreneurial ventures. This raises concerns about whether the students possess the necessary mindset, confidence, and digital competence to take initiative in creating jobs. If solutions are not provided, many students may remain unemployed, underemployed or brain drained, leading to wasted potential and a missed opportunity for the nation to reduce youth unemployment and drive economic growth.

Entrepreneurial self-efficacy and digital literacy skills have been identified as key factors that can positively influence entrepreneurial intentions. However, there is limited empirical evidence on how these factors interact and contribute to job creation aspirations among students, especially OTM in public polytechnics in Ogun State, Nigeria. Without a clear understanding of these relationships, efforts to strengthen students' job creation aspiration may not yield the desired impact. In view of this, the study aimed at investigating the influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspiration among Office Technology and Management (OTM) students in public polytechnics in Ogun State, Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate the influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspiration among Office Technology and Management (OTM) students in public polytechnics in Ogun State, Nigeria. The objectives were to:

- i. identify the level of job creation aspiration among Office Technology and Management students in public polytechnics in Ogun State, Nigeria;
- ii. examine the level of entrepreneurial self-efficacy possess by Office Technology and Management students in public polytechnics in Ogun State, Nigeria;
- iii. identify the level of digital literacy skills among Office Technology and Management students in public polytechnics in Ogun State, Nigeria;
- iv. determine the influence of entrepreneurial self-efficacy on job creation aspiration among Office Technology and Management students in public polytechnics in Ogun State, Nigeria;
- v. ascertain the influence of digital literacy skills on job creation aspiration among Office Technology and Management students in public polytechnics in Ogun State, Nigeria;
- vi. examine the combine influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspiration among Office Technology and Management students in public polytechnics in Ogun State, Nigeria.

1.4 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 students in public polytechnics in Ogun State, Nigeria?
2. What is the level of entrepreneurial self-efficacy possessed by Office Technology and Management students in public polytechnics in Ogun State, Nigeria?
3. What is the level of digital literacy skills among Office Technology and Management students in public polytechnics in Ogun State, Nigeria?

1.5 Hypotheses

The following hypotheses were formed to test the level of significance of the study:

- H₀₁: There will be no significant influence of entrepreneurial self-efficacy on job creation aspiration among Office Technology and Management students in public polytechnics in Ogun State, Nigeria.
- H₀₂: There will be no significant influence of digital literacy skills on job creation aspiration among Office Technology and Management students in public polytechnics in Ogun State, Nigeria.
- H₀₃: There will be no significant combine influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspiration among Office Technology and Management students in public polytechnics in Ogun State, Nigeria.

1.6 Significance of the Study

This study will be of benefit to the students, lecturers, managements of institutions, policy makers, researchers and the society at large.

The students will benefit from the study because it will enlighten them of the essential skills they needed to possess to thrive in this digital economy as well as to become job creators rather than job seekers which in return will reduce unemployment rate and create a more dynamic and resilient economy. Also, the study will be relevant to the lecturers as it will provide insight into effective teaching methods and support services for aspiring students' entrepreneurial mindset. It will also help lecturers identify specific gaps in the current curriculum regarding entrepreneurial education and digital competencies, enabling them to advocate for and contribute to the development of more relevant course content that will equips students with the necessary skills required to become job creator rather than just job seekers.

The management of institutions will also gain from the study's findings as it will provide insight into importance of integrating entrepreneurship education and digital literacy training into their curricula to build students' entrepreneurial self-efficacy. By strategically aligning institutional goals with the findings of this study, management can enhance the employability and entrepreneurial output of their graduates, thereby boosting the institutions' reputation, attracting more prospective students and contributing tangibly to national economic diversification and job creation targets of the nation. Furthermore, the findings will guide policymakers in reforming entrepreneurship education and digital literacy programmes by formulating supportive policies and programmes that will encourage entrepreneurship and digital literacy skills among young people to meet up with technological challenges and reduce unemployment.

The society will also benefit for the outcome of this study as it will empower individuals and communities by providing opportunities for self-reliance, income generation and social change. The findings can also help identify strategies to promote entrepreneurship among marginalized groups and contribute to social equity as well as contributing to the development of a more entrepreneurial and digitally-enabled society. Lastly, the findings of the study will be used as basis for future researchers to critically examine other variables while also provide a source of reference for other academics investigating on related topic. In conclusion, this study will serve as a foundational work that can inspire subsequent empirical studies, comparative analyses and methodological innovations, thereby continuously enriching the academic discourse on youth entrepreneurship and its critical role in sustainable national development.

1.7 Scope of Study

This study investigated the influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspiration of Office Technology and Management (OTM) students in public polytechnics in Ogun State, Nigeria. There are two independent variables (entrepreneurial self-efficacy and digital literacy skills) and one dependent variable (job creation aspiration). The measures used for entrepreneurial self-efficacy were searching for opportunities, planning business, marshaling resources, implementing people, and implementing financial resources. In the same vein, digital literacy skills was measured using technical skills, information management, communication and collaboration, creativity, critical thinking and problem solving. Expectancy beliefs, intrinsic value, attainment value, utility value and cost were used to measure the dependent variable which is job creation aspiration. The target population of the study is public polytechnics

offering Office Technology and Management (OTM) course within the domain of Ogun State, Nigeria. The study respondents were HND I & HND II. They were chosen because they are at the stage of joining the labour market. The study covered three public polytechnics offering Office Technology and Management (OTM) programme at HND level in Ogun State. These polytechnics are The Federal Polytechnic, Ilaro, Moshood Abiola Polytechnic, Ojere, Abeokuta and Gateway Polytechnic, Sapade. The study was carried out between September, 2024 and October, 2025.

1.8. **Limitation of the Study**

The major challenge experienced in the course of conducting this research work was the respondents' unwillingness to fill the questionnaire. However, they were persuaded and encouraged through their Heads of Department and Lecturers to fill the questionnaire.

1.9 **Operational Definitions of Terms**

Job Creation Aspiration: This refers to the desire or ambition of individual OTM students in public polytechnics in Ogun State to create his/her own jobs after the completion of their programmes. Its measures include:

Expectancy: This refers to the belief of individual OTM students in public polytechnics in Ogun State about his/her ability to successfully create jobs.

Intrinsic Value: It refers to how OTM students in public polytechnics in Ogun State perceive the challenges or stress in starting and running a new business venture enjoyable and excited.

Attainment Value: This refers to how important achieving job creation is to OTM students in public polytechnics in Ogun State, sense of self, identity and personal accomplishment.

Utility Value: This refers to how OTM students in public polytechnics in Ogun State perceived job creation useful for achieving future goals such as financial independence, career advancement or contributing to the economy.

Cost: This refers to the perceived negative aspects or consequences of engaging in job creation OTM students in public polytechnics in Ogun State.

Entrepreneurial Self-Efficacy: This refers to OTM students in public polytechnics in Ogun State, confidence in their ability to successfully start and run a business venture.

Searching for Opportunities: It refers to the perceived abilities of OTM students in public polytechnics in Ogun State, to identify new business opportunities.

Business Planning: This refers to the perceived ability of OTM students in public polytechnics in Ogun State, to convert a business idea gained through entrepreneurship education into a workable and feasible business plan.

Marshalling Resources: It refers to perceived OTM students in public polytechnics in Ogun State, abilities to assemble the necessary resources required to start a business venture such as financial resources, equipment, human and as well building relationships with experience entrepreneurs or mentors.

Implementing People: This refers to perceived ability of the OTM students in public polytechnics in Ogun State, to effectively manage, motivate and lead people towards achieving the goals of a new venture.

Financial resources: This refers to the perceived ability of the OTM students in public polytechnics in Ogun State, to effectively manage the financial aspects that involves in creating job.

Digital literacy skills: This is the ability of OTM students in public polytechnics in Ogun State, to use digital technology in an effective and responsible manner to create job opportunity for themselves and others. Its measure includes:

Technical Skills: This refers to abilities of OTM students in public polytechnics in Ogun State to operate various digital devices and software applications to create job opportunities.

Information Management: The perceived abilities of the OTM students in public polytechnics in Ogun State, to effectively collect, organize, store, retrieve and protect digital information in a way that ensures its accuracy, relevance and security for informed entrepreneurial decisions.

Communication and Collaboration: The perceived abilities of the OTM students in public polytechnics in Ogun State, to effectively share information and ideas, and work effectively with others using digital tools and platforms.

Creativity Skills: This refers to the perceived abilities of the OTM students in public polytechnics in Ogun State, to develop innovative digital solutions, content and bring new ideas to life using digital tools.

Critical Thinking Skills: The ability OTM students in public polytechnics in Ogun State, to analyze, evaluate and interpret digital information critically.

Problem-Solving Skills: OTM students in public polytechnics in Ogun State, abilities to effectively use digital tools to overcome challenges associated with creating job, make informed decisions and achieve their goals (expectation).

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Chapter Two

Review of Related Literature

The purpose of this chapter is to review the current literature on job creation aspiration, entrepreneurial self-efficacy and digital literacy skills with an emphasis on areas of convergence and divergence. To review the literature, the following subheadings are used:

2.1 Conceptual Review

2.1.1 Concept of Job Creation Aspiration

2.1.2 Concept of Entrepreneurial Self-Efficacy

2.1.3 Concept of Digital Literacy Skills

2.2. Theoretical Framework

2.2.1 Expectancy Value Theory

2.2.2 Social Cognitive Theory

2.2.3 Digital Literacy Framework

2.3 Review of Empirical Studies

2.3.1 Entrepreneurial Self-Efficacy and Job Creation Aspiration

2.3.2 Digital Literacy Skills and Job Creation Aspiration

2.4 Conceptual Model

2.5 Summary of Reviewed Literature

Endnotes

2.1 Conceptual Framework

2.1.1 Job Creation Aspiration

The concept of job creation, which is synonymous with employment creation, is derived from the combination of two distinct terms: "job" and "creation". A job refers to any lawful activity or a collection of tasks performed by an individual in exchange for monetary compensation or other benefits¹. It serves as a means for individuals to earn a livelihood, sustain themselves and their families, and make contributions to society. Creation, on the other hand, signifies the process of bringing forth new ideas, products, services, or solutions into reality. This process necessitates the application of creativity, innovation, and skills to design, develop, and produce something that is both original and valuable².

Job creation involves generating new employment opportunities, which may occur via the growth of existing enterprises or formation of new ones. This encompasses not only employment for job seekers but also the creation of avenues for self-employment and business development^{3, 4}. It serves as a means of providing fresh opportunities for paid work, particularly for those who are currently unemployed³. Job creation is a vital component of economic growth, as it offers individuals the chance to earn a living, support their families, and contribute to the overall advancement of a nation. It represents a fundamental economic process that entails the creation of new job opportunities in an economy and serves as a significant indicator of economic vitality, reflecting the dynamism and growth potential of a nation or region. Furthermore, it plays a key role in alleviating poverty, lowering inequality, and combating social exclusion⁵.

The notion of job creation can also be understood as the mechanism through which new employment opportunities are generated within an economy⁶. This process involves the establishment of jobs or positions within organizations that require individuals to perform specific tasks or provide particular services. Job creation is intricately connected to economic growth. As an economy grows, the demand for goods and services will rise leading to more production and the necessity for more workers to satisfy that demand. Job creation is frequently regarded as a crucial indicator of a robust and flourishing economy⁷ as it enhances living standards and promotes social stability. The capacity for a population to access employment enables individuals to engage in the economy, thereby improving the overall health of the economy. Nigerian policymakers recognized job creation as a vital process for aligning economic growth with the country's developmental needs. Consequently, to mitigate the swift rise in unemployment, successive governments in Nigeria have implemented various policies aimed at job creation⁸.

Following independence in 1960, successive Nigerian governments launched a range of strategies and policies to attain employment and long-term economic growth. Since then, job creation has garnered the interest of policymakers from diverse sections, such as the First National Development Plan (FNDP, 1962-68), which included the creation of jobs accessible to all citizens as one of its primary objectives⁸. A thorough analysis of the Plan indicated that job creation was fundamental to achieving all its other goals. Therefore, the realization of the Plan's objectives depended on the extent to which the economy could fully utilize the factors of production⁹. The Second National Development Plan (SNDP, 1970 - 1974), aimed to leverage industrialization (as outlined in the industrial policy) and generate more job opportunities⁸. The Third National Development Plan (3NDP, 1975 -

1980) and the Fourth National Development Plan (4NDP, 1981 - 1985) also included the reduction of unemployment levels as one of their objectives⁸.

The excessive reliance on crude oil and the persistent decline in crude oil prices since 1982, coupled with a decrease in foreign exchange earnings, led to a contraction in government revenues. This situation hindered the government's ability to generate additional employment opportunities, despite the ongoing rise in the population of young citizens. Consequently, there has been a significant reduction in job prospects, which continues to pose an unemployment challenge in Nigeria. Subsequently, the fixed-term national development plan was discarded and supplanted by a policy-based economic management strategy from 1986 to 1990, commonly referred to as the Structural Adjustment Programme (SAP)^{8,9}.

The Structural Adjustment Programme (SAP), initiated by General Ibrahim Babangida in 1986, sought to mitigate unemployment and generate new job opportunities by fostering economic growth and encouraging private sector development, which resulted in the privatization of public entities⁹. However, to enhance this programme and fulfill its objectives, the government introduced the National Economic Empowerment and Development Strategy (NEEDS) in 1992 during the Third Republic. This strategy aimed to stimulate economic growth and job creation through private sector development and infrastructure investment^{7,9}.

In the Fourth Republic, the government unveiled the National Economic Empowerment and Development Strategy (NEEDS II) in 2003, which expanded upon the previous strategy and focused on generating employment opportunities through entrepreneurship

development and vocational training⁷. This employment creation initiative aligns with the nation's economic reform agenda, which prioritizes the establishment of a conducive atmosphere that encourages private investments and job creation⁹. Additional frameworks adopted include the 7-point agenda of the Yaradua administration, the transformation agenda for 2011-2015 and Vision 2020. The latter, among other factors, established economic development and sustainable growth as its primary development strategy thereby making job creation a fundamental component of sector-level reforms⁹.

In 2011, the Jonathan administration launched the Youth Enterprise with Innovation in Nigeria (YouWiN!) programme, which included the Conditional Cash Transfer (CCT), vocational training, Public Works, Science and Technology, and the Subsidy Re-investment and Empowerment Programme (SURE-P) in 2012. This initiative featured the Community Service Scheme and Graduate Internship Scheme, designed to create job opportunities for young graduates and foster economic growth through infrastructure development. These employment strategies were centered on small and medium enterprises (SMEs), recognized as effective tools for skill development and financial support for the unemployed⁹. In 2016, the Buhari administration introduced the N-Power programme, which sought to generate job opportunities for young graduates and stimulate economic growth through vocational training and entrepreneurship development¹⁰. Additionally, the government initiated the TraderMoni programme in 2018, aimed at giving loans to small-scale traders and enhancing economic growth through entrepreneurship development. Recently, the government has placed a strong emphasis on initiatives focused on youth employment, entrepreneurship, and skills enhancement.

The Economic Recovery and Growth Plan (ERGP) and the current National Development Plan (NDP) 2021-2025 prioritize job creation through investments in infrastructure, agriculture, and technology. The NDP 2021-2025 aims to create 21 million jobs, with a renewed focus on the growth of Micro, Small, and Medium Enterprises (MSMEs) as a significant source of employment¹¹. The Renewed Hope Agenda represents a comprehensive development strategy initiated by President Bola Ahmed Tinubu's administration. The initiatives outlined aim to tackle Nigeria's economic challenges, foster sustainable development, and enhance the quality of life for Nigerians. Furthermore, the agenda aspires to reposition Nigeria as a global investment hub, capitalizing on its demographic advantages and the contributions of its diaspora community¹².

It should however be noted that despite the various strategies and objectives set forth by successive governments, the issues of unemployment and underemployment in Nigeria have persisted without abatement. Numerous graduates are seen traversing the streets in search of employment opportunities to sustain themselves. The National Bureau of Statistics (NBS) reports that after employment indicators were redefined, the unemployment rate for young people aged 15 to 34 was 5.3% in Q1 2024. Notwithstanding the revised figures, the situation remains dire: a significant number of young Nigerians are either underemployed or completely unemployed. The demographic of 15–24 years is particularly vulnerable, with many facing challenges in transitioning from educational settings to the workforce¹². Various factors have been identified as contributing to this situation, including technological advancements, shifts in consumer demand, and investments in infrastructure, all of which play crucial roles¹¹.

Government policies, encompassing tax incentives, funding for educational and training initiatives, and regulatory frameworks, can greatly influence job creation efforts. Small enterprises frequently emerge as key players in job creation, as they are typically more adaptable and responsive to market demands. Additionally, the digital era is significantly affecting job creation dynamics. As noted by the European Foundation for the Improvement of Living and Working Conditions, "Digitalization is transforming the EU economy and labor markets". This transformation is occurring on a global scale¹³. The creation of sustainable jobs is a fundamental aim of economic development strategies, as it leads to enhanced living standards and social stability. The capacity of a population to access employment opportunities enables its members to engage in the economy, thereby enhancing the overall health of that economy¹⁴.

The integration of entrepreneurship education into the curricula of higher education institutions has emerged as a governmental initiative aimed at fostering self-reliance among students, encouraging them to establish small businesses that create jobs for themselves and others, rather than merely seeking employment after completing their studies¹⁵. In this context, the aspiration for job creation signifies a goal to generate new employment opportunities for oneself or for others. This entails setting objectives to produce a considerable number of job openings, often with the intention of alleviating unemployment, stimulating economic growth, and enhancing the living standards of individuals⁷.

In this context, the term aspiration refers to an individual's strong desire, ambition, or goal to achieve a better future state, particularly concerning their economic and social well-being. That is, a profound desire to attain something significant or remarkable,

reflecting a yearning for success or accomplishment. These aspirations act as a powerful motivational force, influencing personal investments in human capital, effort levels, and ultimately, career and life choices. When individuals aspire to higher levels of income, improved living standards, or greater autonomy, these aspirations can become a significant driver for actions that contribute to job creation. This is particularly true when aspirations are channeled towards entrepreneurial endeavors, where the goal is not merely to find employment but to create it. Consequently, aspiration has gained prominence as a key factor believed to foster ongoing commitment to achieving desired outcomes. This study examined aspirations as motivators for job creation. It is a cognitive process and an unobservable variable that propels individuals to engage in goal-directed actions, and it is considered a crucial factor in achieving outcomes¹⁶.

A lack of aspiration is a primary barrier to success and the realization of any desired outcome, including job creation. Thus, aspiration, in the context of OTM students, refers to their deeply held ambitions, goals, and desired future states, particularly concerning their career paths, financial independence, and societal impact. Given the high rates of youth unemployment and underemployment in Nigeria, these aspirations are increasingly shifting from merely securing a job to actively creating one^{17, 18}. This transition from a job-seeking to a job-creating mindset is fundamental, as it positions students not just as future employees but as potential employers and drivers of economic growth. Their aspirations become a powerful motivational force, influencing their choices of study, engagement in extracurricular entrepreneurial activities, and ultimately, their post-graduation career trajectories.

Job creation aspiration can be defined as an individual's readiness, mindset, attitude, and behavior directed towards generating new job opportunities for themselves and others³. It involves the creation of something novel through the utilization of resources and a demonstrated readiness to take risks in order to capitalize on available opportunities in the environment¹⁹. Nevertheless, as the unemployment rate among youth continues to rise, it is imperative for students to cultivate job creation aspirations to address this crisis and move away from the exclusive pursuit of white-collar employment²⁰. The link between aspiration and job creation is multifaceted, primarily manifesting through entrepreneurial activity. Individuals with high job creation aspirations are not content with seeking traditional employment; instead, they envision themselves as creators of value, services, or products that can generate economic opportunities for themselves and others.

This ambition often stems from a desire for independence, recognition of unmet market needs, or a drive to innovate. For instance, the link between a student aspiration and job creation is most evident through the cultivation of an entrepreneurial mindset. When students harbor aspirations for autonomy, innovation, or solving pressing local problems, they are more likely to envision starting their own ventures rather than pursuing traditional white-collar employment. These aspirations fuel the initiation of businesses, which inherently requires labour, thereby creating direct employment for the founders and, critically, for others as the venture grows. These ambitious goals compel students to acquire relevant skills, seek out networks, and commit to the arduous process of job creation, knowing that their success translates into economic opportunities for their communities^{21, 22}.

