



Exposing Employment Potential of Office Technology and Management Students through Generic Skills Technologies in Rivers State Owned Polytechnics

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ABSTRACT

This study adopted a descriptive survey research design on exposing employment potential of Office Technology and Management Students through generic skills technologies in Rivers State owned Polytechnics. The population was 470 with a sample size of 141 OTM students. Mean and standard deviation were used to answer research questions and determine the homogeneity in opinions of the respondents. T-test was used to test the two null hypotheses at 0.05 level of significance. A null hypothesis was rejected where the p-value is less than the significant value. Otherwise, the null hypothesis was accepted. The data analysis was carried out using Statistical Package for Social Sciences (SPSS) version 23. Findings of the study revealed that ICTs skills and leadership skills as generic skills technologies are high exposing the employment potential of OTM students in the Rivers State owned polytechnics. Therefore, the study recommends among other things that ICTs and leadership skills as generic skills technologies that expose the employment potential of OTM students in the polytechnics should be given more attention by curriculum implementers.

Keywords: Exposing employment potentials, OTM, generic skills technologies, students, polytechnics

INTRODUCTION

Office Technology and Management (OTM) programme is designed to offer students training in different skills for employment in various fields of endeavour as potential employers and employees. Moreover, in these modern economies, continuous innovations have led to major transformations in workplaces, giving rise to pervasive skills gaps and skills mismatches. In order to bridge the skills gaps, OTM programme is investing significant effort and resources in training of students in different skills taught in OTM programme include generic skills technologies. Generic skills technologies often referred to as soft skills, non-technical, or employability skills, functional skills are skills that facilitate the creative and productive application of disciplinary skills and knowledge in the workplaces (Jackson & Chapman, 2012). Generic skills technologies are the traits and abilities of attitude and behaviour rather than of knowledge or technical aptitude.

Generic skills technologies include ICTs, problem-solving, critical thinking, teamwork, leadership, conflict management, entrepreneurial skills and ethical skills. Self-improvement, interpersonal relations, communications, career preparation, leadership, teamwork, self-discipline, self-confidence, good work ethic, and showing courtesy are viewed as generic skills for employment potentials. Additionally, listed generic skills to include honesty, team building, problem solving, critical thinking, and communication skills. Abdullah, Muhammad and Nasir (2019) stated that generic skills are crucial skills required by future workplace in the corporate business world. Acquisition of these skills could influence employment prospect of Office Technology and Management students for wealth creation as employers or employees. ICTs skills have become more pervasive in society that led to a concern about the need for ICT skills in everyday life of learners.

Generic skills technologies are transferrable skills that are useful in nearly every job. They involve the development of an expertise, knowledge base or mindset that makes you more attractive to employers. These skills are also often referred to as employment skills, soft skills, work-readiness skills or foundational skills. They often improve your performance, minimize errors and promote collaboration with your coworkers, enabling you to perform your role more effectively. These include the use of variety of ICT tools such as email, v-learning platforms, desktop conferencing, online programmes such as web, video conferencing, social media platforms, web cam, internet, all hardware and software which impart the necessary ICT skills to students for gainful employment after graduation, problem-solving skills can influence employment prospect of OTM students. Problem solving skills involve the ability to find the cause of a problem, understand it, and establish a solution to it. The ability to solve problems in a range of learning context is essential for the development of knowledge, understanding and performance in the labour market (Griffin & Annulis, 2013). They encompass flexibility, adaptability, cooperativeness, and respectfulness. Ann-Marie (2015) stressed the need to equip students with teamwork skills because employers are seeking to recruit graduates who pay due attention to relations with co-workers and superiors.

According to Mitchell in Abdullah, Muhammad and Nasir (2019), employers highlighted soft skills as significant skills for modern workplace and recommended their integration into business education curriculum. However, the concern in this study is whether OTM students value these soft skills for future employment and wealth creation. As reported by Abdullah, Muhammad and Nasir (2019), students see the nature and relevance of generic skills differently. OTM students of National Diploma and Higher National Diploma, both male and female are either unaware of the importance of generic skills technologies or they undermine the influence of certain generic skills to their employment prospects. It is against this background that this study was aimed at unmasking the employment potential of Office Technology And Management students through generic skills technologies in Rivers State Polytechnics.

Statement of the problem

OTM programme is geared towards exposing the employment potential and equipping students with broader requisite skills attributes, such as ICTs, problem-solving, team-working, critical thinking communication and leadership employment on graduation. Similarly, students seek admission in OTM programme in polytechnics in Nigeria with the hope that skills acquired will enhance their chances of securing employment after graduation. Admittedly, OTM students on graduation do suffer labour market discriminations in areas of administrative, banking and financial institutions among others in Nigeria. In view of this, OTM curriculum seems to be inadequate and has very little capacity to develop students' generic skills technologies for job opportunities in various fields of endeavour. Additionally, high unemployment rates among OTM graduates have led employers and OTM students to question the essence of the programme.

