

ENTREPRENEURSHIP AND OFFICE TECHNOLOGY AND MANAGEMENT (OTM) SKILLS AS PREDICTORS OF VALUE CREATION AMONG BUSINESS EDUCATION GRADUATES

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ABSTRACT

The study examined entrepreneurship and office technology and management (OTM) skills as predictors of value creation among business education graduates. Three research questions guided the study. A descriptive research design of correlational type was used in this study. The population of the study comprised 132 postgraduate students of Tai Solarin Federal University of Education, Ijagun, Ogun State for the academic session 2024/2025. Enumeration technique was adopted in selecting sample of the study. This implied that the whole population was studied. Researcher developed questionnaire titled 'Entrepreneurial, OTM Skills and Value Creation Questionnaire (EOTMSVCQ)' was used for data collection with 0.94 as reliability coefficient. Mean, standard deviation and bar-chart were used for answering and presenting research question 1. Research questions 2 and 3 were answered using Pearson Product Moment Correlation (PPMC). The findings of the study revealed that webpage design, research, management information, records management, creativity, time management, teamworking, digital innovation and Ms-Excel skills were among OTM skills needed for business education graduates value creation. There was a positive relationship between entrepreneurial and business education graduates value creation $r = 0.390$, $p < .05$). There was a positive relationship between OTM skills and business education graduates value creation ($r = 0.620$, $p < .05$). It was recommended that postgraduate students of business education should further engage in entrepreneurial development and show them more opportunities in entrepreneurial activities. Government through university authority should provide funds for value creation of exceptional graduates who have novel ideas that command commercial value.

Keywords: Entrepreneurship, OTM Skills, Value Creation, Business Education, Graduates

Introduction

Graduates value creation could be seen as an easy way of providing sustainable solutions to the contemporary unemployment issues facing the global economies Nigeria is no exception. Graduate value creation could refer to the capability and process whereby a graduate uses the skills acquired in school to produce services or products that have commercial value. If all graduates' value creation ability, unemployment would be much lower than it is now. Part of the reason for continued increase in graduates' unemployment is associated with the poor nature of graduates produced yearly and inadequate saleable skills acquisition. On that note, graduates value creation could represent yardstick towards measuring the quality of graduates is the process whereby graduates turn ideas into novel products and services to the market for mutual gain between the customers and the entrepreneurs. Through value creation process, graduates could become an entrepreneur who can create employment from his/her own value creation also help graduates to become business owners who produce economic activities that can reduce poverty and support sustainable economic development.

However, according to Agbajeogu and Okoli (2023), the issues of graduates' unemployment is a disturbing scenario that increase the rate of crime and other related activities and that any nation with high numbers of its graduates unemployed, may likely be facing insecurity challenges like Nigeria; while Dada et al. (2023) argued that value creation is among the sustainable measures for solving graduates' unemployment issues in Nigeria. According to them, value creation is the process graduates took towards becoming entrepreneurs that can turn ideas and skills into products and satisfy customer interest. That is, giving out new products and services to meet customers' needs and expectations. Eggon and Audu (2020) were of the view that value creation is a sustainable strategy that can aid graduates' economic growth and development. That any graduate creates value could become economically self-sustaining, possess higher business acumen and orientation. Today's graduates should focus on value creation by commercializing skills acquired in university. Yusra and Khan (2018) said the ability of graduates to engage in value creation is the surest way to economic self-reliance while Pinelli et al. (2022) opined that most developed nations like China and the United States of America train their graduates in value creation as surest way for their economic development.

Agbajeogu and Oki (2023) as well as Dada et al. (2023) stated that the major challenge facing Nigerian university graduates in becoming value creators is that most of them lack the skills required to take part. This skill-gaps might also be among the reasons for high number of graduates' unemployment and this among the others that inform government and stakeholders in education introduce entrepreneurship into the curriculum of tertiary institutions in the country with the hope of equipping graduates with required skills to become value-creators. Entrepreneurship could be seen as a process of equipping recipients with needed skills of cultivating habit of business engagement vis-à-vis ability to involve in observing business risk and developing it to create value or gain. It is also the process of acquiring needed skills for venturing into novel business development for value creation. In short, entrepreneurship is direct involvement in creating economic value by developing new ideas, managing risk, and spotting potential economic benefits (Igwe et al., 2013).

Adeoye (2015) reiterated that entrepreneurship is the engine room behind every developed nation innovation and economic development. It involves economic activities that detect, investigate and exploit economic opportunities for new business ideas. It also acts as cornerstone and economic

instrument for employment creation (Popoola, 2014). Entrepreneurship is the engine behind successful enterprise that create value. Sometimes, entrepreneurship could mean development of small and medium scale business which propel graduates' unemployment reduction as well as value creation. Without the concept of entrepreneurship utilization, no country will have industry and innovation; based on this Dada et al. (2023) argued that entrepreneurship promotes SMEs development as well as their sustainability towards large firm through exposure to local raw materials and economic opportunities for value creation.