Aspirations influence job creation by impacting individuals' willingness to take risks and persevere through challenges inherent in entrepreneurship. Starting a new business, especially an innovative one, is fraught with uncertainty and the potential for failure. However, strong aspirations can serve as a buffer against these setbacks, fueling the tenacity required to push an idea to reality. Research carried out indicates a strong link between early aspirations and long-term socio-economic outcomes, including entrepreneurial success^{23, 24}. Entrepreneurs with high growth aspirations are more inclined to undertake strong innovation, increase sales revenue, and actively seek external funding, which are all activities that can lead to scaling a business and, consequently, generating more jobs²⁵. This highlights how a desire for growth, rooted in an entrepreneur's aspirations, directly translates into the expansion of their ventures and associated employment opportunities.

Aspirations to create job are not formed in isolation; they are deeply influenced by other factors like an individual's social and economic environment. In a situation where economic conditions are deteriorating or job opportunities are scarce, aspirations can either be dampened by frustration or ignited by a desire for change. When individuals perceive that traditional pathways to success are limited, entrepreneurial aspirations can rise as a viable alternative for economic improvement and self-reliance²⁶. In this context, the stark reality of high unemployment can either crush aspirations or channel them more intensely towards self-employment as a necessity rather than a choice. Societal expectations, family support, and access to resources like seed funding and mentorship can significantly influence whether a student's job creation aspirations can transcend mere desire and materialize into actionable ventures.

The concept of aspiration gaps also contribute to job creation. An aspiration gap exists when there is a disparity between an individual's current reality and their desired future state. A moderate aspiration gap can be highly motivating, pushing individuals to invest more effort and take entrepreneurial action to bridge that gap. However, if aspirations become too high and seem unattainable given the current circumstances, they can lead to frustration and a reduction in effort²⁶. Therefore, fostering realistic yet challenging aspirations, while providing supportive environments and resources, is crucial for channeling individual ambition into productive entrepreneurial activities that lead to sustainable job creation. In developing economies like Nigeria, where job creation is a critical need, understanding and cultivating entrepreneurial aspirations among the youth is paramount for economic growth and stability.

To effectively translate students' aspirations into widespread job creation, it is imperative for tertiary institutions, especially polytechnics, and policymakers to collaborate on building a comprehensive entrepreneurial ecosystem. This includes not only equipping students with business acumen and innovative skills but also facilitating access to early-stage finance, providing business development services, and fostering networks with industry players. Providing access to incubation centers, and facilitating mentorship opportunities, tertiary institutions can significantly influence students' entrepreneurial ambitions. Exposure to successful entrepreneurs, especially local ones who have navigated similar challenges, can serve as powerful role models, validating the entrepreneurial path and boosting students' self-efficacy to launch and manage a business²⁷. Furthermore, practical, experiential learning approaches, such as venture pitch competitions, and hands-on business simulations, allow students to test their

innovative ideas and experience the initial stages of venture creation. These mastery experiences strengthen their entrepreneurial aspirations and provide concrete evidence of their potential to become job creators, shifting their focus from theoretical knowledge to applied problem-solving^{28, 22}.

Several studies have put forth various theories to elucidate the elements that affect aspiration and the task selection process among individuals. These theories seek to clarify how individuals exert effort to reach their objectives and how they sustain their endeavors. In this context, job creation aspiration will be measured through the Expectancy-Value Theory. This theory provides a significant framework for comprehending the factors that propel students' aspirations to create their own enterprises. It posits that individuals' motivation and decisions are influenced by their beliefs regarding their potential for success (expectancy) and the perceived significance of the outcome (value)²⁹. The expectancy-value theory establishes a link between achievement, perseverance, and students' expectancy-related beliefs alongside their perceptions of career value. EVT aims to reveal how students' perceptions evolve over time due to various personal and social influences²⁹. Consequently, these insights affect their career decisions and achievement outcomes.

EVT differentiates between students' anticipated success (expectancy) and the degree to which they attribute value to their career (value) as the primary components of motivation. Thus, EVT has been formulated as a theoretical framework designed to provide a holistic understanding of motivation, its foundational factors, and students' ongoing efforts. In this context, EVT underscores the significance of students' perceptions regarding their entrepreneurial abilities and the anticipated advantages of

establishing their own enterprises. This study will adapt the five dimensions of the theory which are: expectancy beliefs, intrinsic value, attainment value, utility value and cost.

2.1.2 Entrepreneurial Self-Efficacy

The concept of entrepreneurship has undergone a significant theoretical evolution, shifting from early economic definitions which focused on risk and capital to a broader, more complex understanding that encompasses innovation, value creation, opportunity recognition, and adaptability within a digitally-driven, globalized economy. This evolution reflects the changing economic landscapes and increasing complexity of business environments over centuries. However, the academic understanding of entrepreneurship began to formalize in the 18th century. The term was first used by an Irish-French when he described an entrepreneur as a person who purchase means of production at certain prices with the intention of combining them to make a new product³⁰. He primarily ascribed willingness to assume personal financial risk in a business endeavors to entrepreneurs.

In the early 19th century, another French economist further popularized the term, emphasizing that entrepreneur's function is to create value by transferring resources from less productive sectors to more productive ones, and highlighting their leadership in coordinating resources for production³¹. An entrepreneur refers to a person who takes up the risk and the administration of a business, stressing its significance for economic development and noting that it demands not typical skill³¹. In the late 19th century, entrepreneurship was recognized as essential for production. It was proposed that organization is the coordinating factor among the four factors of production (land, labour,

capital), while entrepreneurship acted as the catalyst for this organization, creatively generating new commodities or improving existing production plans³². Further, suggested that entrepreneurial skills, though rare, could be acquired through teaching and that success often depended on specific economic situations³².

The 20th century brought further refinements to the academic notion of entrepreneurship. Other economists stressed the entrepreneur's function as an innovator who instigate changes within an economy by introducing new products or production techniques, leading to a beneficial process of creative destruction where new products render old ones obsolete³⁰. Another notable economist suggested that entrepreneur's primary role is to take risk even amidst of uncertainty and incomplete information³³. In contrast, an entrepreneur was defined as a person who uncovered formerly unnoticed profit potential, emphasizing alertness and spontaneous undeliberate learning as necessary characteristics, suggesting that no intrinsic skills beyond opportunity recognition are required³³. While another author posited entrepreneurs as gap-fillers who perceive market failures and develop new goods or processes to satisfy unmet demand, connecting different markets and combining inputs. This perspective also includes creative imitation, where entrepreneurs adapt existing innovations to new market contexts³³.

With technological advancements and a prevailing trend towards globalization, entrepreneurial activities are on the rise worldwide. Entrepreneurs are acknowledged as a significant contributor to economic growth³⁴. They generate employment opportunities and are crucial in the advancement of a nation's economy. An entrepreneur is an individual who initiates their own business venture. They organize, manage, and assume the risks associated with developing new products or methods that meet existing market

demand but are yet available³⁴. An entrepreneur takes on the risk of a new venture when there is potential for profit. They act as a leader who integrates various production factors to create value through the development of new products or processes³⁵.

An entrepreneur can be characterized as someone who possesses the capability to explore markets, identify growth opportunities, optimize available resources, and execute actions to capitalize on those opportunities³⁵. Consequently, entrepreneurs are paramount to any economy, employing the requisite skills and initiative to anticipate demands and launch innovative concept ideas to the market. Those who successfully navigate the risks involved in launching a new business are rewarded with profits and opportunities for growth³⁶. Thus, an innovative entrepreneur is one who introduces new products, initiates new production methods, discovers new markets, and integrates them to generate value. They secure financing, launch an enterprise, coordinate various production factors, select competent managers, and establish the goals of their enterprise³⁵.

Defining entrepreneurship can be quite challenging. Numerous scholars interpret it in various ways. It was defined by psychologists (behaviorists) as the desire for success, sense of control, and tendency to take risk³⁶. Conversely, economists view it as the process of joining the economic resources (land, labour, capital, and entrepreneurship) while bearing the risk to buy at a fixed price and disposing at uncertain prices. Sociologists perceive entrepreneurship as the capacity to identify and act on market opportunities to deliver social services³⁶. From another view, entrepreneurship as individual's intentional activity of an individual or a collective of individuals aimed at initiating, sustaining, or organizing a profit-driven business entity for the production or distribution of economic goods and services³⁷. Furthermore, entrepreneurship has been

characterized as the quest for opportunities to create value by mobilizing resources, surmounting challenges, and managing uncertainty, which contributes to the development of new industries, job creation, and financial growth³⁴.

Entrepreneurship represents the proactive pursuit of opportunities to generate value, the aggregation of resources to actualize ideas, the overcoming of challenges, the management of uncertainty, and the facilitation of growth. It involves actively seeking opportunities to introduce new products or services, establish new markets, or enhance existing ones³⁷. To succeed, entrepreneurs must navigate uncertainty and ambiguity, test their hypotheses, learn from failures, and adapt to evolving market conditions. An illustrative example is a startup entrepreneur who identifies a market gap for a novel type of sustainable packaging material and organizes resources to introduce their solution to the market, thereby creating new jobs and contributing to economic growth³⁷. The notion of entrepreneurship includes the process of recognizing and capitalizing on business opportunities, taking risks, and generating value through innovative concepts, products, or services. By cultivating an entrepreneurial ecosystem that equips young individuals with essential skills, resources, and support, Nigeria can unlock the potential of its youth, thereby stimulating economic growth and alleviating unemployment³⁵.

In a similar vein, entrepreneurship can be described as the process of establishing and launching a new venture, often a startup company, while assuming accountability for its success or failure³⁶. It is a sequence of actions and steps aimed at establishing and expanding a new business venture. It encompasses identifying an opportunity, formulating a business strategy, securing resources, and launching the enterprise. It was also characterized as a creative endeavor that involves recognizing and pursuing

opportunities that generate value, often amidst uncertainty and risk³⁷. This definition encapsulates a creative process that includes the generation and evaluation of new ideas, the identification of potential opportunities, and the creation of value for consumers, employees, investors, and society at large. It is inherently characterized by uncertainty and risk. Successful entrepreneurs are those who navigate this landscape by taking calculated risks and adapting to evolving circumstances. Within the entrepreneurial framework, the concept underscores the importance of innovation, risk-taking, and value creation. Even in the face of uncertainty and peril, successful entrepreneurs are capable of identifying and pursuing opportunities, thereby generating value³⁷.

Today, entrepreneurship is broadly defined as the activity of setting up a business, creating economic value, involving a certain degree of risk, and often driven by innovation³³. It necessitates understanding market openings and strategically pursuing them at the opportune moment. Modern entrepreneurship is characterized by continual change, rapid invention, and intense competition, requiring businesses to employ sophisticated strategies such as supply chain management, information technology, and hedging to navigate an increasingly competitive business environment³⁸. Nevertheless, entrepreneurship has been recognized as an imperative factors of job creation and economic growth globally, serving as a promising strategy to address the unemployment crisis and generate job opportunities for the youth in Nigeria³⁹. Similarly, the aspirations for entrepreneurship among the youth have emerged as critical issues in Nigeria, particularly in light of the country's rapidly increasing number of graduating students each year and the urgent demand for employment opportunities⁶. The youth demographic in Nigeria encounters various obstacles in obtaining stable employment due to a scarcity

of job opportunities within the formal sector. This situation calls for the investigation of alternative pathways for economic empowerment, such as entrepreneurship⁶.

In the contemporary, rapidly evolving landscape, conventional career trajectories are yielding to new possibilities, developing entrepreneurial self-efficacy increasingly vital. In this context, tertiary institutions assume crucial responsibilities in preparing students with the essential skills and knowledge to thrive as entrepreneurs. The incorporation of entrepreneurship education, particularly in Universities, Polytechnics, and Colleges of Education, represents a recent advancement in the educational framework⁴⁰. This initiative aims to furnish learners with a skill set and mindset that extend beyond traditional academic expectations and to assist students in becoming self-employed rather than seeking non-existent paid positions⁴¹. Entrepreneurship education within Polytechnics is grounded in functional education, featuring an emerging curriculum designed to impart a solid understanding of marketable skills capable of fostering self-employment for the individual.

The development of competencies, skills, aptitudes, and values is facilitated through a lifelong process, commencing as early as elementary education and advancing through all educational levels, including adult education. This process emphasises the cultivation of understanding and the capacity to pursue entrepreneurial behaviors, skills, and attributes across diverse contexts⁴². Moreover, entrepreneurship extends beyond merely encouraging students to generate employment; it also aims to enhance students' creativity, opportunity orientation, proactively, and innovation. The objective is to equip students with the skills and readiness necessary to create value for others. This fundamental aspect

of entrepreneurship constitutes a competency that all students should possess, irrespective of their career paths⁴³.

Entrepreneurial skills encompass the abilities required for designing, launching, and managing a new business, which often begins as a small enterprise⁴⁴. These skills reflect an individual's ability to convert ideas into actionable plans, combining risk taking, creativity, and innovation with the ability to organize and oversee projects to achieve specific objectives⁴⁴. Encouraging an entrepreneurial spirit among students in tertiary institutions will facilitate job creation and alleviate the issues of unemployment and underemployment, which have reached a national crisis level⁴³. All the same, the advantages of entrepreneurial skills extend beyond those who envision themselves as job creators. These skills are applicable across various fields, as they are not confined to a particular occupation, discipline, or qualification⁴⁵. Therefore, it is imperative for students in tertiary institutions to acquire innovative entrepreneurial skills to address the escalating unemployment rates in the country.

Skills development is vital for every individual student to navigate the increasing challenges of unemployment and underemployment in the nation. In tertiary institutions, acquisition of entrepreneurial skills is crucial for equipping entrepreneurs to identify opportunities, make sound decisions, transform their ideas into tangible outcomes, navigate challenges, and effectively allocate resources to meet objectives and achieve success⁴⁵. The significance of entrepreneurial skills is multifaceted: they foster social change and enhance quality of life; generate job opportunities for others; stimulate economic development and create new markets and industries; raise living standards by generating innovative ideas and useful products or services; offers opportunities for

professional and personal development, in addition to financial benefits; improve one's skills to work independently and cooperatively; and facilitate the attainment of desired objectives and exceptional outcomes^{43, 45}.

Entrepreneurial self-efficacy is a paramount for students to navigate through the challenges of entrepreneurial activities. Entrepreneurial self-efficacy (ESE) is an important psychological concept that directly influences individual's willingness to act entrepreneurially and their response to challenges⁴⁶. It effectively mediates entrepreneurial motivation into concrete action and significantly impacts the likelihood of success. ESE is firmly rooted in Social Cognitive Theory, which specifically defined self-efficacy as an individual's belief in their ability to undertake behaviors required to achieve specified performance outcomes, or the assurance an individual has in his/her ability to exert control over one's environment⁴⁶. ESE, therefore, is the specific taught that individual has about his/her ability to successfully perform the function and tasks associated with being an entrepreneur. This includes confidence in areas such as management, networking, innovation, risk-taking, sales, and financial skills⁴⁷. Self-Efficacy is characterized as an individual's conviction in their own abilities to successfully perform the diverse activities and functions associated with establishing and coordinating a new venture. This belief is a critical psychological determinant that significantly influences individual's entrepreneurial aspiration and subsequent actions⁴⁷.

Entrepreneurial self-efficacy refers to the cognitive element that stimulates a person's readiness to involve in entrepreneurial activities. Thus, it is the mental catalyst for entrepreneurship. This means before anyone even considers taking action, their internal belief (cognition) in their own abilities is what “activates” or “primes” them for

entrepreneurial pursuits. It is about the psychological preparedness and confidence that drives someone towards considering and eventually undertaking entrepreneurial tasks⁴⁸. From another view, entrepreneurial self-efficacy pertains both objective beliefs about oneself ability to engage in activities and control beliefs about managing thoughts while pursuing goals⁵⁷. The objective beliefs refers to confidence in oneself skills to execute specific entrepreneurial functions (e.g., writing a business plan, marketing) while control beliefs explain the metacognitive aspect, meaning beliefs in oneself ability to regulate their own thoughts, emotions and motivation, especially when facing challenges or uncertainties during the entrepreneurial process. This highlights ESE as both a belief in “what I can do” and “how can I manage myself while doing it”⁴⁹.

Individuals with strong ESE tend to accept difficult tasks as privilege to learn, recuperate quickly from setbacks, and attribute failures to inadequate efforts or poor planning — factors they perceive as changeable. They also experience reduce stress and are probably develop depression⁵⁰. Such individuals exhibit greater confidence in achieving goals despite uncertainties, are more willing to take calculated risks, make decisive decisions, overcome obstacles, and demonstrate resilience and perseverance⁵¹. Conversely, individuals with low ESE tend to avoid difficult tasks or easily relinquish, concentrate on their flaws and negative results, think that failures are the result of a permanent lack of talent, and feel higher levels of stress, which increases their susceptibility to depression⁵⁰. However, among students in tertiary institutions, particularly in Nigeria where youth unemployment remains a pressing concern, a strong sense of ESE can fundamentally reorient career aspirations from merely seeking employment to actively becoming creators of jobs. The importance of entrepreneurial self-efficacy in establishing a new

business is crucial. Higher levels of ESE are consistently associated with stronger entrepreneurial intentions⁵². When students believe they possess the necessary skills such as identifying opportunities, strategic planning, risk management, resource mobilization, and marketing they are more prone to consider entrepreneurship as a feasible and desirable career path. This inclination is vital because students with strong entrepreneurial intentions are not just looking for existing jobs; they are actively contemplating the establishment of their own businesses, which inherently leads to job creation for themselves and, eventually, for others⁵³.

Furthermore, ESE plays a crucial role in fostering motivation and persistence in the arduous methods of venture creation. Establishing a business is a challenging endeavor that demands considerable effort and resilience. Even in the face of major setbacks or hurdles, students with high ESE are more probable to adopt and stick to challenging entrepreneurial goals.⁵². This persistence is indispensable for a nascent business to transition from an idea to a fully functioning entity capable of generating employment. Moreover, individuals with higher ESE are generally tend to be assertive in their ability to spot and capitalize on opportunities, often leading to innovative behaviors. These innovative new ventures, driven by a confident entrepreneurial spirit, are recognized as primary engines of job creation in an economy¹⁸.

Tertiary institutions, through their entrepreneurship education programmes, are pivotal in enhancing students' ESE. These programmes, by offering practical, experiential learning (such as developing business plan, simulations, and practical tasks), exposing students to successful entrepreneurial role models, and facilitating skill acquisition, build a sense of mastery and belief in their entrepreneurial abilities¹⁸. Research from Nigeria confirms

that entrepreneurship education significantly influences entrepreneurial self-efficacy, which in turn leads to greater job creation aspirations among graduates⁵⁴.

Entrepreneurial self-efficacy significantly contributes to a student's perceived feasibility (their belief in their capacity to execute a venture) and desirability (the attractiveness of entrepreneurship as a career option)⁵⁵. When students perceive entrepreneurship as both feasible and desirable, they are more likely to choose it over traditional wage employment. This fundamental shift in career aspiration, from job-seeking to job-creating, is essential for cultivating a vibrant entrepreneurial ecosystem and increasing the number of new businesses that can absorb labour and stimulate economic growth, particularly in a context like Nigeria where the youth unemployment rate remains a critical national challenge⁵³.

Therefore, to measure entrepreneurial self-efficacy of OTM students in public polytechnics, Ogun State, Entrepreneurial Self-Efficacy (ESE) Scale was adopted⁵⁶. This scale stand as a pivotal measurement instrument, deeply rooted in SCT designed to assess an individual's trust in his/her ability to successfully carryout different functions associated with starting and running a new business venture. Unlike a normal sense of self-efficacy, the scale provides a multi-dimensional, task-specific measure of self-efficacy, which is crucial for understanding its nuanced relationship with entrepreneurial self-efficacy and job creation aspirations of OTM students in public polytechnics, Ogun State. By breaking down entrepreneurial behavior into specific domains, the scale offers precise insights into where students feel competent and where interventions might be needed to foster their job creating aspiration. The dimensions of the scale are searching

for opportunities, planning business, marshaling resource, implementing people and implementing financial resources.