The unemployment rates and poverty among its graduates suggests that OTM students on graduation simply lack the generic skills technologies required for being outstanding in the workplace where employers are looking for well rounded employees, instead of the traditional graduates with only basic technical knowledge.

It could be deduced from this, that, OTM students employment potential in polytechnics have not been exposed and they have not been adequately equipped with generic skills technologies probably. Hence,

the need to exposing employment potential of office technology and management students through generic skills technologies Rivers State owned Polytechnics.

Objective of the Study

The main objective of this study is exposing employment potential of office technology and management students through generic skills technologies Rivers State owned Polytechnics. Specifically, the study seeks to determine:

1. ICTs skills as a generic skills technologies expose the employment potential of OTM students in Rivers State owned Polytechnics
2. Leadership skill as a generic skill technology expose the employment potential of OTM students in Rivers State owned Polytechnics

Research Questions

The following research questions guided this study:

1. How do ICTs skills as generic skills technologies expose the employment potential of OTM students in Rivers State owned Polytechnics?
2. How does leadership skill as generic skill technology expose the employment potential of OTM students in Rivers State owned Polytechnics?

Hypotheses

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

1. National Diploma and Higher National Diploma OTM students do not differ significantly in their mean ratings on how ICTs skills as a generic skills technologies expose their employment potential in Rivers State owned Polytechnics.
2. There is no significant difference in the mean ratings of male and female OTM students on how leadership skill as a generic skill technology expose their employment potential in Rivers State owned Polytechnics

Review of Related Literature

How ICTs skills as a generic skills technologies expose the employment potential of OTM students

Information and communication technology (ICT) has become a household term globally and has brought radical changes in the way people live, learn, work and do business.

Obviously, the last decade or two have witnessed tremendous changes in the ways business and organizations operate due to the emergence of ICT. It plays very vital roles in the social, political and economic life of every nation because it makes information collection, processing, dissemination and storage very fast, easy and efficient (Ezenwafor, 2012). ICT has brought a lot of blessings to business graduates in the area of job creation for self employment. Entrepreneurs can now stay in Nigeria and order for goods abroad and make payments through the computer (online shopping). They can also learn how to set up a business enterprise by accessing information which abounds on the internet. They now talk about electronic business (e-business) and electronic commerce (e-commerce) through Face book, Twitter, WhatsApp.

Requisite ICTs skills as a generic skills technologies unmask the employment potential include computer skills with ability to start up, log off or short-down a computer system and its peripherals, ability to key in data or create documents, ability to use text editing and layout, ability to use different packages like Microsoft Word, Office Access, Office Excel, Office FrontPage, Office Groove, Office InfoPath, and Office OneNote. Others are Office Outlook, Office PowerPoint and Office Publisher, ability to use borders in designing and decorating a typed document, ability to copy data, paste or insert in another location among others. Desktop skills with ability to open a desktop publishing environment, ability to identify and use documents, format existing ones in the system to prepare reports, memos, invoices and letters. Some spreadsheet competencies are ability to identify and open a spreadsheet environment, ability to key in figures in table rows, columns, insert additional rows and delete where necessary, ability to identify cells, arrange, rearrange, name or rename a cell.

Accordingly, Okoro (2013) ICT skills that should be possessed by tertiary institutions graduates to include: Basic information systems concepts about components, operations, managerial and strategic

roles of information systems, basic communication systems concepts, characteristics of channels of communication, types of Networks areas covered, communication media travel paths, communication processes within a network, communication methods, communication service providers network and ownership.

Others are major concepts in technology, issues on information technology, development concepts hardware, software, telecommunication, and database processing technologies for employment generation. Internet services are integral part of information and communication technology (ICT). Therefore, element of internet skills is very relevant in OTM curriculum.

In support of this, Okoro (2013) identified relevant internet skills/- competencies such as: knowledge that the internet is a world-wide assemblage of interconnected computer networks connecting all manners of private, commercial, government and academic network including a growing number of home computers. Skill in using internet services such as e-mail, File Transfer Protocol (FTP), World Wide Web, ecommerce, internet phone, telnet, internet relay chat, electronic data interchange. Others are ability to connect to the internet, skill in using internet equipment such as the computer system, telephone line, modem, internet account and power supply, skill in internet browsing, knowledge of the vast benefits of the internet as a vast library, storing latest information use for marketing. Knowledge of available internet service as well as their application and operation such as e-mail, ecommerce, e-banking, e-marketing, newsgroup/- Usenet, internet relay chat, worldwide web (www), knowledge of internet service providers, and knowledge of data security, protecting private information against authorized access and modification and other protection techniques such as the use of passwords. ICT skills that are required for OTM graduates for successful entrepreneurship: Knowledge to send and receive e-mail, knowledge to send and receive fax messages, knowledge in using collating machine, ability to create agenda using contra vision electronic software. Others are skills in producing accounting jobs using spreadsheet software, knowledge to receive vocal messages using the internet, and skills in using tele/video conferencing. Others are skills in conducting research using the internet, ability to merge mails by adding, amending and deleting, and skills in editing text on the screen by inserting materials as a way of unmasking the employment potential of OTM students through generic skills technologies Rivers State. The below table 1.1 is connections between digital tools and resources, key transformational learning practices, skills and competencies development for learners for unmasking the employment potential of OTM students globally.