However, Eze and Ononye (2021) were of a different view that Office Technology and Management (OTM) skills also play a significant role in making business education graduates self-reliant through value creation. OTM achieved this through equipping its graduates in business education with germane and necessary skills needed for business performance and sustainability. Orji, Akhimien and Chika (2023) opined that OTM is a subject of business education programme and is vocational in nature that trained and equipped its recipients with saleable skills for economic self-reliant, which is possible through value creation by its graduates. OTM is also the study of modern technology usage in office for effectiveness as well as business sustainability (Nwabuona, 2021). Ibrahim (2015) buttressed this view by reiterating that OTM as vocational education developed skills needed for office managers to performance efficiency in office work and to function as entrepreneur who can personally use their energy and resources to achieve predetermined goals such as value creation.

Statement of the Problem

University graduates are supposed to be ready-made human capital that can fit into any related job and contribute their quota toward nation building. Many university graduates that do not secure white-collar job should take part in economic activities as agent of government or private sector or become economically self-reliant by venturing in SME and becoming value creators. But the situation in Nigeria today is sad: many graduates remain without any economic activity five years after graduation and are still searching for white-collar job. This scenario might be among the factors fueling criminal activities, increasing poverty with higher unemployment rate in the country. Government and stakeholders in the country have taken step towards addressing this situation, despite that, majority of university graduates in Nigeria still continue to search for scarce white-collar job. This study attempted to address this problem by examining entrepreneurship and OTM skills as predictors for value creation among business education graduates.

Objectives of the Study

The main purpose of the study was to examine entrepreneurship and OTM skills as predictors for value creation among business education graduates. Specifically, the study sought to:

1. identify OTM skills needed for business education graduates value creation;
2. find out the relationship between entrepreneurship skills and business education graduates value creation;
3. ascertain the relationship between OTM skills and business education graduates value creation.

Research Questions

The following research questions were answered for the purpose of this study:

1. What are the OTM skills needed for business education graduates value creation?
2. Is there any relationship between entrepreneurship skills and business education graduates value creation?
3. To what extent OTM skills related to business education graduates value creation?

Methodology

A descriptive research design of correlational type was used in this study. The population of the study comprised 132 postgraduate students of Tai Solarin Federal University of Education, Ijagun, Ogun State for the academic session 2024/2025. Enumeration technique was adopted in selecting the sample of the study. This implied that the whole population was studied. Researcher developed questionnaire titled 'Entrepreneurial, OTM Skills and Value Creation Questionnaire (EOTMSVCQ)' was used for data collection. The questionnaire had four sections A, B, C, and D entailed demographic characteristics of the respondents, items relating to entrepreneurial, OTM skills and value creation respectively. The validity of the questionnaire was ensured by three experts from departments of Business Education and Test and Measurement. The reliability of the instrument was tested with 15 business education postgraduate students of Lagos State University who were similar to the study group. The researcher and three research assistants distributed the questionnaire to the respondents. After a week, the copies of the questionnaires were retrieved. A total of 127 copies were retrieved (96% return rate) and used for the analyses. Mean, standard deviation and bar-chart were used for answering and presenting research question 1. Research questions 2 and 3 were answered using Pearson Product Moment Correlation (PPMC).

Results

Research Question 1: What are the OTM skills needed for business education graduates value creation?

Table 1: Descriptive statistics on the OTM skills needed for business education graduates value creation

Items	Mean	SD	Decisions
Webpage design skill	2.89	.984	Needed
Research skill	2.68	.887	Needed
Management information skill	2.74	.816	Needed
Records management skill	3.10	.702	Highly Needed
Creativity skill	2.99	.902	Needed
Time management skill	2.77	.944	Needed
Teamworking skill	3.16	.699	Highly Needed
Digital Innovation skills	3.22	.732	Highly Needed
Ms-Excel skill	3.23	.711	Highly Needed
Cluster Mean	2.98		