Searching for opportunity relates to an individual's confidence in identifying and evaluating business opportunities, generating new ideas for products or services and recognizing potential market needs⁵⁶. This dimension will directly measures students' assertive in their ability to discover unmet market demands, generate innovative ideas for products or services and recognize unmet market needs. In the context of undergraduate students' entrepreneurial self-efficacy, this is fundamental. Students with high self-efficacy in searching for opportunities are more likely to engage in creative problem-solving, think outside conventional frameworks and actively look for ways to introduce new combinations into the market. This perceived capability directly fuels their job creation aspiration, as they envision launching novel ventures that address unique problems, which inherently requires building a team and creating employment for others⁴⁷.

Business Planning focuses on an entrepreneur's trust in their ability to develop a comprehensive business plan, set clear goals, strategize for market entry and outline operational procedures⁵⁶. This dimension is equally vital for translating innovative ideas into job-creating realities. The planning dimension assesses a student's confidence in developing comprehensive business plans for their novel ideas, setting strategic goals and formulating marketing strategies for new products or services. Without this confidence, even the most innovative concept might remain dormant.

Marshaling measures confidence in acquiring the necessary resources – financial capital, human talent and crucial partnerships – to launch and scale a new venture⁵⁶. A high self-efficacy in these areas is crucial for developing job creation aspiration to materialize into actual businesses that require employees. The trust in oneself ability to secure funding and build teams directly impacts the potential to generate employment^{51, 57}.

Implementing people refers to ones belief in their ability to effectively manage, motivate and lead the human resources within their new venture⁵⁶. This is arguably the most direct and crucial entrepreneurial self-efficacy dimension for the sustainability of job creation. An entrepreneur with high confidence in this area can build cohesive teams, ensure employee satisfaction and productivity, resolve workplace conflicts and foster a positive organizational culture⁵⁶. Self-Efficacy in managing people involves leading teams, delegating tasks, and resolving conflicts – skills vital for any innovative venture that grows beyond a solo operation. This self-efficacy is essential for students aiming to start their own business after completion of their programme in tertiary institution as this ability to develop and empower staff will contribute to higher retention rates and the efficient utilization of human capital, making it feasible and desirable to expand as the business grows. This will not only benefit the students in future but also added value to the economy of their nation.

Similarly, self-efficacy in implementing financial resources signifies an entrepreneur's confidence in managing the financial aspects of their new business⁵⁶. This skill is absolutely critical for job creation, as salaries and operational costs are directly dependent on sound financial health. For students aspiring to create jobs, a robust belief in their capacity to manage budgets, forecasting revenues, controlling costs and making sound

financial decisions for their new business instills the long-term vision and persistence required for sustained employment generation⁵⁶. An innovative venture sustainability and its ability to continue creating jobs depend critically on sound financial stewardship. Students with high self-efficacy across these entrepreneurial areas are more likely to persevere through the challenges of entrepreneurship, ultimately leading to higher rates of job creation and associated employment⁵⁷.

2.1.3 Digital Literacy Skills

The notion of digital literacy was prominently popularized by Paul Gilster in his 1997 book titled "Digital Literacy". Digital literacy skill refers to the ability to comprehend and utilize content from diverse digital resources for both personal and organizational objectives, viewing it as a form of literacy pertinent to the digital era⁵⁸. Consequently, it represents the contemporary iteration of the traditional concept of literacy, the ability to read, write and engage with information using the technologies and formats prevalent at the time, and is recognized as a vital life skill. This broad articulation of the concept, despite causing some irritation among commentators, represents one of the key strengths of his framework, enabling its application without the limitations posed by the often confining 'competence lists' that have troubled other definitions of information literacies⁵⁸.

Digital literacy skills encompass more than merely the effective use of digital resources; it embodies a unique mindset or way of thinking⁵⁹. Therefore, it is essential to comprehend digital literacy within the broader context of 'literacies'. Contemporary definitions of literacy have expanded the classic definition to include interpretive and creative skills across a variety of texts, in written and other format, in addition to reading

and writing numeracy and spoken skills⁵⁹. In modern terms, 'text' encompasses the written content, whether it is digital or printed, as well as multimedia and motion pictures. Competencies related to ability to read, write and communicate, thus being literate means possessing the potential to derive understanding within specific contexts⁵². Nevertheless, the meaning of literacy has experienced a changes or expansion in tandem with research and innovation that redefine it⁶⁰.

Literacy serves as a mechanism for identifying, understanding, interpreting, creating and communicating using various materials and contexts, emphasizing a continuum of learning throughout life⁶¹. This broader understanding acknowledges that being literate in the 21st century extends to comprehend and engage with diverse forms of information and communication, including visual, aural and digital formats. Hence, digital literacy serves as a comprehensive framework encompassing various complex and interrelated subjects or "literacies" that include skills, knowledge, ethics, and creative outputs within a digitally interconnected environment. Therefore, it is essential to clarify the conceptual distinctions between digital literacies, skills, and competences. Frequently, these terms are employed interchangeably, despite their differing meanings. Competence is characterized as the capacity to utilize knowledge and skills across diverse settings, such as workplace, leisure activities, or educational settings⁶².

Literacy pertains to specific capacity and understanding, while skills relate to the practical dimensions of these capacity and knowledge⁶³. A study on internet skills, identifies four categories of practice-oriented skills: (1) operational skills, or the so-called 'button knowledge' for manipulating computer and internet software and hardware; (2) formal skills, or the capability to comprehend and utilize formal aspect of the computer

and Internet, like hyperlinks or page navigation; (3) information skills, or the abilities necessary to find, choose, manage, and critically evaluate Internet and digital media content; and (4) strategic skills, or the capacity to leverage the Internet for personal benefit⁶⁴.

The fifth and sixth category of skills, namely communication skills and content creation skills, which refer to the abilities required for engaging in global networking, employing online interaction strategies, and the technical skills necessary for creating and disseminating information on net was later introduced⁶⁴. A comparable practice-oriented interpretation of skills is also reflected in the European Qualifications Framework⁶⁵. Within this framework, a clear differentiation is established among knowledge, skills, and competence. Knowledge is characterized as the collection of reality, concepts, theories, and practices pertinent to a specific field of work or study. Skills are described as the capacity to use this knowledge, while competence is understood as the demonstrated ability to utilize these sets of knowledge and skills for personal development⁶³.

Digital literacy skills should be regarded as the more practical and quantifiable outcomes of media, information, or digital literacies. The conceptualization of digital literacy reinforces this differentiation between skills and literacies: Digital literacy skills encompasses the knowledge, mindset, and capability of individual to effectively employ digital devices and resources for identifying, accessing, managing, integrating, evaluating, analyzing, and synthesizing digital materials, to create media expressions, and communicate with others within specific life contexts, thereby facilitating positive social action; and to display this process⁶⁶. Nevertheless, this interpretation of digital literacy skills also underscores the inherent complexity of the various types of skills that can be

categorized as digital skills. The aforementioned definition references many of elements, from fundamental access to more sophisticated components such as integration, evaluation, and interpreting of media content. When examining digital skills, literacies, or competences, it is essential to consider the conceptual distinctions, as well as their overall complexity and multi-faceted nature⁶⁷.

A further factor contributing to the conceptual ambiguity is the convergence of information literacy, media literacy, transliteracy, and digital literacy. Information literacy is considered a subset of digital literacy. Alternatively, one might argue that information literacy represents the wider concept, as "information" does not necessarily have to be in a digital format⁶³. The notion of information literacy has traditionally highlighted the contextual aspects of information retrieval, along with the significance of information quality. For certain scholars, the generation of information is a crucial component of digital literacy. Likewise, media literacy has been characterized as the competency to manage information formats that are 'pushed' towards the user⁵⁸. Nevertheless, when users encounter information 'pull', other forms of literacy may become relevant, including information literacy, as well as moral and social literacy. Also media literacy was articulated as the array of perspectives through which we engage media and decipher the meaning of the messages we encounter⁶⁹.

The conceptual overlap is further emphasised in the four basic domains of media literacy action that can be discerned: access and usage, comprehension, critical assessment, and creativity^{70, 67}. These areas represent a skills-oriented framework for media literacy that informs the vast majority of research endeavors on the topic. However, the implications and meanings of media extend far beyond mere skill-related inquiries, necessitating a

more profound exploration of the social and political ramifications of media in our lives⁶⁹,
⁶⁷. Other researchers attempt to unify the various forms of literacy into a singular concept⁶⁴. In this regard, the idea of transliteracy, which was defines as: (1) the ability to engage with the complete spectrum of multimedia, encompassing skills for reading, writing, and calculating with all available tools (ranging from paper to images, from books to wikis); (2) the ability to navigate through diverse domains, which involves the capacity to search, assess, test, validate, and adapt information according to its pertinent contexts of application (such as code, news, and documents)⁷¹.

It is clear that there exists considerable conceptual ambiguity in this domain, where terms such as "ICT (Information and Communication Technologies) literacy, computer literacy, computational literacy, technological literacy, information literacy, information fluency, digital literacy, transliteracy, and media literacy" intersect in their definitions, and are utilized in varying ways by different scholars and organizations⁶³. Nonetheless, numerous authors have provided definitions for digital literacy. It is described as the capability to access, comprehend, assess, generate, and convey information through digital technologies⁷². Furthermore, it is characterized as the proficiency to effectively and efficiently operate digital devices for purposes related to career, academic study, and everyday life⁷³. Digital literacy was described as the mental and technical competencies necessary for locating, understanding, evaluating, creating, and communicating digital information across different formats⁷³.

Digital literacy was also defined as the mindset, awareness, and individual capacity to use digital tools and resources effectively in order to recognize and create media expressions that promote positive social interaction.⁷³. Digital literacy can also be viewed as a

collection of competency, understanding, and attitudes essential for effectively, efficiently, and ethically accessing digital information, which encompasses the ability to evaluate digital content and apply it in decision-making processes⁶³. It signifies more than merely possessing the practical skills to use digital gadgets correctly; it also involves a range of cognitive skills^{73, 74}. In the end, it symbolizes people's ability to use technology and information from digital and communication platforms while simultaneously applying critical, creative, and innovative thinking to filter the information and content they receive. This promotes innovation through the use of digital tools.^{74, 75}. It is also described as encompasses the knowledge, skills and attitudes required to effectively safely and ethically engage with digital technologies and information in various life situations, including education, work and civic participation⁷⁶. It is about understanding how to use digital gadgets for accessing, managing, understanding, integrating, communicating, evaluating and creating information. This comprehensive understanding allows individuals to navigate the increasingly digital world, critically assess information and participate meaningfully in online communities⁷⁷.

Digital literacy skills necessitates a diverse array of skills for performing tasks within a digital context, including information processing abilities, mental skills, and socio-emotional competencies, enabling students to effectively utilize the digital environment⁷⁸. Furthermore, it includes the essential skills and knowledge required for accessing information once technology is available, which encompasses an understanding of the language as well as the hardware and software components necessary for proficient navigation of technology⁶³. In order to facilitate constructive social action and reflection on this process, digital literacy was defined as the awareness, attitude, and ability of

individuals to use digital tools and resources appropriately for identifying, accessing, managing, integrating, evaluating, analyzing, and synthesizing digital materials, construct new knowledge, create media expressions, and communicate with others in specific life contexts.⁶³.

The influence of digital literacy skills in the contemporary world is significant. It empowers individuals by providing access to a vast array of educational resources and opportunities, facilitating online learning and fostering global collaboration⁷⁷. In the professional sphere, digital literacy skills is no more a luxury but a basic requirement, enhancing employability and allowing individuals to adapt to evolving workplace demands. It enable individual to communicate effectively, collaborate on projects and leverage digital tools for increased efficiency and innovation⁸⁰. Furthermore, it contributes to societal development by promoting digital inclusion, enabling citizens to access government services, engage in civic activities, and contribute to community initiatives through digital platforms.

The context of digital literacy varies significantly based on the perspectives of different researchers. Three stages of digital literacy have been proposed by some authors: digital transformation, digital competence, and digital consumption⁶³. In contrast, another author divided digital literacy into five interconnected skills: real-time digital literacy, reproductive literacy, information literacy, branching literacy, photo-visual literacy, and socio-emotional literacy⁷¹. A particular set of skills influences different learning styles and personality types, and these skills are expressed as culturally varied epistemic representations. Furthermore, the six markers of digital literacy were identified as follows: the ability to acquire, manage, integrate, evaluate, create, and communicate

information in order to prosper in a knowledge society⁷⁴. The 21st century has identified technological proficiency, information management, communication, teamwork, creativity, critical thinking, and problem-solving as essential digital abilities⁸¹. The wide definition of digital literacy is probably the cause of this discrepancy..

Digital literacy skills are vital for students as it significantly influences their aspirations for job creation and their capacity to succeed in the contemporary workforce. It transcends mere basic computer skills, incorporating a diverse array of competencies necessary for navigating the digital environment and utilizing technology for innovation and entrepreneurship. Given that the current technological era necessitates digital skills, including digital literacy skills, which are essential for societal functioning^{82, 83}, it is crucial for students to excel in both their academic pursuits and future careers. Furthermore, digital literacy skills provides students with access to various online income-generating opportunities even before they complete their programmes, such as freelancing, content creation (writing, video production, graphic design), online tutoring, and virtual assistance. This exposure to a range of digital opportunities can motivate students to consider self-employment and adopt a proactive stance towards their career paths.

It has been noted that digital technology is anticipated to drive change and innovation in both education and social life⁸⁴. Students who are digitally literate will be adept at utilizing digital tools and content effectively. Such students have the potential to create their own digital content and even establish a digital business, thereby contributing to economic growth and development while also addressing innovative challenges⁸⁵. Moreover, digital literacy skills improves students' capacity to communicate effectively

and collaborate across various online platforms, which are essential skills in today's interconnected and increasingly remote work environment. The availability of digital tools and online platforms grants students the chance to recognize market opportunities, create innovative solutions, and initiate their own businesses. Proficiencies in areas such as e-commerce, digital marketing, social media management, and web development enable them to build an online presence, connect with potential customers, and operate their enterprises effectively, often requiring less initial investment⁸⁶.

As students gain expertise in utilizing digital tools and platforms, their confidence in their skills increases. This boost in self-efficacy can lead to a heightened willingness to take risks, investigate entrepreneurial concepts, and trust in their ability to generate their own employment. Similarly, digital literacy skills allow students to engage with mentors, industry experts, and prospective collaborators via online platforms. These relationships can offer essential insights, direction, and even chances for collaborative ventures, nurturing a mindset focused on innovation and job creation. The internet, a fundamental element of the digital environment, also provides a vast array of information, educational materials, and online courses⁸⁶. Students who are digitally literate can utilize these resources to gain new skills, remain informed about industry developments, and understand various business models, thus empowering them to chase their entrepreneurial goals.

Fostering digital literacy skills among students is a strategic imperative for addressing youth unemployment and promoting sustainable economic development. A digitally literate student body is more adept at identifying and leveraging opportunities in the rapidly expanding digital economy, leading to a higher propensity for entrepreneurial

ventures and consequently, greater job creation. The aspiration to create jobs when coupled with strong digital skills, transforms undergraduates into active contributors to Nigeria's economic growth, equipping them to not only secure their own livelihoods but also to become employers in the burgeoning digital landscape⁸⁷. To facilitate this process, tertiary institutions must improve the digital literacy skills of their students to effectively adapt to rapid changes and innovations. Additionally, it has been noted that a lack of digital literacy skills can severely hinder career progression. This was first brought to light by the European Commission in 2017, which discovered that people (especially young people) who lack digital literacy abilities may face several obstacles to economic and job prospects.⁸⁸.

Students in tertiary institutions must develop the capability to utilize and navigate digital platforms and tools to remain informed and engage fully in the digital society. Digital skills serve as a means to achieve tangible outcomes rather than being an end in them. Thus, tertiary institutions should focus on developing critical thinking, creativity, problem-solving abilities, and the ethical and responsible application of technology among their students⁷². The Digital Literacy Framework will be used to evaluate students' digital literacy skills, as it delineates the fundamental digital skills essential for individuals to effectively navigate and engage in the contemporary digital landscape. Its dimensions which are technical skills, information management, communication and collaboration, creativity skills, critical thinking and problem-solving literacy⁸¹ will be adopted.

2.2 Theoretical Framework

2.2.1 Expectancy-Value Theory

This study used the Expectancy Value Theory to assess job creation aspiration among Office Technology and Management (OTM) in public polytechnics in Ogun State. The theory is a motivational theory propounded to comprehend the achievement motivation of individuals⁸⁹. In the 1980s, however, the theory was extended to educational domain. The theory posits that an individual's motivation is influenced by their expectations of success and the perceived significance of the task or goal⁸⁹. It asserts that individuals are more inclined to be motivated when they believe they can attain a desired result and when that result holds personal value for them. According to EVT, for this research, students' motivation to engage in job creation or entrepreneurship is shaped by their expectations of success and the value they assign to the outcome⁸⁹. EVT evaluates motivation and aspiration through the expectancy beliefs and value beliefs that an individual holds regarding a particular task. Theoretical and empirical studies indicate that expectancies and values interact to forecast significant outcomes such as engagement, sustained interest, and achievement⁸⁹.

Expectancy beliefs refer to the specific beliefs that individuals possess concerning their success in certain tasks they will undertake in the near or distant future^{90, 91}. An individual's expectancies are connected to their behaviors and the decisions they make. Expectancies relate to an individual's abilities and beliefs, specifically the confidence they have in their own skills and the probability of success, which includes concepts such as self-concept and self-efficacy⁸⁹. Self-concept is a domain-specific notion that encompasses one's beliefs about their abilities based on past experiences within that specific domain⁸⁹. In this context, students' experiences during their programmes, such as

practical exercises conducted in entrepreneurship classes or their understanding of the significance and advantages of self-employment, can enhance their aspirations towards job creation in the future. Self-efficacy is defined as the conviction that an individual possesses the capability to effectively undertake a specific task or a series of interconnected tasks in the future⁴⁷. Consequently, when students have faith in their potential to succeed, they are more likely to feel empowered to chase their future aspirations. Thus, it becomes essential for higher education institutions to assist students in cultivating their confidence and enhancing their self-efficacy, which will aid them in realizing their ambitions related to job creation following their academic programmes.

Value beliefs are determined by the significance an individual attributes to accomplishing a task⁹². In other words, it pertains to the perceived importance or value of the task or objective to the individual. Value can be conceptualized as the motivation that enables an individual to respond to the question, "Do I wish to engage in this activity, and for what reason?"^{89, 92}. This value is not singular but comprises four key dimensions which are: attainment value (the significance of succeeding to achieve a goal), its intrinsic value (interest and enjoyment), utility value (the usefulness of the task) and cost⁹¹.

Attainment value refers to the personal importance an individual attaches to doing well on a task or in a particular domain⁹⁰. It is deeply intertwined with an individual's identity, self-schema and core values. For undergraduate students, job creation can hold high attainment value if it aligns with their identity and self-schema. In many societies, including Nigeria, being an entrepreneur or a job creator is often associated with prestige independence, innovation and leadership students who aspire to be seen as agents of change, contribute significantly to society or fulfill a personal calling to innovate will

likely place high attainment value on entrepreneurial endeavors⁹³. This is about establishing a personal identity as a successful and impactful individual. Thus, when students attribute high value to these dimensions, they are more inclined to be motivated to engage in job creation⁹³.

Intrinsic value captures the enjoyment or pleasure an individual derives from engaging in the activity itself, regardless of any external rewards or future utility⁹¹. Thus, it refers to the inherent enjoyment and satisfaction derived from the entrepreneurial process itself. Some students may genuinely find the challenges of identifying business plans, innovating products or services, and navigating the complexities of launching a new business to be stimulating and rewarding⁹⁰. For these students, the process of creation, problem-solving and continuous learning that comes with entrepreneurship is intrinsically motivating, even independent of the financial gains or societal recognition. This intrinsic enjoyment drives their sustained engagement and passion for job creation.

Utility value refers to the perceived usefulness or instrumental relevance of a task for an individual's current or future goals. These goals can range from immediate academic aspirations (such as, getting into a particular university programme) to long-term career aspirations⁹¹. In the context of this study, utility value highlights the perceived usefulness of job creation for achieving an individual student's broader future goals. Given high youth unemployment rates in Nigeria, entrepreneurship is often seen by students as a pragmatic and necessary pathway to financial independence, career autonomy, and personal fulfillment that traditional employment might not offer⁹⁴. Students might view starting a business as a direct route to economic stability, the ability to make a social impact or a means to achieve work-life balance that aligns with their personal vision. The

utility of creating a job extends beyond individual benefit to potentially contributing to family welfare and community development.

Cost is a critical and insightful dimension to the theory. Cost represents the negative aspects of engaging in a task that detract from its value. This includes the effort required to succeed, the opportunity cost of what must be given up to pursue the task and psychological costs such as anxiety, fear of failure, or the need to expend significant emotional energy⁹¹. Even if a task has high expectancy and high positive value components, a high perceived cost can significantly diminish motivation. In the context of this study, cost is crucial for understanding why many students, despite high expectancies and positive values, might not pursue job creation. The perceived costs associated with entrepreneurship for undergraduates are substantial. These include the effort and time required (such as, balancing academic work with business development, long hours, sleepless nights), financial risks such as personal investment, potential for loss, opportunity cost of not taking a salaried job. Psychological burdens involves in creating innovative job such as stress, fear of failure, social pressure, uncertainty, and the opportunity cost of foregone alternative⁹⁵. A student might genuinely value entrepreneurship and believe they have the capability, but the overwhelming burden of these perceived costs can deter them from actively pursuing job creation.

The interplay between expectancy and value is vital. When students possess high levels of expectancy and value, they are more likely to be driven to pursue job creation. In contrast, if students experience low expectancy or value, their motivation may diminish. However, EVT offers a nuanced lens through which to examine job creation aspiration among undergraduate students. It underscores that fostering entrepreneurial spirit requires

not only enhancing students' belief in their capabilities (expectancy) but also cultivating a deep understanding and appreciation of the multifaceted values of entrepreneurship, while simultaneously addressing and mitigating the perceived costs. Policies and educational programmes aimed at promoting job creation should therefore focus on building entrepreneurial self-efficacy through practical experience, highlighting the diverse benefits of entrepreneurship (personal, societal, economic) and providing resources and support system that reduce the financial psychological and temporal burdens associated with creating job. Thus, tertiary institutions can implement strategies aimed at enhancing students' self-efficacy, emphasizing the advantages of job creation, and offering tailored support that will elevate students' expectancy and value, ultimately nurturing a more entrepreneurial mindset and increasing engagement in job creation.

2.2.2 Social Cognitive Theory

Following a thorough examination of the various theories pertaining to entrepreneurship, the Social Cognitive Theory by Albert Bandura was chosen as it is deemed the most appropriate for this study. The theory is an evolution of his earlier work, this theory from 1986 emphasises that learning is influenced by a dynamic relationship between personal factors (like cognition and self-efficacy), environmental factors, and behavior. The theory also introduces the concept of reciprocal determinism, which is the idea that these three factors are constantly influencing one another. The theory described self-efficacy as people's assessments of their capacity to plan and carry out the actions necessary to achieve specific performance types⁵³. It was argued that these beliefs about one's capabilities are a primary determinant of motivation, behavior, and emotional well-being. This, self-efficacy beliefs are developed and strengthened through four main sources:

mastery experiences, vivacious experience, social persuasion and psychological and emotional state.

The application of Bandura's self-efficacy theory to the field of entrepreneurship began to gain significant traction in the 1990s. Researchers recognized that the entrepreneurial journey, characterized by uncertainty, risk, and the need for persistent effort, was a domain where an individual's self-efficacy would be particularly critical⁵⁰. Early groundbreaking research then expanded on Bird's (1988) model of entrepreneurial intentions by suggesting that self-efficacy had a significant mediating role in determining the degree to which entrepreneurial aspirations were genuine as well as the probability that they would be realized.⁵⁶ This marked a crucial conceptual leap, specifically applying Bandura's general self-efficacy to the unique set of tasks an entrepreneur performs.

Further refinement of the entrepreneurial self-efficacy (ESE) construct came with researchers who developed a multi-dimensional scale for ESE, breaking it down into specific entrepreneurial tasks such as marketing, innovation, management, risk-taking, and financial control⁹⁷. This multi-dimensional approach acknowledged that an entrepreneur might feel highly efficacious in one area such as idea generation but less so in another such as financial management, and these specific beliefs collectively influence overall entrepreneurial intent and behavior. The importance of ESE as an explanatory variable for entrepreneurial motivation, intentions, and behavior had been observed. However, there was a lack of consistency in its definition, dimensionality, and measurement. Early applications of SCT's general self-efficacy to entrepreneurship were insightful but often lacked a finely tuned, context-specific instrument that accurately

captured the multifaceted nature of entrepreneurial tasks. Some studies used general self-efficacy measures, while others attempted to create entrepreneurial-specific scales, leading to varied conceptualizations and operationalization of ESE⁵⁶. For instance, some authors made progress in developing a multi-dimensional ESE scale, but further refinement was needed to achieve broader consensus and empirical robustness.

Since then, ESE has become a core psychological construct in entrepreneurship research. However, the evolution of Entrepreneurial Self-Efficacy (ESE) is significantly marked by the contribution of McGee, et al 2009 article, "Entrepreneurial Self-Efficacy: Refining the Measure," published in *Entrepreneurship Theory and Practice*. This seminal work addressed key inconsistencies and advanced the measurement of ESE, solidifying its place as a critical construct in entrepreneurship research. The authors directly responded to these inconsistencies, aiming to refine and standardize ESE measurement. Their primary contribution was the development and testing of a multi-dimensional ESE instrument grounded within a new venture creation process framework. They argued that ESE is not a single, monolithic belief but rather comprises an individual's confidence across various specific entrepreneurial activities⁹⁸. This reflected a crucial step in the evolution of ESE, moving from more general or vaguely defined notions to a more granular, task-specific understanding.

The authors identified and proposed five critical sub-constructs for inclusion in an ESE measure: Searching - confidence in identifying new business ideas and opportunities; Planning - belief in one's ability to develop marketing and financing strategies; Marshalling - efficacy in gathering necessary resources (such as human, financial, physical); Implementing People - confidence in managing and leading people within the

venture; and Implementing Financial -belief in one's ability to manage the financial aspects of the business⁵⁶.

By developing and empirically testing this multi-dimensional instrument on a diverse sample, including nascent entrepreneurs, they provided a more robust and validated tool for assessing ESE. Their work contributed significantly to the theoretical evolution of ESE. In this regard, the study will adapt the scale as its primary measurement instrument to elucidate the fundamental beliefs underpinning students' job creation aspiration. This reliance on the ESE scale was essential for analyzing the core conviction that propels the aspiration for job creation. The scale dimensions which are searching for opportunities, planning business, marshalling resources, implementing people and implementing financial resources will be adapted to measure entrepreneurial self-efficacy among OTM students in public polytechnics, Ogun State towards job creation aspiration.

2.2.3. Digital Literacy Framework

The Digital Literacy Framework introduced by Van Laar et al in 2017 was adopted in this study. The framework highlights that digital literacy is a complex construct that goes beyond simple technical skills in operating digital devices and applications. Their primary assertion is that in today's information society, genuine digital literacy skills includes a wider array of cognitive, technical, and socio-emotional skills that are essential for effectively and responsibly navigating, comprehending, and interacting with digital environments and information⁷⁹. The framework identifies seven core 21st-century digital competencies - technical, information management, communication, collaboration, creativity, critical thinking and problem-solving.

The framework highlights that effective participation in the digital domain necessitates not only knowing how to use technology but also understanding when, why, and with what critical awareness it should be employed.⁷² This integrated viewpoint stresses the importance of educational strategies that cultivate both technical digital skills and the higher-order cognitive and social abilities essential for their meaningful application across various life domains, including education, employment, and civic participation⁹⁹. Consequently, this framework is appropriate for this study as it highlights a comprehensive understanding of digital literacy skills that extends beyond mere technical skills. It incorporates crucial 21st-century competencies that are essential for navigating the contemporary business environment⁷⁹. By cultivating these diverse digital skills, students are equipped to effectively perform market research, establish networks, devise innovative solutions, promote their ventures online, and ultimately improve their potential for self-employment while contributing to job creation within the economy, in alignment with the changing requirements of the digital era.

The inclusion of Creativity, Critical Thinking, and Problem Solving with ICT directly translates into the abilities required for enterprise development. An OTM student who can critically evaluate market trends using digital information (Critical Thinking), develop an innovative virtual administrative service (Creativity), and use collaboration tools to manage a remote team (Collaboration) is essentially a ready-made digital entrepreneur. This mastery directly enhances their job creation aspiration by validating that their polytechnic training has equipped them to solve real-world problems and operate independently in the modern economy.

The framework's focus on Communication and Information Management will empower OTM students to tap into the global gig economy, transcending the limited job market in Ogun State. These skills enable graduates to set up online profiles, effectively market their administrative and technological expertise, and secure remote contracts as virtual assistants, freelance bookkeepers, or digital documentation specialists. Therefore, the study will adapt the dimensions of this framework which are technical skills, information management, communication and collaboration, creativity skills, critical thinking and problem-solving.

Technical skills refer to the ability to effectively use digital tools and technologies, such as computers, smartphone and software applications⁷⁹. This includes skills like typing, using input devices and navigating digital interfaces. To maintain competitive advantage, students must be fluent in the skills and languages of ever-changing technologies⁷⁰. With technical skills, students can build goods, services, and innovative solutions that can disrupt established sectors and open up new opportunities. In a similar vein, students who possess technical abilities improve their chances of landing a job in a competitive labour market and are more appealing to employers. Technology is being created to increase productivity, and as a result, it is gradually displacing physical labour and becoming a part of most parts of work⁷². Employees must be able to adjust to changing job demands associated with new, skill-intensive technologies on a constant basis.

Information management refers to the comprehensive set of skills, knowledge, and critical understanding required to effectively and discerningly interacting with digital information and data⁷⁵. It includes the skills necessary to effectively explore, search, and filter digital content from a variety of sources; assess the reliability, applicability, and

bias of that information critically; and efficiently manage, arrange, and store digital data for later use and retrieval. When it comes to the goal of creating jobs, this literacy enables people to conduct well-informed market research, evaluate business opportunities, analyze industry trends, and manage the digital knowledge assets necessary for both professional and entrepreneurial endeavors in the twenty-first century economy.

Communication and collaboration involves interacting, communicating, and working effectively with others through digital technologies, while being aware of cultural and generational diversity⁷⁹. This includes understanding digital etiquette, choosing appropriate communication channels and group dynamics in online settings. This also encompasses the ability to give understandable instructions for a computer system and participate in online communication. Communication and collaboration are dynamic and have become integral to personal and professional life. Research continues to explore how digital technologies shape communication and collaboration. Studies emphasise that communication and collaboration in digital environments must be dynamic and participatory¹⁰⁰.

Effective digital communication and collaboration skills in this digital realm is vital for students to pursue job creation, as it will enable them to articulate business ideas, connect with potential customers and partners, and market their products or services online⁹⁹. This encompasses crafting compelling social media content, designing effective email marketing campaigns, presenting business pitches via video conferencing, and engaging with online communities¹⁰¹. For instance, students who want to join creative industries, clear digital communication and collaboration is essential for client acquisition, teamwork and project delivery. Even for those in non-digital businesses, the ability to

communicate and collaboration effectively through digital channels is critical for reaching a wider audience and building a brand. It was observed that businesses with strong online communication and collaboration strategies tend to experience greater customer engagement and market penetration, directly correlating with the success of job-creating ventures⁹⁹.

The ongoing shift towards remote and hybrid work further underscores the demand for robust digital communication and collaboration skills. Communication and collaboration skills in digital environments are increasingly important for forming synergistic partnerships, leveraging diverse expertise, and scaling ventures⁷². With the high rate of unemployment and technological advancement, it is imperative for students in tertiary institutions to possess this skill to enable them participate in the digital world. It is also essential for students aiming for job creation. Students with high digital communication and collaboration skills tend to be more highly aspired to create job for themselves than looking for white collar jobs, because they can easily connect to peers, mentors, and suppliers to bring their ideas to fruition. This ability to work effectively in virtual teams, manage shared resources, and resolve conflicts online is paramount. It was highlighted that the growing importance of digital platforms for facilitating collaboration among nascent entrepreneurs, suggesting that students who can effectively engage in such collaborations are better positioned to launch successful job-creating ventures¹⁰³.

Creativity skill refers to the ability to use digital tools and environments to generate new ideas, create innovative solutions, and transform information into new knowledge, products or services⁷⁹. Creativity extends beyond artistic expression to problem-solving and innovation in various domains. Recent studies explore how digital tools can foster

creativity⁷⁵. For instance, “perceived ease of use” of ICT is linked to creativity, suggesting that technology that is easy to use allows for greater creative expression¹⁰⁴. Digital literacy skills enable individuals to acquire new knowledge from digital media and creatively solve problems¹⁰². Creativity skills, particularly as enhanced by digital tools, are fundamental for students with job creation aspirations. This involves the ability to generate novel business ideas, develop innovative solutions to existing problems, and differentiate their products or services in a competitive market⁷². Digital technologies offer powerful platforms for creative expression, from designing unique product prototypes to crafting engaging marketing campaigns with multimedia tools. For instance, a student aspiring to create a sustainable fashion brand might use digital tools to design unique patterns, visualize fabric options, and create virtual fashion shows. As noted the “perceived ease of use” of ICT can liberate students to focus more on creative problem-solving rather than technical hurdles¹⁰⁴. This digital creativity is crucial for identifying unmet needs in the market and devising original, value-adding propositions that can form the basis of a new business and ultimately, a new job.

Critical thinking involves the ability to analyze and evaluate the deluge of information and media encountered online, question the underlying motives of content creators, and recognize the impact of algorithms and platforms on the information received⁷⁹. This means moving beyond a passive acceptance of digital content to actively assessing its validity, identifying biases, and distinguishing factual evidence from opinion or misinformation⁷⁰. For students, this skill is paramount for success in an economy increasingly shaped by the digital sphere; it allows them to critically vet online business opportunities, identify fraudulent schemes, evaluate the credibility of potential employers

and develop well-reasoned and evidence-based strategies for their own job or enterprise. Without critical thinking, a student's technical skills are merely tools that can be misguided by misinformation, leaving them vulnerable to poor decisions and exploitation in the digital marketplace.

Problem solving refers to the ability to identify, analyze, and solve problems that arise in digital environments, often involving the use of digital tools and resources⁷⁹. This includes adapting to new challenges and finding solutions in complex, non-routine situations. The increasing complexity of digital tasks and the dynamic nature of technology necessitate strong digital problem-solving skills. Digital literacy skills empower individuals to solve problems creatively through critical evaluation of online information and collaborative insights¹⁰³. This skill is particularly vital for navigating unforeseen issues, adapting to new digital tools, and finding efficient solutions in a technology-driven world. Digital problem-solving skills are paramount for students who might aspire to create their own jobs, as entrepreneurship inherently involves identifying and overcoming numerous obstacles.

Digital environments present their own unique set of challenges, from technical glitches in online platforms to cyber-security threats and rapidly changing market demands. In this regard, tertiary institutions, especially polytechnics in Ogun State, must impart in their students these skills to enable them to be able to diagnose problems, brainstorm innovative digital solutions, and implement effective strategies in the digital environments. Training in the area such as troubleshooting website issues, developing contingency plans for supply chain disruptions managed through digital tools, or adapting marketing strategies based on real-time online analytics can motivate these students to

embark on job creation. The capacity to creatively solve problems, often leveraging digital resources and networks, is a defining characteristic of successful entrepreneurs¹⁰⁵. As highlighted, problem-solving in a digital context requires adaptability and the ability to deal with “complex non-routine situations” which are the very scenarios that aspiring job creators will frequently encounter⁷⁹.

The dimension of digital literacy skills identified is not merely a soft skill but a tangible asset for students in tertiary institutions who aspire to create their own jobs. From the foundational technical competence to the strategic application of critical thinking and problem-solving, these skills will empower students to identify opportunities, develop innovative solutions, effectively communicate their value proposition, and collaborate to bring their entrepreneurial visions to life. The capacity to engage in effective digital communication is essential for articulating business ideas, reaching target audiences, and building brand presence in the online marketplace. Strong collaboration skills enable students to leverage collective intelligence, form strategic partnerships, and navigate the complexities of team-based ventures in a digital world.

The strategic application of creativity through digital tools allows for the generation of novel solutions and the differentiation of products or services in competitive markets. Underlying these practical applications are sophisticated critical thinking skills, crucial for evaluating market opportunities, making informed business decisions, and mitigating risks. Finally, robust problem-solving skills are indispensable for navigating the inevitable challenges of entrepreneurship, adapting to dynamic digital environments, and ensuring the resilience of new ventures. Tertiary institutions that actively integrate the development of these digital literacy skills into their curricula are therefore not only

preparing students for employment but are also significantly fostering a culture of self-reliance and job creation among the next generation of Nigerian entrepreneurs.

2.3 Review of Empirical Studies

2.3.1 Entrepreneurial self-efficacy and Job Creation Aspiration

Numerous studies have investigated the connection between entrepreneurial self-efficacy and its downstream effects on entrepreneurial intentions, venture creation, self-employment and career growth. However, there has been scarcity of research conducted specifically on entrepreneurial self-efficacy and job creation aspirations among OTM students in public polytechnic. A study on entrepreneurship education and entrepreneurial intention among university students with an emphasis on the mediating function of entrepreneurial self-efficacy (ESE) was conducted. The study highlighted the direct and indirect effects of entrepreneurship education (EE) on university students' entrepreneurial intentions (EI). The results show that EE has a large and favorable impact on both ESE and EI. Importantly, the relationship between EE and EI is frequently mediated by entrepreneurial self-efficacy (ESE), which in turn has a significant impact on entrepreneurial intention. The study recognized the importance of entrepreneurship curriculum and university support, although lecturer competency might have a less significant direct relationship, shaping entrepreneurial intention. Moreover, entrepreneurial intentions can vary based on factors like gender and prior family business experience. The study concluded that, entrepreneurship education is a vital tool for fostering entrepreneurial intentions among university students, with its effectiveness greatly enhanced by its ability to boost students' belief in their entrepreneurial capabilities.

Universities should therefore prioritize designing effective curricula and providing robust support systems⁵³. Also, the impact of entrepreneurship education development on job creation opportunities of graduating business education students in rivers state universities was also investigated. The results indicated a positive impact of entrepreneurship education on job creation opportunities, emphasizing its role in equipping individuals with the mindset to become job creators rather than job seekers. These findings are often corroborated by the fact that many graduates who undergo entrepreneurship training exhibit higher self-employment ratios and better income prospects compared to their counterparts¹⁸.

Relationship between entrepreneurial self-efficacy and entrepreneurial intention among university students was reviewed. The study consistently emphasises the crucial connection between entrepreneurial self-efficacy (ESE) and entrepreneurial intention (EI) among university students. Numerous studies, often utilizing quantitative methods and scales for ESE and EI, confirm a significant positive relationship between these two constructs. A high level of entrepreneurial self-efficacy, or a strong belief in one's ability to successfully undertake entrepreneurial tasks, is consistently found to be a robust predictor of a student's intention to engage in entrepreneurial activities. This relationship often strengthens the idea that students with greater confidence in their entrepreneurial skills are more likely to envision themselves as future entrepreneurs and actively plan towards that goal. The findings reinforce Bandura's Social Learning Theory, where self-efficacy plays a pivotal role in influencing behavioral choices and persistence. Consequently, the research often concludes that fostering entrepreneurial self-efficacy

through various means, such as entrepreneurship education and practical experiences, is essential for cultivating entrepreneurial intentions among the student population⁵⁷.

Study on entrepreneurship studies education in tertiary institutions in Nigeria: theories and practices was also carried out. This study offers a comprehensive empirical perspective on the effectiveness and challenges of entrepreneurship education in Nigeria. While it outlines theoretical underpinnings, its strength lies in empirically examining the extent to which entrepreneurship studies have been effectively taught and learned. The study highlights that despite the compulsory inclusion of entrepreneurship education in Nigerian tertiary institutions since 2007/2008, significant challenges persist in its effective implementation. These challenges, often supported by empirical observations and survey data, include a lack of adequate policy implementation, insufficient funding, inadequate infrastructural materials and facilities (like workshops and laboratories), and a general bookish curriculum with less emphasis on practical, hands-on entrepreneurial education. It was argued that for entrepreneurship education to truly achieve its objectives of equipping students with skills and competencies for self-employment and job creation, there must be a greater focus on providing practical skills training and ensuring that the curriculum is aligned with real-world business needs, moving beyond mere theoretical instruction. This empirical assessment underscores the gap between the intended outcomes and the actual practices within Nigerian tertiary institutions³⁸.