Source: Field Survey, 2025

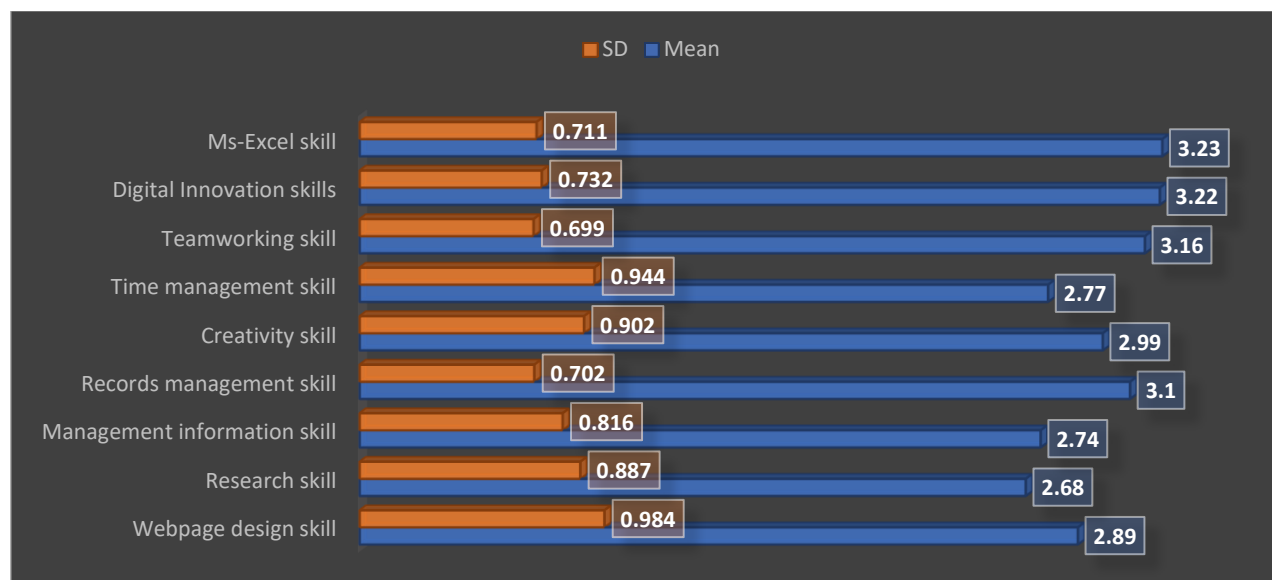


Fig 1: OTM skills needed for business education graduates value creation

Table 1 shows that the cluster mean was 2.98 and the benchmark mean was 2.50. Since $2.98 > 2.50$, this implied that webpage design, research, management information, records management, creativity, time management, teamworking, digital innovation and Ms-Excel skills were among OTM skills needed for business education graduates value creation.

Research Question 2: Is there any relationship between entrepreneurial and business education graduates value creation?

Table 2: Relationship between entrepreneurial and business education graduates value creation

Variables	Mean	SD	r-value	df	p-value	Remark
Graduates value creation	28.4764	2.54961				
Entrepreneurial	19.7425	2.64620	.390	125	.001	Significant

Source: Field Survey, 2025

From Table 2, it was observed that there was a moderate positive relationship between the independent variable and the dependent variable, as shown by ($r = 0.390$, $p < .05$). The implication of this result was that there was a positive relationship between entrepreneurial and business education graduates value creation.

Research Question 3: To what extent do OTM skills and business education graduates value creation related?

Table 3: Relationship between OTM skills and business education graduates value creation related

Variables	Mean	SD	r-value	df	p-value	Remark
Graduates value creation	25.3133	2.77778				
OTM skills	19.7425	2.64620	.620	125	.001	Significant

Source: Field Survey, 2025

Table 3 showed that there was a fairly strong positive relationship between the independent variable and the dependent variable, as shown by ($r = 0.620$, $p < .05$). This further implied that there was a positive relationship between OTM skills and business education graduates value creation.

Discussion of Findings

The findings of the study indicated that webpage design, research, management information, records management, creativity, time management, teamworking, digital innovation and Ms-Excel skills were among OTM skills needed for business education graduates value creation. These findings were in agreement with Igwe et al. (2013) who found that office technology and management competencies were among factors that can propel SMEs value performance and sustainability. The authors further stated that graduates with OTM skills have chances of turning their ideas into value creation for economic self-sustenance. Nwabouna (2021) also concluded that skill are vocational skills that can promote value creation in the economy.

The study findings revealed that there was positive relationship between entrepreneurial and business education graduates value creation. This implied that higher entrepreneurship skills go with higher value creation among business education graduates. These findings agree with Dada et al. (2023) who found that entrepreneurial served engine-room for sustainable economic development in terms of poverty reduction, employment creation as well as value creation. Agbajeogu and Okoli (2023) also found that despite the challenges facing entrepreneurship in Nigeria, it still acts as a factor promoting graduate value creation towards unemployment reduction.

The study also found a positive relationship between OTM skills and business education graduates' value creation ($r = 0.620$, $p < .05$). These findings were in tandem with Yusra and Khan (2018) who said OTM coupled with entrepreneurial skills are germane towards graduates' economic self-reliant and economic stability. Igwe et al. (2013) concluded that OTM skills act as predictors for graduate value creation and development towards establishment of SMEs.

Conclusion

The study had examined entrepreneurial and OTM skills as predictors for value creation among business education. Based on the findings, the study concluded that webpage design, research, management information, records management, creativity, time management, teamworking, digital innovation and Ms-Excel skills were among OTM skills needed for business education graduates value creation. OTM skills and entrepreneurship are positively related to business education graduates value creation.

Recommendations

The following recommendations are raised for this study:

1. Universities should give business education postgraduate students more entrepreneurship training and more opportunities in entrepreneurial activities.
2. Government through university authorities should provide funds to support exceptional graduates who have new ideas with commercial value.
3. Postgraduate students of business education should engage more in OTM skills, and the lecturers in charge of the programme should give the training needed.

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