How do environmental factors shape entrepreneurial intention? A review and future research was investigated. This study delves into the significant role of macro-environmental factors in shaping entrepreneurial intention, providing a comprehensive understanding of how these external elements influence an individual's propensity to

become an entrepreneur. The emphasis is on identifying and analyzing key cultural, regional, economic, governmental, and political factors. Findings from systematic reviews indicate that a munificent environment - characterized by favorable government policies, accessible training and education programmes, supportive socio-cultural conditions, and diverse aid and support systems - positively stimulates entrepreneurial intentions and enhances entrepreneurial activity. Such an environment can mitigate perceived risks and fear of failure, encouraging a higher propensity for risk-taking. While individual psychological factors like perceived behavioral control are often found to have a direct significant effect on entrepreneurial intention and behavior, the broader environment acts as a crucial enabler or constraint. The research highlights the need for a deeper understanding of how these environmental factors interconnect and suggests future research should further unravel these dynamics, addressing existing gaps and contradictory findings in the literature. The overarching conclusion is that creating a supportive and resource-rich entrepreneurial ecosystem is paramount for fostering entrepreneurial intentions at a national and regional level⁵¹.

2.3.2. Digital literacy skills and Job Creation Aspiration

In light of the swiftly changing technological landscape combined with the increasing unemployment rate, digital literacy skills has become an essential skill for equipping students for the future. The ability to navigate, analyzes, and effectively use digital tools and platforms is now a necessity rather than merely an advantage. Numerous studies have investigated the connection between these two factors within the educational context. The research titled “digital literacy in education: preparing students for the future workforce” examined this issue. It underscored the significance of integrating digital literacy into

both core subjects and extracurricular activities to ensure that students are not only skilled in using digital tools but also proficient in managing the complexities of digital environments. The study emphasised the critical role of educators in demonstrating digital skills, offering hands-on experiences with technology, and fostering an environment that promotes ongoing learning and digital innovation. This preparation not only boosts students' employability but also empowers them to make meaningful contributions in a digital-driven economy. Therefore, prioritizing digital literacy in education is vital for closing the gap between academic learning and professional demands, ultimately cultivating a workforce that is both capable and competitive¹⁰⁵.

A review on digital literacy and its role in employment generation was conducted early this year. It was a systematic literature review that empirically synthesizes existing research on the interplay among digital literacy, employability, and innovative work behavior. The authors highlight that digital literacy is no longer just about basic skills but encompasses higher-order cognitive abilities crucial for navigating the evolving digital economy. Their empirical findings, derived from a systematic review process of articles published up to July 2024, indicate that digital literacy significantly enhances employability by enabling individuals to communicate effectively, collaborate, build professional networks, and access information for job opportunities and up-skilling. They argue that in today's volatile, uncertain, complex, and ambiguous landscape, individuals with strong digital literacy are more likely to secure and maintain stable employment, as digital literacy allows for acquiring new knowledge, creative problem-solving, critical evaluation of online information, and contribution to innovative products. While the review is global in scope, its findings directly apply to the Nigerian context, where the

demand for digitally literate workers is rapidly increasing across various sectors, underscoring the critical role of digital literacy in fostering employment generation and economic growth⁸⁴.

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2.4 Conceptual Model

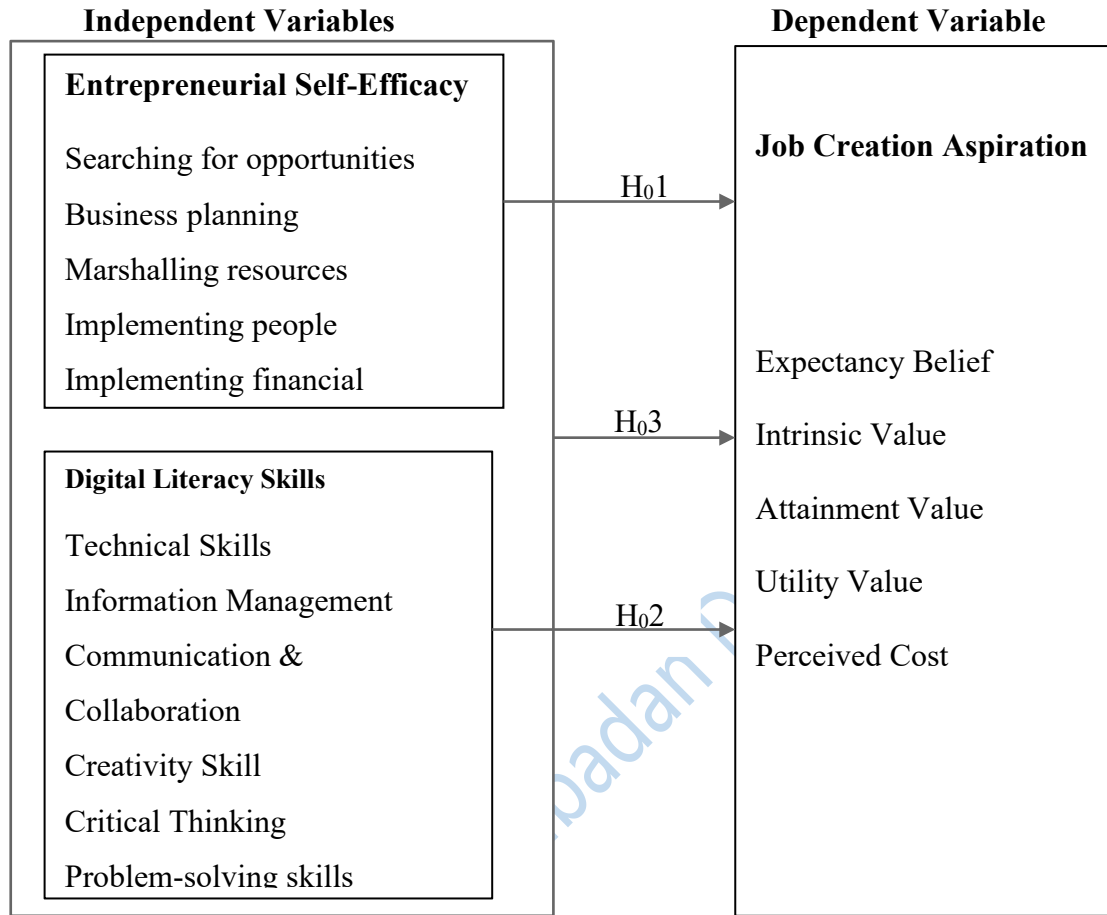


Figure 2.1 Conceptual Model of the Independent Variable and the Dependent Variable.
Source: Researcher's Field work, 2024.

From the figure 2.1, the concepts show the dependent variable which is Job Creation Aspiration with its five measures which are expectancy beliefs, intrinsic value, attainment value, utility value and cost. The independent variables are entrepreneurial self-efficacy and digital literacy skills. The measures for entrepreneurial self-efficacy are searching for opportunities, planning business strategy, marshalling resource, implementing people and implementing financial resources while the metrics for digital literacy skills are information and data management, communication and collaboration, creativity and problem-solving skills. From the first hypothesis, the measures of entrepreneurial self-

efficacy will be tested on those of job creation aspiration as shown in the figure 2.1. While the second hypothesis shows how the measures of digital literacy skills will be tested on those of job creation aspiration. Lastly, the third hypothesis shows how the combine influence of the two independent variables (entrepreneurial self-efficacy and digital literacy skills) will be tested on the dependent variable which is job creation aspiration. The analysis will be carried out and recommendations will be made.

2. 5. Summary of Gaps in Reviewed Literature

Existing literature extensively acknowledges the individual importance of entrepreneurial self-efficacy, digital literacy skills, and job creation aspiration among students in tertiary institutions. There is a consensus that these elements are crucial for fostering a robust economy and addressing unemployment, particularly in developing nations. Studies highlighted that digital literacy skills are a foundational skill for accessing information, navigating online platforms, and enhancing both academic and entrepreneurial performance. Similarly, entrepreneurial self-efficacy is recognized as vital for navigating the challenges of entrepreneurial activities as well as to successfully start and run a new business. Many studies also emphasise the role of tertiary institutions in building self-efficacy in their students through entrepreneurship education and digital literacy training.

However, there is a significant paucity of empirical research that directly examines the influence of these factors on job creation aspiration, particularly among Office Technology and Management (OTM) students in public polytechnics in Nigeria. Most existing studies reviewed either focus broadly on entrepreneurship education or entrepreneurial behavior, failing to isolate or give adequate attention to the specific

aspiration to create employment opportunities for others. This omission presents a critical gap, as job creation aspiration involves a broader socio-economic commitment than individual entrepreneurial pursuit.

In addition, literature that explores the role of ESE in student entrepreneurship rarely extends its focus to the employment-generation aspect of entrepreneurship. Most studies, particularly in Nigeria, analyze ESE in relation to general entrepreneurial behavior, risk-taking, or business startup intentions. While these studies confirm that self-belief is a strong predictor of entrepreneurial engagement, they often overlook how such beliefs translate into a drive to create employment for others. There is little understanding of whether students with high ESE also demonstrate a strong aspiration toward job creation or whether their self-confidence is limited to starting micro or solo enterprises. Consequently, the direct influence of ESE on job creation aspiration remains underexplored, particularly in the context of polytechnic education in Nigeria where vocational and business-oriented training is expected to encourage self-reliance and employment generation.

One of the most evident gaps is the limited conceptual and empirical differentiation between entrepreneurial intention and job creation aspiration in educational research. While entrepreneurial intention has been extensively studied, job creation aspiration - defined as the desire or ambition to establish ventures that employ others - is rarely treated as an independent variable. Studies often conflate the intention to become self-employed with the ambition to generate employment, despite the fact that these are conceptually distinct. The entrepreneurial intention may reflect personal economic survival, whereas job creation aspiration implies a larger impact mindset aligned with

national development goals. Thus, research that focuses specifically on job creation as an aspirational construct, especially among student populations, is urgently needed to better inform educational strategies and policy interventions.

Another notable gap is the underrepresentation of Office Technology and Management (OTM) students in entrepreneurship and digital competency research. The majority of existing studies in Nigeria focus on Business, Engineering, or Agriculture students when examining entrepreneurship-related variables. OTM students are often overlooked despite their curriculum being designed to blend office technology skills with business knowledge, positioning them uniquely for digital entrepreneurship. There is, therefore, a need to explore how these students, given their technical orientation, perceive and develop entrepreneurial self-efficacy and digital competencies, and how these factors might influence their aspiration to become job creators in a digital-driven economy.

In addition, the influence of digital literacy skills on job creation aspiration has been minimally investigated in Nigerian educational research. While several studies have established a link between digital skills and entrepreneurial performance or digital business adoption, few have looked specifically at how digital literacy skills may inspire students to aspire toward building ventures that can employ others. The current discourse around digital literacy skills often centers on basic ICT use, with insufficient attention to advanced competencies such as information management, critical thinking, creativity, problem solving marketing, and remote team collaboration, which are crucial for modern job creators. The implication is that the role of digital literacy skills in fostering expansive entrepreneurial goals among students such as scaling businesses, solving digital business challenges or employing others is largely overlooked in the literature.

A further gap was observed in terms of regional and institutional specificity. Most Nigerian studies on entrepreneurship and digital skills adopt a national or multi-state scope without delving into the unique challenges and dynamics of specific states such as Ogun, which has a dense concentration of polytechnics and a growing digital economy presence. There is also limited research on public polytechnics, which serve a large portion of undergraduates in technical and business-oriented fields but often face resource and infrastructure challenges. By failing to contextualize findings to these institutions, the literature misses out on capturing localized educational gaps, student perspectives, and institutional strengths or weaknesses that may shape job creation aspirations.

Finally, while there is emerging recognition of the importance of fostering entrepreneurship as a solution to unemployment, there is insufficient integration of entrepreneurship and digital literacy skills development within the curriculum in many public polytechnics. The literature frequently reports gaps between what is taught and what students require to function effectively as entrepreneurs in the digital age. Yet, few studies have investigated how curriculum content, pedagogical methods, or institutional support systems influence the development of job creation aspirations. This gap suggests a need for research that links student competencies, instructional design, and entrepreneurial outcomes in a practical, skill-based context. Also, there is a need for more in-depth research on effective interventions and policy frameworks to address these barriers and fully leverage the potential of entrepreneurial self-efficacy and digital literacy skills for job creation aspirations among undergraduates.

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Chapter Three

Methodology

The methodology and processes employed in this investigation are presented in this chapter. Research design, population of the study, sample and sampling techniques, research instrument, validity and reliability of research instrument, method of data collection and methods of data analysis were included.

3.1 Research Design

This study used a survey research design, which was appropriate for studies that seek to gather data on the opinions, attitude and behaviors of a population. This design enabled the research to collect a quantifiable data on the study's variables from the respondents.

3.2 Population of the Study

Four Hundred and Sixty-Eight (468) HND I & II OTM students from three public polytechnics in Ogun State, Nigeria, make up the study's population. The three institutions are the only public polytechnics offering OTM programme at HND level. The institutions are The Federal Polytechnic, Ilaro; Moshood Abiola Polytechnic, Ojere, Abeokuta and Gateway Polytechnic, Sapade, Remo in Ogun State.

Table 3.1 Population of OTM Students in Public Polytechnics, Ogun State

S/N	Institutions	No of Students	Total
1	The Federal Polytechnic, Ilaro	157 125	282
2	Moshood Abiola Polytechnic, Ojere, Abeokuta	56 42	98
3	Gateway Polytechnic, Sapade, Remo	55 33	88
Total			468

Sources:^{1, 2, 3}

3.3 Sample Size and Sampling Techniques

A sample size of 216 respondents was selected from the 468 HND I & II OTM students enrolled in public polytechnics in Ogun State. Taro Yamane's method of determining sample size in a known population of study was used to determine the sample size and stratified sampling technique was employed to ensure representation of the population. The following is the Taro Yamane formula:

$$n = \frac{N}{(1 + N(e)^2)}$$

Where:

N = Sample size

N = The population under study

e = Margin of error (it could be 0.10, 0.05 or 0.01)

From table 3.1, the observed population of the HND I & II OTM students in the selected Institutions to be covered stood at 468 as at the time of this study. Thus, using the Taro Yamane's formula

$$n = ?$$

$$N = 468$$

$$e = 0.05 \text{ (95\% confidence interval)}$$

Therefore,

$$n = \frac{468}{1 + 468 (0.05)^2}$$

$$n = \frac{468}{1 + 468 + (0.0025)}$$

$$n = \frac{468}{1 + 468 \times 0.0025}$$

$$n = \frac{468}{1 + 1.17}$$

$$n = \frac{468}{2.17}$$

$$n = 215.67$$

$$n = 216$$

Table 3.2: Stratified Sampling Calculation for the Sample Used

S/N	Name of Institution	Level	% of total population	Calculated No for each Sample
1	The Federal Polytechnic, Ilaro	HND I	$\frac{157}{468} \times 100 = 34$	$\frac{34}{100} \times 216 = 74$
		HND II	$\frac{125}{468} \times 100 = 26$	$\frac{26}{100} \times 216 = 56$
2	Moshood Abiola Polytechnic, Abeokuta	HND I	$\frac{56}{468} \times 100 = 12$	$\frac{12}{100} \times 216 = 26$
		HND II	$\frac{42}{468} \times 100 = 9$	$\frac{9}{100} \times 216 = 19$
3	Gateway Polytechnic, Sapade	HND I	$\frac{55}{468} \times 100 = 12$	$\frac{12}{100} \times 216 = 26$
		HND II	$\frac{33}{468} \times 100 = 7$	$\frac{7}{100} \times 216 = 15$
Total				216

Source: Researcher's Field Work, 2025

Table 3.3: Sample Size Used

S/N	Name of Institution	Level	Sample Size for each level	Sample size for each Institution
1	The Federal Polytechnic, Ilaro	HND I	74	130
		HND II	56	
2	Moshood Abiola Polytechnic, Ojere, Abeokuta	HND I	26	45
		HND II	19	
3	Gateway Polytechnic, Sapade, Remo	HND I	26	41
		HND II	15	
Total				216

Source: Researcher's Field Work, 2025

3.4 Description of Research Instrument

Structured questionnaire was used to gather data from the respondents. The instrument was tagged “Questionnaire on Entrepreneurial Self-Efficacy, Digital Literacy and Job Creation Aspiration among OTM Student”. The instrument was designed in four Likert Scale which allowed the respondents to choose the option seems appropriate. The questionnaire comprised the following sections:

Section A: This section was developed by the researcher to gather demographic information of the respondents which includes gender (Male or Female), age in years, academic level and institution.

Section B: Expectancy value scale with measures such as expectancy belief, intrinsic value, attainment value, utility value and perceived cost was adapted to assess the level of job creation aspiration among OTM students in public polytechnics, Ogun State⁴. The scale consists 16 items and designed with four-point likert rating options with responses ranging from Very High (VH) = 4; High (H) = 3; Low(L) = 2, Very Low (VL) = 1. Example of items in the questionnaire were: “Ability to successfully create a job”; “Fulfilling personal desire by contributing to the economy growth”; “Achieving success in job creation would be a significant personal accomplishment”; “Creating relevant jobs to address economic challenges”; and “Required efforts in starting a business”.

Section C: This section extracted information on entrepreneurial self-efficacy from the respondents. Entrepreneurial Self-Efficacy Scale was adapted and the scale consisted 15 items which were divided into five dimensions – searching for opportunity, planning business, marshalling resources, implementing people and implementing financial

resources. The items were adapted from existing questionnaire⁵. The scale was designed with a four-point likert rating options – Very High (VH) = 4; High (H) = 3 ; Low(L) = 2, Very Low (VL) = 1. Examples of items in the questionnaire were: “Identifying the need for a new product or service”; “Estimating customer demand for a new product or service”; “Getting others to identify with my vision for a new business”; “Delegating responsibilities to employees in my business”; “Motivating employees towards achieving my business goal” and “Managing the financial asset of a startup business”.

Section D: This section gathered information on digital literacy skills from the respondents. Digital literacy skills scale with measures such technical skills, information management, communication and collaboration, creativity skills, critical thinking and problem-solving skills was adapted⁶. The scale comprised 19 items designed with four-point likert rating options with responses ranging from Very High (VH) = 4; High (H) = 3 ; Low(L) = 2, Very Low (VL) = 1. Examples of the questionnaire items were: “Ability to use various of software applications”; “Searching for information online”; “Ability to communicate my ideas with other digitally”; “Generating innovative ideas using digital resources”; “Ability to identify misleading digital content” and “identifying digital problems”.

3.5 Validity of Research Instrument

The instrument used in this study was adapted from questionnaire of related literatures. A content validity analysis was conducted. After being examined by the supervisor, the instrument was sent to the Department of Office and Information Management for further

scrutiny and validation by information management experts. All corrections made were integrated into the final questionnaire that was sent to the study's participants.

3.6 Reliability of Research Instrument

Pretest was conducted to gauge the instrument's reliability. The instrument was administered to twenty (20) students which were selected from The Polytechnic, Ibadan, Oyo State. The polytechnic was selected to guarantee that the reliability of the instrument is tested on the same sample of the study. After two weeks of the administration of the instrument, another set of the same instrument was administered to the same group of students. To determine the items' internal consistency, the collected data were tested via Cronbach's alpha. Its reliability and appropriateness for use was confirmed by the test's results, which were: 0.785 for Job Creation Aspiration, 0.872 for Entrepreneurial Self-Efficacy, and 0.832 for Digital Literacy Skills.

3.7. Method of Data Collection

To achieve the study's objectives, a structured questionnaire was used to collect primary data from the respondents. A letter of introduction was obtained from the Department of Information Management, Lead City University, Ibadan to gain permission from the management of the institutions that was surveyed. To facilitate the administration of the research instrument, two research assistants underwent two (2) days training and the research instrument was administered via online platforms to HND I & II OTM students of the selected institutions through the help of the research assistants. The respondents received guarantees that their identities would remain anonymous and that their answers would be kept private.

3.8 Method of Data Analysis

SPSS was used to analyze the data. Descriptive and inferential statistics were conducted to analyse the data. Descriptive statistics involving frequency, percentage, and mean were used to analyse the demographic information and research questions. However, to test the formulated hypotheses, inferential statistics involving Linear and Multiple regressions were employed. All the hypotheses were tested at 0.005 level of significant.

Endnotes

1. Office Technology and Management Department, The Federal Polytechnic, Ilaro
2. Office Technology and Management Department, MoshoodAbiolaPolytechnic,Ojere, Abeokuta.
3. Office Technology and Management Department, Gateway Polytechnic, Sapade, Ogun State.
4. J. S. Eccles & A. Wigfield. *Motivational beliefs, values, and goals*. **Annual Review of Psychology**, 53, 2002, 109-132.
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Chapter Four

Results and Discussion of Findings

The results of the data analyses were presented in this chapter together with the interpretations and discussion of the results. The study aimed to examine the influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspiration among Office Technology and Management (OTM) students in public polytechnics, Ogun State, Nigeria. To achieve this, data were collected from the respondents through questionnaire which serves as the study's instrument for data collection. The researcher administered the study questionnaire through online platforms to the study's population. However, only 212 responded and were used as sample.

Table 4.1: Respondents' Response Rate

Institutions	Ideal Sample Size	No of Responses	Percentage of Responses
The Federal Polytechnic, Ilaro	130	130	61.4%
Moshood Abiola Polytechnic, Ojere, Abeokuta	45	41	19.3%
Gateway Polytechnic, Sapade	41	41	19.3%
Total		212	100%

Source: Researcher's field work 2025

4.1 Analysis of Respondents' Demographic Profile

This section presents the demographic profiles of the respondents. The result of gender, age ranges, academic level, and institution of the respondents were presented in Table 4.1. This information is very important in understanding the composition and characteristics of the surveyed population.

Table 4.2: Demographic Profiles of the Respondents

Variable	Measurement	Frequency	percentage
Gender	Male	67	31.6%
	Female	145	68.4%
	Total	212	100%
Age Bracket	20 – 25	187	88.2%
	26 – 30	22	10.4%
	31 and above	3	1.4%
	Total	212	100%
Academic Level	HND I	123	58.0%
	HND II	89	42.0%
	Total	212	100%
Institution	Federal Polytechnic, Ilaro	130	61.4%
	Moshood Abiola Polytechnic, Ojere	41	19.3%
	Gateway Polytechnic, Saapade	41	19.3%
	Total	212	100%

Source: Researcher's field work 2025

The demographic analysis of the study is shown in Table 4.2 above. The respondents' gender breakdown is shown in the gender section. According to the data, there were 67 male students representing 31.6% of the total population, and 145 female students (68.4%). This gender breakdown provides insight into the population's makeup, with female students constituted the majority. Thus, the reason for this is because OTM programme was traditionally regarded as female programme but due to advancement in technology and innovation, men are now enrolling for the programme.

The age bracket offers insights into the age demographics of the respondents. The data was categorized into three age groups, with the 20 - 25 and 26 - 30 age ranges being the most prevalent, exhibiting frequencies of 187 and 22, which corresponded to 88.2% and 10.4% of the total, respectively. This suggests that a significant portion of the respondents enrolled for the programme at their early ages of 16 and 17, which is

benchmark age for enrollment into higher education. Furthermore, the data indicated a relatively balanced distribution across various age categories, with the group aged 31 and above being the smallest, constituting 1.4% of the overall population.

The academic level section elucidated the educational status of the respondents. The findings indicated that 154 respondents were enrolled in HND II, representing 72.6% of the total population, while the remaining 58 respondents were in HND I, accounting for 27.4% of the population. This implies that the majority of the respondents were in HND II. The final segment of the demographic profile assessed the institutional distribution of the respondents. The analysis disclosed that 130 respondents hailed from Federal Polytechnic, Ilaro, which represents 61.4% of the population. However, 41 respondents representing 10.3% of the population were from each of the remaining two institutions (Moshood Abiola Polytechnic, Ojere, and Gateway Polytechnic, Saapade). This implied that the majority of the respondents were affiliated with Federal Polytechnic, Ilaro. This is because the institution is the oldest among the three and has the highest population of students for the programme in the region as shown in chapter three sample distribution.

4.2 Results of the Analysis of Research Questions

4.2.1 Research Question One

What is the level of job creation aspiration among Office Technology and Management students in public polytechnics, Ogun State?

Table 4.3: Level of Job Creation Aspiration among Office Technology and Management Students in Public Polytechnics in Ogun State

Expectancy Beliefs	VH Freq.(%)	H Freq.(%)	L Freq.(%)	VL Freq.(%)	Mean	St. Dev.
Ability to successfully create a job.	89 (42.0%)	109 (51.4%)	12 (5.7%)	2 (0.9%)	3.3	0.629
Run a sustainable business.	83 (39.1%)	113 (53.3%)	15 (7.1%)	1 (0.5%)	3.3	0.620
Navigating the challenges involved in job creation.	62 (28.2%)	103 (48.6%)	39 (18.4%)	8 (3.8%)	3.0	0.791
Understanding the procedures involve in job creation	85 (40.1%)	112 (52.9%)	13 (6.1%)	2 (0.9%)	3.3	0.630
Weighted Mean					3.2	
Intrinsic Value						
Enjoy the process of creating jobs.	79 (37.3%)	100 (47.2%)	28 (13.2%)	5 (2.4%)	3.2	0.749
Fulfill personal desire by contribute to the economy growth.	82 (38.7%)	104 (49.1%)	21 (9.9%)	5 (2.3%)	3.2	0.723
Engage in job creation.	87 (41.0%)	105 (49.5%)	17 (8.1%)	3 (1.4%)	3.1	0.675
Weighted Mean					3.2	
Attainment Value						
Creating jobs is an important goal for me personally.	131 (61.8%)	74 (34.9%)	5 (2.4%)	2 (0.9%)	3.6	0.590
Achieving success in job creation would be a significant personal accomplishment.	113 (53.3%)	87 (41.0%)	9 (4.2%)	3 (1.4%)	3.5	0.647
Pursuit of job creation aligns with my personal values.	84 (39.6%)	112 (52.8%)	14 (6.6%)	2 (0.9%)	3.3	0.635
Weighted Mean					3.47	
Utility Value						
Become financial independence.	87 (41.0%)	89 (42.0%)	35 (16.5%)	1 (0.5%)	3.2	0.734

Future professional development.	95 (44.8%)	104 (49.1%)	10 (4.7%)	3 (1.4%)	3.4	0.643
Creating jobs is highly relevant to addressing economic challenges	87 (41.0%)	95 (44.8%)	25 (11.8%)	3 (1.4%)	3.3	0.721
Weighted Mean					3.3	

Perceived Cost

Required efforts in starting a new business.	110 (51.9%)	87 (41.0%)	13 (6.1%)	2 (0.9%)	3.4	0.652
Sustaining a new business.	89 (42.0%)	95 (44.8%)	24 (11.3%)	4 (1.9%)	3.3	0.732
Financial risks involved in starting a new business	88 (41.5%)	97 (45.8%)	25 (11.8%)	2 (0.9%)	3.3	0.702
Weighted Mean					3.33	

Overall Weighted Mean

3.3

Decision rule: 1.00 – 1.74 = very low, 1.75 – 2.49 = low, 2.0 – 3.24 = high, 3.25 – 4.00 = very high

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

Source: Research's Field Work, 2025

Table 4.3 provides a detail analysis of job creation aspirations among students of Office Technology and Management (OTM) at Federal Polytechnic, Ilaro; Moshood Abiola Polytechnic, Ojere; and Gateway Polytechnic, Sapade all in Ogun State. The table is structured into five categories: expectancy beliefs, intrinsic value, attainment value, utility value, and perceived cost, offering frequency, percentage, and mean values for each factor.

The first category is expectancy beliefs, evaluating the students' confidence in their ability to successfully create a job. The data presented in the Table 4.3 indicated that 51.4% of the respondents believed they possess a high expectancy rate in their ability to successfully create jobs, while 42.0% reported a very high rate. Conversely, 5.7% of

respondents indicated a low expectancy, and only 0.9% indicated a very low level. The mean score for this category is 3.3, reflecting a generally high positive perception of their ability to create job successfully. Furthermore, 39.1% of the respondents expressed a very high level of expectancy in their ability to effectively manage a sustainable business, with 53.3% reporting a high level. In contrast, 7.1% indicated a low level, and 0.5% reported a very low level. The average responses yield a mean value of 3.3.

The results also revealed that 28.2% of the respondents held a very high expectancy belief in their ability to navigate the challenges associated with job creation, while 48.6% recorded a high expectancy, 18.4% a low expectancy, and 3.8% a very low expectancy. The average responses for this item suggest a mean value of 3.0, indicating that the respondents' expectancy to navigate challenges associated with job creation is high. Moreover, 40.1% of respondents demonstrated a very high understanding of the processes involved in job creation, while 52.9% exhibited a high understanding, 6.1% a low understanding, and 0.9% a very low understanding. The average responses indicate a mean value of 3.3, meaning that the respondents had a good understanding of what it entails to create jobs. The weighted mean for this item is 3.2, indicating that expectancy beliefs of the respondents' expectancy are high, which suggests that their expectation for success may enhance their job creation aspiration.

On the intrinsic value dimension, results showed that 37.3% of the respondents perceived, to a very high level that job creation is enjoyable. 47.2% of the respondents perceive this to a high extent, 13.2% to a low extent, while 2.4% to a very low extent, leading to a mean value of 3.2. The respondents also perceived job creation aspiration as a means of fulfilling personal desire by contributing to the economy growth. 38.7% of the

respondents reported a very high in fulfilling personal desire by contributing to the economy growth, 49.1% were high, 9.9% low and 2.3% very low. On the average, the responses for this item indicated a mean value of 3.2. Also, on the engaging in job creation item, 41% of the respondents indicated very high level, 49.5% were high, 8.1% were low and 1.4% were very low. The mean value for the item is 3.1. The weighted mean is 3.2., suggesting a high level of intrinsic value. This means that the respondents found job creation enjoyable and interesting.

The attainment value dimension assessed how important the respondents perceived job creation aspiration. From table 4.2, majority of the respondents representing 61.8% reported a very high level of attainment that creating jobs is an important personal goal. 34.9% were high, 2.4% were low and 0.9% were very low, leading to a mean score of 3.6. In response to the item achieving success in job creation would be a significant personal accomplishment, 53.3% reported very high, 41.0% were high, 4.2% were low and 1.4% very low leading to a mean value of 3.5. Also, the majority of the respondents reported a high level of attainment in the item "pursuit of job creation aligns with my personal values" with 52.8%, while 39.6% were very high. 6.6% were low and 3.3% were very low. On the average the item had a mean score of 3.3. The weighted mean is 3.47, suggesting a high level of attainment value. This implies that the respondents see job creation aspiration as important factor for addressing unemployment pandemic and in achieving personal goals.

The fourth dimension, utility value assesses the respondents' level of interest in developing job creation aspiration. According to Table 4.2, 41.0% of the respondents reported a very high in becoming financial independent, 42.0% were high, 26.5% were

low, while 0.5% of the respondents reported very low job creation aspiration for the purpose of becoming financial independent. On the average, the responses indicate a mean value of 3.2, meaning that the major reason for developing job creation aspiration is to overcome financial challenges. Results also indicated that 44.8% of the respondents reported a very high level of interest in future professional development. 49.1% reported a high interest in future professional development, 4.7% reported low and 1.4% reported very high interest in future professional development.

On the average, the responses indicate a mean value of 3.4, suggesting that the respondents considered job creation aspiration as a means to achieve future professional development. Also, 41.0% of the respondents reported a very high interest in creating relevant jobs to address economic challenges, 44.8% were high, 11.8 % were low, and 1.4% were very low. On the average, the responses for this item indicate a mean value of 3.3 suggesting that the respondents considered developing job creation aspiration as a means to contribute to the economy growth of the state. The weighted mean has a value of 3.3 which suggests that the utility value attached to job creation aspiration by the respondents is high.

The last dimension assessed the level of job creation aspiration among the respondents in term of perceived cost. This metric measures the negative aspect of job creation. From the table revealed majority of the respondents accounting for 51.9% reported a very high knowledge of required efforts in starting a new business, 41.0% reported high, 6.1% reported low while 0.9% reported very low in regard to required efforts in starting a new business. On the average, the responses indicate a mean value of 3.4, suggesting that despite the required efforts involve in creating job, the respondents possessed a high level

for job creation aspiration. Also, 42.0% of the respondents acknowledged a very high level in required efforts in sustaining a new business. 44.8% reported high, 11.3% reported low, and 1.9% reported very low level in required efforts in sustaining a new business.

On the average, the responses for this item indicated a mean value of 3.3, meaning that the respondents can withstand the stress in sustaining a business. More so, majority of respondents, accounting for 45.8%, reported a high level of confidence in overcoming the fear of risks associated with job creation. In contrast, 41.5% reported a very high level, 11.8% a low level, and 0.9% a very low level of confidence in this area. On the average, the responses yielded a mean score of 3.3. The weighted mean is calculated at 3.33 indicating that the perceived cost associated with job creation aspirations is regarded as high. This indicates that, notwithstanding the necessary efforts and stress involved in job creation, the respondents view their ambition for creating jobs as highly important.

The overall weighted mean for level of job creation aspiration among OTM students in public polytechnics, Ogun State, Nigeria is 3.3. This indicates that there is prominent level of job creation aspiration among OTM students in public polytechnics, Ogun State, Nigeria. This suggests that the respondents recognized the importance of fostering job creation aspiration to combat unemployment crisis, but their willingness to pursue entrepreneurship depends on their confidence in their ability to succeed. Nurturing self-confidence and providing support systems are essential to empowering students to turn their job creation aspirations into reality.

4.2.2: Research Question Two

What is the level of Entrepreneurial Self-Efficacy possessed by OTM students in public polytechnics in Ogun State?

Table 4.4: Level of Entrepreneurial Self-Efficacy possessed by OTM students in public polytechnics in Ogun State

Searching for Opportunities	VH Freq.(%)	H Freq.(%)	L Freq.(%)	VL Freq.(%)	Mean	St. Dev.
Identifying the need for a new product or service	114 (53.8%)	84 (39.6%)	13 (6.1%)	1 (0.5%)	3.5	0.632
Designing a product or service that will satisfy customer needs and wants	103 (48.6%)	95 (44.8%)	12 (5.7%)	2 (0.9%)	3.4	0.642
Brainstorming to come up with a new idea for a product or service	106 (50.0%)	82 (38.7%)	21 (9.9%)	3 (1.4%)	3.4	0.719
Weighted Mean					3.43	
Planning Business						
Estimating customer demand for a new product or service	100 (47.2%)	93 (43.9%)	16 (7.5%)	3 (1.4%)	3.4	0.684
Designing an effective marketing/advertising campaign for a new product or service.	94 (44.3%)	98 (46.2%)	18 (8.5%)	2 (0.9%)	3.3	0.671
Estimating the amount of start-up funds necessary to start a business.	91 (42.9%)	102 (48.1%)	16 (7.5%)	3 (1.4%)	3.3	0.675
Estimating the working capital needed in running the business.	102 (48.1%)	87 (41.0%)	21 (9.9%)	2 (0.9%)	3.4	0.697
Weighted Mean					3.35	
Marshalling Resources						
Getting others to identify with my vision	84 (39.6%)	104 (49.1%)	23 (10.8%)	1 (0.5%)	3.3	0.668

for a new business.

Building a strong network that can provide resources for starting a new venture.	100 (47.2%)	86 (40.6%)	22 (10.4%)	4 (1.9%)	3.3	0.736
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Clearly and concisely explain my business idea in everyday terms.	89 (42.0%)	100 (47.2%)	20 (9.4%)	3 (1.4%)	3.3	0.695
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Weighted Mean

3.3

Implementing People

Motivating employees towards achieving my business goal.	110 (51.9%)	88 (41.5%)	13 (6.1%)	1 (0.5%)	3.4	0.631
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Delegating responsibilities to employees in my business.	91 (42.9%)	89 (42.0%)	24 (11.3%)	8 (3.8%)	3.2	0.797
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Dealing effectively with day-to-day crises.	87 (41.0%)	84 (39.6%)	31 (14.6%)	10 (4.7%)	3.2	0.846
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Weighted Mean

3.27

Implementing Financial Resources

Effectively manage the financial asset of a startup business.	92 (43.4%)	95 (44.8%)	19 (9.0%)	6 (2.8%)	3.3	0.744
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Controlling costs to maximize profitability in a new enterprise	88 (41.5%)	98 (46.2%)	23 (10.8%)	3 (1.4%)	3.3	0.709
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Maintaining the financial records of my business	118 (55.7%)	76 (35.8%)	16 (7.5%)	2 (0.9%)	3.5	0.675
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Weighted Mean

3.37

Overall Weighted Mean

3.34

Decision rule: 1.00 – 1.74 = very low, 1.75 – 2.49 = low, 2.0 – 3.24 = high, 3.25 – 4.00 = very high

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

Source: Research's Field Work, 2025

Table 4.4 displays a detailed analysis of the level of entrepreneurial self-efficacy possessed by OTM students in Federal Polytechnic, Ilaro; Moshood Abiola Polytechnic, Ojere and Gateway Polytechnic, Saapade, Ogun State. It focused on different factors related to entrepreneurial self-efficacy.

From table 4.4, the first dimension is searching for opportunities which assessed the level of self-efficacy of the respondents to discover unmet market demand. Results revealed that the majority of the respondents representing 53.8% reported a very high level in identifying the need for a new product or service, 39.6%, 6.1% and 0.5% reported a high, low and very low level respectively. The mean score for the item is 3.5, indicating that the respondents possessed a high level in identifying the need for new product or service in the market.

The second item within the category indicated that 48.6% rated it as very high, 44.8% as high, 5.7% as low and 0.9% as very low in relation to designing a product or service that will satisfy customer needs and wants. This results in a mean score of 3.4 reflecting a high level of self-efficacy among the respondents to sport opportunities in the market. Also, 50.0% of the respondents reported a very high proficiency in brainstorming to come up with a new idea for a product or service. 38.7% reported a high level, 9.9% a low level while 1.4% a very low level in regard to the item. The mean score for the item is 3.4 suggesting that the respondents exhibited a high confidence in brainstorming to come up with a new idea for a product or service. The weighted mean stands at 3.43, suggesting that the respondents possess a strong aptitude for searching for opportunities.

The second dimension assessed is planning business which measured the respondents' ability to develop a business plan. From table 4.3, majority of the respondents representing 47.2% reported a very high level in estimating customer demand for a new product or service. 43.9%, 7.5% and 1.4% reported a high, low and very low level respectively, leading to a mean value of 3.4 which signified that the respondents possesses high level of entrepreneurial self-efficacy in estimating customer demand for a new product or service. Moreover, the ability to designing an effective marketing or advertising campaign for a new product or service was reported at a very high level by 44.3% of the respondents with 46.2% of the respondents indicated high level. Conversely, 8.5% reported a low level and 0.9% reported a very low level culminating to a mean score of 3.3.

Also, 48.1% of the respondents indicated a high level in estimating the amount of start-up funds necessary to start a business with 42.9% reported a very high level, 7.5% a low level and 1.4% reported a very low level in estimating the amount of start-up funds necessary to start a business. The mean score for the item is 3.3. The result also showed that 48.1% of the respondents have a very high level of self-efficacy in estimating the working capital needed in running a business and with 41.0% reported a high level. 9.9% low efficacy in estimating the working capital needed in running the business and 0.9% reported a very low level. The average responses yielded a mean value of 3.4. The weighted mean for the dimension is 3.35, indicating that respondents exhibited high level of entrepreneurial self-efficacy in planning business.

In the dimension of marshalling resources, 39.6% of the respondents indicated a very high level in getting others to identify with their vision for a new business, 49.1% have a

high level, 10.8% showed low level while 0.5% have very low level. The mean score is 3.3. Similarly, 47.2% of the respondents indicated very high extent, 40.6% high extent, 10.4% low extent, and 1.9% very low extent regarding building a strong network that can provide resources for starting a new venture. The mean score is 3.3, indicating that many respondents see the importance of collaboration in acquiring resources for a new business. In addition, 42.0% responded very high extent, 47.2% high extent, 9.4% low extent, and 1.4% very low extent to the item clearly explaining my business idea in everyday terms, leading to a mean score of 3.3. The weighted mean is 3.3, indicating a high level of marshalling resources among the respondents.

For implementing people, the majority of the respondents representing 51.9% showed a very high extent in motivating employees towards achieving their business goal, while 41.5% reported high extent.. Conversely, 6.1% reported low extent, and 0.5% very low extent. The responses yield a mean value of 3.4. Furthermore, 42.9% of respondents indicated a very high level in delegating responsibilities to coworkers; 42.0% showed a high level, 11.3% low level and 3.8% a very low level. The average responses yield a mean value of 3.2. Also, 41% of respondents indicated a very high level in dealing with day-to-day crises, 39.6% high level, 14.6% low level, and 4.7% very low level. The average responses yield a mean value of 3.2. The weighted mean is 3.27, indicating that respondents possessed high level of implementing people.

As shown in Table 4.4, the last dimension is implementing financial resources. 43.4% of the respondents indicated a very high level in managing the financial asset of a startup business, 44.8% high level, 9.0% low level, and 2.8% very low level. The responses yield a mean value of 3.3. Furthermore, 41.5% of respondents indicated a very high level in

controlling costs to maximize profitability in a new enterprise, 46.2% high level, 10.8% low level and 1.4% very low level. The average responses yield a mean value of 3.3. Additionally, more than half of the respondents representing 55.7% indicated a very high level in maintaining the financial records of my business, 35.8% a high level, 7.5% low level and 0.9% very low level. The responses yield a mean value of 3.5. The weighted mean is 3.37, indicating that there is high level of implementing financial resources among the respondents.

The overall weighted mean for level of entrepreneurial self-efficacy possessed by OTM students in public polytechnics in Ogun State is 3.28. This illustrated that OTM students possessed moderately high level of entrepreneurial self-efficacy to carry out different entrepreneurial activities for the purpose of creating job. However, there are gaps in their ability to implementing people thereby hindering their ability to drive collective success. This underscores the need for targeted development programmes that focus on building these essential skills, enabling individuals to leverage teamwork, empower others, and ultimately achieve more impactful outcomes.

4.2.3 Research Question Three

What is the level of digital literacy skills among Office Technology and Management students in public polytechnics, Ogun State?

Table 4.5: Level of Digital Literacy Skills among OTM students in public polytechnics, Ogun State

Technical skills	VH Freq.(%)	H Freq.(%)	L Freq.(%)	VL Freq.(%)	Mean	St. Dev.
Efficiently use variety of software applications	129 (60.8%)	68 (32.1%)	9 (4.2%)	6 (2.8%)	3.5	0.710
Efficiently use digital tools to complete tasks.	92 (43.4%)	101 (47.6%)	17 (8.0%)	2 (0.9%)	3.3	0.663
Troubleshoot technical issues with digital device.	90 (42.5%)	84 (39.6%)	34 (16.0%)	4 (1.9%)	3.2	0.780
Weighted Mean					3.33	
Information Management						
Search for information online.	103 (48.6%)	96 (45.3%)	11 (5.2%)	2 (0.9%)	3.4	0.635
Manage digital files.	95 (44.8%)	96 (45.3%)	15 (7.1%)	6 (2.8%)	3.3	0.727
Evaluate digital information credibility.	83 (39.2%)	104 (49.1%)	23 (10.8%)	2 (0.9%)	3.3	0.684
Weighted Mean					3.33	
Communication & Collaboration						
Efficiently communicate my ideas with others digitally.	108 (50.9%)	87 (41.0%)	13 (6.1%)	4 (1.9%)	3.4	0.691
Share clear and concise messages through digital channels.	87 (41.0%)	99 (46.7%)	23 (10.8%)	3 (1.4%)	3.3	0.708
Digitally work with others on projects.	90 (42.5%)	100 (47.2%)	19 (9.0%)	3 (1.4%)	3.3	0.690
Coordinate responsibilities digitally.	86 (40.6%)	104 (49.1%)	20 (9.4%)	2 (0.9%)	3.3	0.672

Weighted Mean							3.32	
Creativity Skills								
Generate innovative ideas using digital resources.	106 (50.0%)	84 (39.6%)	21 (9.9%)	1 (0.5%)	3.4	0.682		
Transform digital information into new knowledge or insights.	91 (42.95)	91 (42.9%)	27 (12.7%)	3 (1.4%)	3.3	0.734		
Generate digital content.	84 (39.6%)	105 (49.5%)	19 (9.0%)	4 (1.9%)	3.3	0.699		
Weighted Mean							3.33	
Critical Thinking								
Identify biases or misleading digital content	94 (44.3%)	97 (45.8%)	20 (9.4%)	1 (0.5%)	3.3	0.664		
Interpret complex digital information.	78 (36.8%)	110 (51.9%)	21 (9.9%)	3 (1.4%)	3.2	0.682		
Use digital information for making informed business decision	99 (46.7%)	92 (43.4%)	15 (7.1%)	6 (2.8%)	3.3	0.732		
Weighted Mean							3.26	
Problem-Solving Skills								
Identify digital problems.	90 (42.5%)	91 (42.9%)	23 (10.8%)	8 (3.8%)	3.2	0.791		
Troubleshoot technical issues or digital challenges.	83 (39.2%)	90 (42.5%)	34 (16.0%)	5 (2.4%)	3.2	0.783		
Solve digital problems.	81 (38.2%)	96 (45.3%)	27 (12.7%)	8 (3.8%)	3.2	0.793		
Weighted Mean							3.2	
Overall Mean					Weighted Mean			
					3.30			
Decision rule: 1.00 – 1.74 = very low, 1.75 – 2.49 = low, 2.0 – 3.24 = high, 3.25 – 4.00 = very high								
Note: Very high (4), High (3), Low (2), Very Low (1)								
Source: Research's Field Work, 2025								

Table 4.5 presents a detailed analysis of the level of digital literacy skills among OTM students in Federal Polytechnic, Ilaro; Moshood Abiola Polytechnic, Ojere and Gateway

Polytechnic, Saapade, Ogun State. It focused on different factors related to digital literacy skills.

From Table 4.5, majority of the respondents representing 60.8% signified a very high level of ability to use various of software applications, followed by 32.1% with high level. 4.2% low level while 2.8% a very low level in the item culminating to a mean score of 3.5 which suggested that the respondents were highly skilled in using various software applications for starting and running a business. The second item under the category revealed 43.4% very high, 47.6% high, 8.0% low and 0.9% very low level of ability in using digital tools to complete tasks. This has a mean value of 3.3, indicating that the respondents can use digital tools to perform different entrepreneurial activities. Also, 42.5% of the respondents reported a very high skill in troubleshooting technical issues with digital device with a corresponding 39.6% high level in the item. Conversely, 16.0% reported a low level while 1.9% a very low level leading to a mean score 3.2 which suggested that the respondents possessed a high level of skills in troubleshooting technical issues with digital device. With the weighted mean of 3.33, it indicates that the respondents possess high level of technical skills in digital literacy for job creation.

The second dimension used is information management which assesses the level of the respondents' ability to manage digital information for business purposes. From Table 4.5, majority of the respondents representing 48.6% reported a very high level in searching for information online. 45.3%, 5.2% and 0.9% reported a high, low and very low level in searching for information online respectively, leading to a mean value of 3.4 which indicated that the respondents had moderate high level of ability in searching for information online. Moreover, in managing digital files, a very high level representing

44.8% was reported. 45.3% of the respondents indicated high level, 7.1% possesses low level and 2.8% possesses very low level skills leading to a mean value of 3.3. Also, 39.2% of the respondents reported a high level of skills in evaluating digital information reliability, 49.1% have a very high level, 10.8% have low level and 0.9% reported a very low level in evaluating digital information reliability. The mean score for the item is 3.3. The weighted mean is 3.33, indicating that respondents possessed a high level skills in digital information management.

In the dimension of communication and collaboration more than half of the respondents representing 50.9% are very highly skilled in communicating their ideas with others digitally, 41.0% have a high level, 6.1% showed low level while 1.9% have very low level. The mean score is 3.4. Similarly, 41.0% of the respondents indicated a very high level regarding sharing messages through digital channels. 46.7% high level, 10.8% low level and 1.4% very low level. The mean score is 3.3, suggesting a high level in sharing messages through digital channels. In addition, 42.5% were very high skilled in working digitally with others on projects, 47.2% had a high skills, 9.0% low skills, and 1.4% very low skills, leading to a mean score of 3.3. Also, 40.6% had a very high level of skills in coordinating responsibilities digitally, 49.1% reported a high level, 9.4% low level and 0.9% a very low level in regard to the item, indicating a mean value of 3.3. The weighted mean is 3.3, indicating a high level of skills in digital communication and collaboration among the respondents.

For creativity skills, half of the respondents representing 50.0% showed very high skills in generating innovative ideas using digital resources while 39.6% reported high level. Conversely, 9.9% reported low level, and 0.5% very low level. The responses yield a

mean value of 3.4. Furthermore, 43.0% of respondents indicated very high skills in transforming digital information into new knowledge or insights; 42.9% showed a high level, 12.7% low level and 1.4% a very low level. The average responses yield a mean value of 3.3. Also, 39.6% of respondents indicated very high skills in generating digital content, 49.5% had high skills, 9.0% had low skills, and 1.9% very low level of skills in generating digital content. The average responses yield a mean value of 3.3. The weighted mean is 3.33, indicating that respondents possessed high level of creativity skills.

For critical thinking, as presented in Table 4.3, 44.5% of the respondents had a very high level of skills in identifying misleading digital content, 45.0% had a high level, 9.4% had low level and 0.5% had a very low level of skills in identifying misleading digital content, indicating a mean value of 3.3. Moreover, above half of the respondents (51.9%) indicated a high skills in interpreting complex digital information. 36.8% had a very high skills, 9.9% had low skills while 1.4% had a very low skills, leading to a mean value of 3.2. Also, 46.7% of the respondents had very high skills in using digital information for making informed business decision, 43.4% had high level of skills, 7.1% had low level and 2.8% had a very low level of skills in using digital information for making informed business decision. On the average, the mean score is 3.3. The weighted mean value is 3.3 suggesting that the respondents had a high level of critical thinking.

As shown in Table 4.5, the last dimension is problem solving skills. 42.5% of the respondents indicated a very high level of skills in identifying digital problems, 42.9% had a high level, 10.8% had low level, and 3.8% had a very low level of skills in identifying digital problems. The responses for the item yielded a mean value of 3.2.

Furthermore, 39.2% of respondents indicated a very high level of skills in troubleshooting technical issues, 42.5% had high level, 16.0% had low level and 2.4% reported a very low level of skills in troubleshooting technical issues. The average responses yielded a mean value of 3.2. Additionally, 38.2% indicated a very high level of skills in solving digital problems, 45.3% indicated a high level, 12.7% low level and 3.8% very low level of skills in solving digital problems. The responses for the item yielded a mean score of 3.2. The weighted mean is 3.2, indicating that there is high level of problem solving skills among the respondents.

The overall weighted mean for level of digital literacy skills among OTM students in public polytechnics in Ogun State is 3.30. This implies that OTM students possess significant level of digital literacy skills essential for fostering job creation aspiration as well as alleviating unemployment.

4.3 Test of Hypotheses

This section covers the regression analyses conducted to test hypotheses one to three. Linear regression analysis was adopted, and the pre-set and acceptable level of significance is 0.05.

H₀₁: There will be no significant influence of entrepreneurial self-efficacy on job creation aspiration among OTM students in public polytechnics in Ogun State.

The first null hypothesis was evaluated through the application of simple linear regression analysis. Data reflecting job creation aspirations among OTM students were

regressed against data indicating entrepreneurial self-efficacy. The findings from the regression analysis are shown in Tables 4.6 a, b, and c.

Table 4.6: Regression Analysis for Influence of Entrepreneurial Self-Efficacy on Job Creation Aspiration among OTM Students in Public Polytechnics in Ogun State.

a. Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	Sig. F Change
1	.592 ^a	.350	.347	.416	.350	.000

a. Predictors: (Constant), Entrepreneurial Self-Efficacy

b. Dependent Variable: Job Creation Aspiration

b. ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	19.564	1	19.564	113.303	.000 ^a
	Residual	36.261	210	.173		
1	Total	55.825	211			

a. Predictors: (Constant), Entrepreneurial Self-Efficacy

b. Dependent Variable: Job Creation Aspiration

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
	(Constant)	1.554	.168		9.255	.000
1	Entrepreneurial Self-Efficacy	.517	.049	.592	10.644	.000

a. Dependent Variable: Job Creation Aspiration

Table 4.6a presents the results of regression analysis on the influence of entrepreneurial self-efficacy on job creation aspiration among OTM students in public polytechnics in Ogun State. The relationship between the variables, as presented in the model summary in Table 4.6a, demonstrates a moderate and positive correlation of 0.592 between

entrepreneurial self-efficacy and job creation aspiration among OTM students in public polytechnics in Ogun State. The result also revealed that the adjusted R-Square is 0.347, indicating that about 34.7% of the total variation in job creation aspiration among OTM students could be ascribed to entrepreneurial self-efficacy. The remaining 65.3% difference could be explained by factors not examined in this study.

The R-Square value is recorded at 0.350, which is relatively close to the adjusted R-Square value, accompanied by a Standard Error of 0.416. In the same vein, the result of the analysis of the variance as presented in Table 4.6b above shows that the regression model is statistically significant with $p\text{-value} = 0.00$ which is lesser than 0.05 level of significance.. This indicates that entrepreneurial self-efficacy contributes significantly to explaining the variation in job creation aspiration among OTM students in public polytechnics in Ogun State. Also, the calculated F value is 113.303. Furthermore, Table 4.6c demonstrates the mean increase in job creation aspiration in every additional increment in entrepreneurial self-efficacy.

Based on the results, a unit increase in entrepreneurial self-efficacy will lead to about 51.7% 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 will stand at 15.54% without entrepreneurial self-efficacy. Hence, at $t\text{-value} 10.644$ and $p\text{-value} 0.000 < 0.05$, the null hypothesis which claimed that there will be no significant influence of entrepreneurial self-efficacy on job creation aspiration among Office Technology and Management students in public polytechnics in Ogun State was refuted.

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

The second null hypothesis was evaluated by simple linear regression analysis. Data assessing the job creation aspiration among OTM students were regressed against data evaluating digital literacy skills. The outcomes of the regression analysis are displayed in Tables 4.7 a, b, and c.

Table 4.7: Regression analysis for Influence of Digital Literacy Skills on Job Creation Aspiration among OTM Students in Public Polytechnics in Ogun State.

a. Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	Sig. F Change
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		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.931	.191		10.110	.000
	Digital Literacy Skills	.424	.058	.453	7.356	.000

a. Dependent Variable: Job Creation Aspiration

Table 4.7a shows the model summary of the relationship between digital literacy skills and job creation aspiration among Office Technology and Management 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 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 analysis of variance of the mean of the independent (digital literacy skills) and dependent variable (job creation aspiration) as illustrated in table 4.7b above shows a p-value of 0.000, which falls below the significance level of 0.05, along with an F-value of 54.107. These results signified a statistically notable distinction between the mean of the digital literacy skills and job creation aspiration among OTM students in public polytechnics in Ogun State. Table 4.7c presented the result of the regression co-efficient of the influence of digital literacy skills on job creation aspiration among OTM students in public polytechnics in Ogun State, which shows that digital literacy skills is a significant predictor of job creation aspiration ($\beta = 0.453$, $t = 7.356$, $p < 0.005$).

The results also indicated 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-value $0.000 < 0.05$, the null hypothesis which stated that there will be no significant influence of digital literacy skills on job creation

aspiration among Office Technology and Management students in public polytechnics in Ogun State was rejected and the alternative hypothesis that there will be significant influence of digital literacy skills on job creation aspiration among Office Technology and Management students in public polytechnics in Ogun State was upheld.

H₀₃: There will be no significant combined influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspiration among OTM students in public polytechnics in Ogun State.

The third null hypothesis was tested with multiple linear regression analysis. Data assessing the job creation aspiration among OTM students were regressed against data measuring entrepreneurial self-efficacy and digital literacy skills. The results of the regression analysis are shown in Tables 4.8 a, b,

Table 4.8: Regression analysis of Combined Influence of Entrepreneurial Self-Efficacy and Digital Literacy Skills on Job Creation Aspiration among OTM Students in Public Polytechnics in Ogun State.

a. Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	Sig. F Change
1	.608 ^a	.370	.364	.410	.370	.000

a. Predictors: (Constant), Digital Literacy Skills, Entrepreneurial Self-Efficacy

b. Dependent Variable: Job Creation Aspiration

b. ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.663	2	10.332	61.411	.000 ^a
	Residual	35.162	209	.168		
	Total	55.825	211			

a. Predictors: (Constant), Digital Literacy Skills, Entrepreneurial Self-Efficacy

b. Dependent Variable: Job Creation Aspiration

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.321	.189		6.983	.000
	Entrepreneurial Self-Efficacy	.432	.058	.495	7.406	.000
	Digital Literacy Skills	.160	.063	.171	2.556	.011

a. Dependent Variable: Job Creation Aspiration

Table 4.8 presents the findings regarding the combined effect of entrepreneurial self-efficacy and digital literacy skills on job creation aspirations among OTM students in public polytechnics located in Ogun State. The model summary reveals a significant and strong positive correlation between entrepreneurial self-efficacy, digital literacy skills, and job creation aspirations, with an R value of 0.608. Furthermore, the analysis indicates that the adjusted R-Square is 0.364, suggesting that 36.4% of the variation in job creation aspirations can be attributed to entrepreneurial self-efficacy and digital literacy skills. The remaining 63.6% of the variation in job creation aspirations is explained by variables that were not included in this study. Additionally, the regression model explained a considerable portion of the variance in the dependent variable. The F-statistic was

recorded at 61.411, suggesting a significant correlation between the variables. The p-value was 0.000, further affirming the model's significance.

Table 4.8c demonstrates that, at a 95% confidence level, assuming all other parameters are held constant, a unit change in entrepreneurial self-efficacy will lead to a 43.2% increase in job creation aspirations among OTM students in public polytechnics in Ogun State ($B = 0.495$, $p < 0.05$). In contrast, a unit change in digital literacy skills will result in a 16% increase in job creation aspirations, with a beta value of 0.171. Nevertheless, a separate regression analysis of data concerning job creation aspirations among OTM students, incorporating both entrepreneurial self-efficacy and digital literacy skills as a composite, reveals a significant relationship ($p < 0.05$). Consequently, the null hypothesis, which posits that there will be no significant combined influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspirations among Office Technology and Management students in public polytechnics in Ogun State, is rejected.

4.4 Discussion of Findings

From the results of the first research question which sought to identify the level of job creation aspiration among 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, Ogun. The results from each component provide a comprehensive picture of the students' job creation aspiration level. The first dimension assessed was expectancy beliefs. This metric reflects the students' confidence in their ability to succeed in job creation. The findings suggested a reasonably high level of confidence in their abilities to create job successfully. They believe that their efforts will

lead to positive outcomes, which is a fundamental component of the Expectancy-Value Theory. This finding aligns with research that shows a positive correlation between perceived ability and entrepreneurial intentions¹.

The second metric pertains to intrinsic value, the analysis revealed that 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 objectives².

Furthermore, the results indicated that students assign significant importance to job creation, with attainment value. This reflects the students' perception of job creation as a crucial and personally significant objective to mitigate the rapid increasing unemployment challenges and to contribute to the economy growth of the nation. Recent research on entrepreneurship in Nigeria corroborates this perspective, emphasizing that individuals are increasingly driven by the aspiration to contribute to society, earn respect, and attain personal fulfillment, which resonates with the notion of attainment value².

The utility component shows that students also recognize the practical benefits of developing job creation aspiration. They perceived it as a useful and instrumental path to achieving tangible future goals, such as financial independence, career development, and addressing economy challenges. This pragmatic motivation is essential and is often cited as a primary driver of entrepreneurial intentions in developing economies where traditional jobs are scarce³. The results indicated that the students are acutely aware of the sacrifices and challenges involved in starting a business. This includes the required

efforts in starting and sustaining a new business, financial risks, emotional stress, and potential for failure.

The results also suggest that the awareness is not a deterrent, but rather a sign of a mature understanding of the entrepreneurial journey. However, the fact that the other value components, particularly attainment value, are equally high or higher, suggests 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 studies on the importance of entrepreneurial education in shaping entrepreneurial intentions among students^{3,4}.

The second research question sought to investigate the level of entrepreneurial self-efficacy possessed by OTM students in public polytechnics in Ogun State, Nigeria. The findings revealed that OTM students possessed a moderately high level of entrepreneurial self-efficacy. From the five metrics assessed, the highest mean scores were observed in searching for opportunities and implementing financial resources. This indicates that the students are most confident in the initial stages of the entrepreneurial process. The scores for planning business and marshalling resources are also commendably high, reinforcing the notion that these students possess a comprehensive set of foundational entrepreneurial beliefs. The lowest-scoring component was implementing people. While still a positive score, it reveals a relative weakness in confidence regarding human resource management.

This finding indicated that while students prepared for the technical and administrative aspects of starting a business, they were less confident in their abilities to lead, motivate, and manage employees. This highlights a potential gap in the curriculum, suggesting a

need for more practical training in soft skills to better prepare them for managing and scaling a business. This aligned with the existing literature claimed that to translate job creation aspiration into actual job creation, effective people management skills are indispensable⁵. In general, entrepreneurial self-efficacy (ESE) among OTM students in Ogun State's public polytechnics suggests a strong and positive belief in their capabilities to undertake entrepreneurial tasks. This finding is consistent with established literature which posits that entrepreneurial self-efficacy is a crucial psychological construct that influences entrepreneurial intentions and subsequent actions^{1, 6}.

The third research question assessed the level of digital literacy skills among OTM students in public polytechnics in Ogun State, Nigeria. The result suggests a moderate high level of digital literacy skills among OTM students in public polytechnics in Ogun State. The most prevalent indicators of digital literacy skills among the students are technical skills and information management which are core components of digital literacy. Also, the results on critical thinking indicated that students possessed 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 creativity skills and problem solving skills which are all consistently high, demonstrating that the students possess well-developed, higher-order digital literacy skills.

The consistency across all measured metrics, with all weighted means clustering tightly around, suggests a balanced and well-rounded skill set. The consistent scores across all metrics indicate that the students' education has provided them with a strong foundation to thrive in the digital economy. These skills are a critical enabler for their job creation

aspirations. They not only provide the 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. 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^{7,8,9}.

Three null hypotheses were tested in this study. The first hypothesis evaluated the influence of entrepreneurial self-efficacy on job creation aspiration of OTM students in public polytechnics in Ogun State, Nigeria. The results of the linear regression analysis provide strong evidence that entrepreneurial self-efficacy has a significant positive influence on job creation aspiration among OTM students in public polytechnics in Ogun State. As such, the null hypothesis is rejected, confirming that students' belief in their entrepreneurial self-efficacy meaningfully predicts their intention to create employment opportunities. The strength of the relationship between entrepreneurial self-efficacy and job creation aspiration is substantial, showing that as students confidence in their entrepreneurial abilities increases, so does their aspiration to become job creators. This aligns with existing literature which emphasises that self-efficacy, the belief in one's capacity to execute actions, is a core determinant of goal-oriented¹⁰.

In entrepreneurial contexts, individuals with higher self-efficacy are more likely to set ambitious goals and persist in pursuing them, even when challenges arise. The proportion of variation in job creation aspiration explained by entrepreneurial self-efficacy is considerable, suggesting that self-efficacy is not only statistically significant but practically relevant. This is consistent with literature who found that entrepreneurial self-

efficacy significantly shapes students' entrepreneurial drive, influencing both their willingness to start businesses and their vision to scale them and employ others^{11, 12}. Furthermore, the positive and strong standardized coefficient underscores the predictive power of self-efficacy. Students who believe they can initiate and sustain a business are more likely to aspire to establish ventures capable of creating jobs.

This further supports the findings who highlighted that self-efficacy strongly predicts not only entrepreneurial intention but also growth-oriented entrepreneurial outcomes^{13, 6}. These findings suggest that entrepreneurial self-efficacy emerges as a crucial psychological factor influencing job creation aspiration. Its strong impact suggests that to cultivate a new generation of job creators, polytechnic institutions must prioritize building students' entrepreneurial confidence through experiential learning, mentorship, and real-life business simulations. Such interventions can empower students not only to seek self-employment but to drive broader economic development by creating job opportunities for others.

The second 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 have a significant positive influence on job creation aspiration among OTM students in public polytechnics in Ogun State. This means that the null hypothesis which proposed no significant influence should be rejected. The strength of the relationship between digital literacy skills and job creation aspiration is moderate, suggesting that as students' digital literacy skills improve, so does their aspiration to create jobs. The model explains a meaningful proportion of the variance in job creation

aspiration, indicating that digital literacy skills are relevant predictor. Although not the sole factor influencing students' job creation aspiration, it contributes significantly to their entrepreneurial drive.

The statistical significance of the regression model also shows that the relationship is unlikely to be due to chance. The moderate predictive power of digital literacy skills supports findings of the existing literature who emphasised that competency in digital literacy skills such as communication, collaboration, creativity, critical thinking, problem-solving, and information management are essential for navigating the digital economy and promoting entrepreneurial thinking¹⁴. The standardized coefficient reflects a positive relationship, indicating that students with better digital skills are more likely to develop high job creation aspiration. This supports the argument that digital literacy skills can expand youths' capacity to identify, engage in, and scale entrepreneurial ventures¹⁵. Moreover, it aligns with research which found that digital competencies significantly affect business development outcomes among small-scale entrepreneurs¹⁶.

The significance of the t-value for digital literacy skills further confirms its unique contribution to predicting job creation aspiration. This suggests that even when other factors are held constant, digital literacy skills alone is a meaningful driver of students' job creation aspiration. Thus, these findings clearly demonstrate that digital literacy skills have a statistically significant and practical influence on job creation aspiration. This underscores the importance of integrating robust digital skill development into the curriculum of public polytechnics, particularly for OTM students who are expected to operate in both administrative and entrepreneurial roles within the evolving digital economy.

The third hypothesis examined the combined influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspiration among Office Technology and Management (OTM) students in public polytechnics in Ogun State, Nigeria. The results revealed that the combination of entrepreneurial self-efficacy and digital literacy skills has a significant positive influence on job creation aspiration among the students, thus the null hypothesis was refuted. The strength of the relationship between the independent variables (entrepreneurial self-efficacy and digital literacy skills) and the dependent variable (job creation aspiration) is considered moderate, as shown by the multiple correlation value. The proportion of variance in job creation aspiration that can be explained by the combination of the two predictors is substantial.

This suggests that over one-third of the variation in students' aspiration to create jobs can be attributed to their levels of self-belief in their entrepreneurial abilities and their digital competencies. This aligns with findings who noted that entrepreneurial self-efficacy strongly predicts entrepreneurial intentions and broader entrepreneurial behavior, particularly when students are confident in their skills and supported by digital tools¹¹. The adjusted value, which accounts for the number of predictors, confirms the reliability of the model and reduces the likelihood of overestimation. The p-value indicates a highly significant model overall, affirming that the observed effect is not due to chance. Furthermore, the analysis of variance confirms the overall fit of the regression model. The contributions of both entrepreneurial self-efficacy and digital literacy skills are statistically significant.

The standardized coefficients show that entrepreneurial self-efficacy has a stronger influence on job creation aspiration than digital literacy skills, although both remain

positive predictors. This is consistent with prior literature which identifies entrepreneurial self-efficacy as a strong internal motivator for entrepreneurship¹¹. Digital literacy, while less influential, still plays a critical role, supporting studies who argued that digital skills enhance the ability to engage in entrepreneurial activity in a knowledge-driven economy¹⁴. The t-values for the predictors exceed the typical threshold for significance, reinforcing that each independent variable makes a meaningful contribution to explaining job creation aspiration. The standard error of estimate indicates a reasonable level of prediction accuracy, and the residual variance suggests that other factors, not captured in this model, also influence job creation aspiration.

This study provides empirical support for the argument that student who possesses higher entrepreneurial self-efficacy and stronger digital literacy skills are more likely to aspire to create jobs. The findings highlight the need for tertiary institutions to invest in strengthening these competencies to promote entrepreneurship and job creation among students, particularly in vocational and technology-oriented programmes.

Endnotes

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Chapter Five

Summary, Conclusion and Recommendations

5.1 Summary of Findings

This study investigated the influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspiration among Office Technology and Management (OTM) students in public polytechnics, Ogun State. The study made use of 212 OTM students at HND I & II levels from three public polytechnics offering Office Technology and Management programme in Ogun State. The following are summary of the findings:

Among the five metrics assessed concerning the job creation aspiration, it was found that the attainment value had the highest average score, whereas expectancy beliefs and intrinsic value recorded the lowest average score. In general, the study indicated that the respondents exhibited a moderately high level of job creation aspiration. This finding suggests that although respondents believe that developing job creation aspiration is crucial for alleviating the unemployment crisis, they need to believe in their ability to succeed in creating jobs.

Findings on entrepreneurial self-efficacy revealed that the respondents possessed a moderately high level of entrepreneurial self-efficacy. However, searching for opportunities had the highest average mean score from the five metrics assessed. Implementing people reported the lowest average mean score. This finding suggest that the respondents are lacking in the areas of delegating, motivating and inspiring others as well as collaborating with others to achieve goals.

The study also revealed that the respondents had a moderately high level of digital literacy skills. Among the six metrics assessed, technique skills, information management and creativity skills had the highest mean score. On the other hand, problem solving skills achieved the lowest mean score, an indication that the respondents still find it difficult to identify and solve digital challenges.

The study found that entrepreneurial self-efficacy does significantly influence job creation aspiration among office technology and management students in public polytechnics in Ogun State. This suggests that entrepreneurial self-efficacy should be encouraged among students to become self-reliance after the completion of their programmes.

The second hypothesis revealed that digital literacy skills do significantly influence job creation aspiration with a moderate positive relationship. This indicated that students need to focus more on developing their digital literacy skills to enable them participate in the digital world after their programmes.

The combined effect indicated that entrepreneurial self-efficacy and digital literacy skills do significantly influence job creation aspiration among office technology and management students in public polytechnics in Ogun State.. However, entrepreneurial self-efficacy remains the overriding predictor while digital literacy skills had a weak influence on job creation aspiration among office technology and management students when combined the variables.

5.2 Conclusion

The findings of this study provided compelling evidence that both entrepreneurial self-efficacy and digital literacy skills are significant predictors of job creation aspiration,

underscoring their collective importance in shaping the entrepreneurial mindset of future graduates. As observed from the findings, OTM students in the surveyed institutions are more likely to pursue entrepreneurship after their graduation, evidenced with their high level of entrepreneurial self-efficacy and digital literacy skills which are necessary for addressing unemployment and successfully navigating the global digital landscape.

The study therefore concluded that the symbiotic relationship between entrepreneurial self-efficacy and digital literacy skills is instrumental in shaping the job creation aspirations of OTM students.

5.3. 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 programme should review and restructure the curriculum without delay to integrate a more robust and practical entrepreneurial component. This should go beyond theoretical concepts to include business plan development, market analysis, and a compulsory entrepreneurship project.
2. The National Board for Technical Education (NBTE) should revise the national OTM curriculum to make entrepreneurial self-efficacy and 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. Department Heads should incorporate real-world learning by invite entrepreneurs as guest speakers and mentors, and set up partnerships with local businesses and tech hubs to provide students with practical experience.
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.

5.4 Contribution to Knowledge

This study makes a significant contribution to knowledge by empirically establishing the synergic relationship between entrepreneurial self-efficacy, digital literacy skills, and job creation aspiration within the context of Office Technology and Management students in public polytechnics in Ogun State, Nigeria. While previous research has often examined these constructs in isolation, this study is among the first to explore their combined influence, providing a more holistic understanding of the factors that drive entrepreneurial intent among a specific group of technical and vocational students in a developing economy.

Specifically, the study contributes to the literature in two key areas. The study provides critical, context-specific insights into the dynamics of youth entrepreneurship in Nigeria. By focusing on public polytechnic students in a major state like Ogun, the research offers a localized perspective on how educational institutions can influence graduate outcomes. This goes beyond broad national surveys to provide actionable data for policymakers and educators in a specific region with unique socio-economic challenges. Most importantly, the study highlights the pivotal role of digital literacy skills not just as a supporting factor,

but as a direct catalyst for job creation aspiration. It reveals that digital competence directly enhances self-efficacy and reduces the perceived barriers to entry for new ventures. This underscores the need for a paradigm shift in technical education, from a focus on traditional office skills to a more comprehensive, technology-driven curriculum that is essential for nurturing a new generation of job creators.

5.5 Suggested Areas of Further Research

To expand the boundaries of knowledge, the following areas of study are proposed for further research.

1. The present study employed quantitative research to investigate the influence of entrepreneurial self-efficacy and digital literacy skills on job creation aspiration. Future research could adopt qualitative approaches such as in-depth interviews or focus group discussions with OTM students and recent graduates, to gain a deeper insight into the underlying reasons for the observed findings.
2. A comparative study could be conducted across different programmes (e.g., Engineering, Business Administration) within polytechnics or between polytechnics and universities in Ogun State to ascertain whether the findings are unique to OTM students or if they are more broadly applicable to technical and vocational education.
3. The study was conducted in Ogun State; subsequent studies should be replicated in other Nigerian states to determine if there is significant differences between Ogun State and other regions of the country in relation to the topic under investigation.

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Other Information Sources

Office Technology and Management Department, Gateway Polytechnic, Sapade, Ogun State.

Office Technology and Management Department, Moshood Abiola Polytechnic, Ojere, Abeokuta.

Office Technology and Management Department, The Federal Polytechnic, Ilaro

**LEAD CITY UNIVERSITY
IBADAN, OYO STATE
FACULTY OF COMMUNICATION AND INFORMATION SCIENCE
DEPARTMENT OF INFORMATION MANAGEMENT**

Dear Respondents,

I am a master's student in the above-named Institution gathering data for the purpose of academic research on the topic "Entrepreneurial Self-Efficacy, Digital Literacy Skills and Job Creation Aspiration of Office Technology and Management (OTM) students in public polytechnics in Ogun State, Nigeria". However, in order to achieve this, your optimum cooperation is needed in filling out the below questionnaire. Please, note that there are no rights or wrong answers and be rest assures that all your responses will be kept confidential and be used for research purpose only.

Thank you.

Adesina, E. Mojisola
Researcher
08077033667

SECTION A: DEMOGRAPHIC INFORMATION

Kindly tick [] where appropriate

1. Gender: Male [], Female []
2. Age: 20 – 25 [] 26 – 30 [] 30 years and above []
3. Level: HND I [] HND II []
4. Institution: Federal Polytechnic, Ilaro [].
Moshood Abiola Polytechnic, Ojere, Abeokuta. []
Gateway Polytechnic, Saapade. []

SECTION B: Job Creation Aspiration

This section explores level of job creation aspiration of Office Technology and Management students in public polytechnics, Ogun State. Using a four likert scale provided below, please tick the appropriate choice to indicate your level of agreement/disagreement with the statement:

Very High (VH) = 4; High (H) = 3; Low (L) = 2, Very Low (VL) = 1

How would you rate your level of job creation aspiration in term of the following?		VH	H	L	VL
I	Expectancy Beliefs				
1	Successfully create a job.				
	Run a sustainable business.				
2	Effectively navigate the challenges involved in job creation.				
3	Understand the procedures involve in job creation				
II	Intrinsic Value				
4	Enjoy the process of creating jobs.				
5	Fulfill personal desire by contribute to the economy growth.				
6	Engage in job creation.				
III	Attainment Value				
7	Creating jobs is an important goal for me personally.				
8	Achieving success in job creation would be a significant personal accomplishment.				
9	Pursuit of job creation aligns with my personal values.				
IV	Utility Value				
10	Become financial independence.				
11	Future professional development.				
12	Creating jobs is highly relevant to addressing economic challenges				
13	Job creation is highly beneficial alternative to traditional				

	employment.				
V	Relative Cost				
14	Required efforts in starting a new business.				
15	Required efforts in sustaining a new business.				
16	Overcoming the fear of risks associated with creating new jobs				

SECTION C: Entrepreneurial Self Efficacy

This section assesses the level of entrepreneurial Self-Efficacy possessed by OTM students in public polytechnics in Ogun State, Nigeria. Using a four likert scale provided below, please tick the appropriate choice to indicate your opinion on the level of agreement with the statement:

Very High (VH) = 4; High (H) = 3; Low (L) = 2, Very Low (VL) = 1

	How would you rate your level of Entrepreneurial Self-Efficacy to perform the following:	VH	H	L	VL
I	Searching for Opportunities				
1	Identifying the need for a new product or service				
2	Designing a product or service that will satisfy customer needs and wants				
3	Brainstorming to come up with a new idea for a product or service				
II	Planning Business				
4	Estimating customer demand for a new product or service				
5	Designing an effective marketing/advertising campaign for a new product or service.				
6	Estimating the amount of start-up funds necessary to start a business.				
	Estimating the working capital needed in running the business.				
III	Marshalling Resources				
7	Getting others to identify with my vision for a new business.				
8	Building a strong network that can provide resources for starting a new venture.				

9	Clearly and concisely explain my business idea in everyday terms.				
IV	Implementing People				
10	Motivating employees towards achieving my business goal.				
11	Delegating responsibilities to employees in my business.				
12	Dealing effectively with day-to-day crises.				
V	Implementing Financial Resources				
13	Managing the financial asset of a startup business.				
14	Controlling costs to maximize profitability in a new enterprise				
15	Maintaining the financial records of my business				

SECTION D: Digital Literacy Skills

This section assesses level of digital literacy skills of Office Technology and Management students in public polytechnics, Ogun State, Nigeria. Using four-point likert scale provided below please indicates your level of agreement/disagreement with the statement.

Very High (VH) = 4; High (H) = 3; Low (L) = 2, Very Low (VL) = 1

	How would you rate your level of digital literacy skill in term of the following?	VH	H	L	VL
I	Technical skills				
1	Ability to use variety of software applications				
2	Ability to use digital tools to complete tasks.				
3	Troubleshooting technical issues with digital device.				
II	Information Management				
4	Searching for information online.				
5	Managing digital files.				
6	Evaluate digital information credibility.				
III	Communication & Collaboration				
7	Communicate my ideas with others digitally.				

8	Sharing messages through digital channels.				
9	Digitally work with others on projects.				
10	Coordinating responsibilities digitally.				
IV	Creativity Skills				
11	Generating innovative ideas using digital resources.				
12	Transforming digital information into new knowledge or insights.				
13	Generating digital content.				
	Critical Thinking				
14	Identifying biases or misleading digital content				
15	Interpreting complex digital information.				
16	Using digital information for making informed business decision				
V	Problem-Solving Skills				
17	Identifying digital problems.				
18	Troubleshooting technical issues or digital challenges.				
19	Solving digital problems.				

Bio-data

A. Personal Data

1. **Full Name:** Elizabeth Mojisola ADESINA
2. **Address:** 80, Mabayoje-Irepodun CDA, Dabogi Road,
Owode-Yewa, Ogun State
3. **Email:** owolabimojisola75@gmail.com
4. **Date and Place of Birth:** 23rd February. 1975, Ikorodu
5. **Nationality:** Nigerian
6. **Name of Next of Kin:** Mr. J. A. Adesina,
7. **Address of Next of Kin:** Same as above

A. Educational Background

Educational Institutions attended with dates and Qualifications:

- i. **Primary Education:** African Bethel Primary School, Ikorodu, First Leaving School Certificate, 1986.
- ii. **Secondary Education:** Keme Balogun College, Ibeshe, Ikorodu, Senior Secondary School Certificate (SSSC), 1995.
- iii. **Higher Educational Institutions:** Federal Polytechnic, Ilaro, Higher Nation Diploma (HND) in Secretarial Studies, 2002.
Lead City University, Ibadan, B.Sc. in Office and Information Management, 2022.

B. Working Experience with Dates

Organization: The Federal Polytechnic, Ilaro, Ogun State
Role: Senior Instructor
Date: 2019 till date

C. Awards and Fellowships:

Signature

Date

University Compliance Certificate

This is to certify that this thesis by **Elizabeth Mojisola ADESINA** with Matriculation Number LCU/PG/005894 in the Department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

Name

Signature

Lead City University Ibadan DO NOT COPY