Table 1:1 Connections between digital tools and resources, key transformational learning practices, skills and competencies development for learners (The Ontario Public Service, 2016)

Technologies	Key Transformational Learning Practices	21st Century Skills/Competencies
<p>Social and Collaboration Support knowledge building</p> <p>Examples:</p> <ul style="list-style-type: none"> • Blogs • Online discussions • File sharing 	<ul style="list-style-type: none"> • Authentic audiences • Student voice and choice • Student creation and it creation of knowledge (deeper learning) • New partnerships in learning • Inquiry-based learning(including project- and problem-based learning) • Timely, descriptive feedback 	<ul style="list-style-type: none"> • Communication • Collaboration • Negotiation • Leadership • Intellectual openness • Conscientiousness • Critical thinking • Digital citizenship
<p>Hybrid and Mobile Broaden access to education beyond the school walls</p> <p>Examples:</p> <ul style="list-style-type: none"> • Tablets • Laptops • Cloud technology 	<ul style="list-style-type: none"> • Student-driven inquiry • Self-directed learning • New partnerships in learning • Equity of access • Authentic, real-world learning tasks 	<ul style="list-style-type: none"> • Responsibility • Productivity • Analysis • Decision-making • Information literacy
<p>Visualization Help students to master abstract concepts</p> <p>Examples:</p> <ul style="list-style-type: none"> • 3Dprinters • Interactive maps • Graphing tools • Concept mapping tools 	<ul style="list-style-type: none"> • Differentiated instruction • Student discovery/mastery • Elimination of barriers to higher-order thinking • Learner autonomy • Timely, descriptive feedback 	<ul style="list-style-type: none"> • Coordination • Communication • Meta cognition • Analysis • Numeracy • Problem solving and reasoning
<p>Storytelling and Creation Develop students as knowledge creators and communicators</p> <p>Examples:</p> <ul style="list-style-type: none"> • Video/music production tools • Presentation tools 	<ul style="list-style-type: none"> • Student choice and voice • Student creation and iteration of knowledge (deeper learning) • New partnerships in learning • Authentic, real-world learning tasks and audiences 	<ul style="list-style-type: none"> • Communication • Collaboration • Intellectual interpretation • Creativity • Innovation • Digital literacy • Digital citizenship
<p>Immersive Media and Simulation Situate learning in real-world and augmented realities</p> <p>Examples:</p> <ul style="list-style-type: none"> • Virtual worlds • Interactive games 	<ul style="list-style-type: none"> • Authentic, real-world learning tasks • Student creation • Student discovery/mastery • Personalized learning • Timely, descriptive feedback 	<ul style="list-style-type: none"> • Cooperation • Conflict resolution • Curiosity • Grit and perseverance • Self-efficacy, initiative • Problem solving and reasoning • Creativity and innovation • Critical thinking

How leadership skill as a generic skill technology expose the employment potential of OTM students

Leadership is a process of influencing others and is an important resource for any group in establishments. Leadership has been defined as the art of motivating a group of people to achieve a common goal. Gerhardt (2019) affirmed that the research has that intervention among students' leadership and confidence towards employment for students are necessary. Nolan-Arañez and Ludvik (2018) mentioned that leadership development activities influence employability among students. Leadership skills help employees to cope with the challenges associated with meeting office demands. Leadership skills are abilities to present a vision, make commitment among followers and risk acceptance when facing opportunities that cause efficient use of available resources with respect to the leader's vision. In fact, leadership skills include all necessary abilities for constant value creation of managers with respect to business goals.

In today's competitive business environment, having just hard skills is not enough for gainful employment. OTM students need to have leadership skills in order to be successful in their profession. Leadership is generally defined as the process of influencing employees of an organization in order to achieve organizational goals (Esmer & Dayi, 2016). Leadership skill is the ability to sustain innovation and adapt to an uncertain environment style. Faizan and Zehra (2016) stated that graduates should be "team-oriented, transformational, and value-based. The growth of an organization is not recorded without the assistance of individual and collective efforts; thus, business growth needs human agency. OTM students on graduation need the ability to contribute to organizational growth, stirring their team by ensuring adequate communication, appreciating the views of others colleagues and encouraging contributions. Leadership is the ability to influence others and to be able to put into action for specific goals and targets. On the other hand, leadership is the ability of creating support and confidence needed to achieve organizational goals among the people. According to Esmer and Dayi (2016), leadership skills are abilities to take calculated risks, seize opportunities, pursue innovation and be innovative, producing, interchanging and strategic goals. Leadership basics skills include the ability to understand the basics of how the organizations operate-through projects, processes and cultures, and examine organizations' business systems and people alignments to better understand what the organization and its stakeholder expect from the business.

Furthermore, leadership skills are abilities to present a vision, make commitment among group and risk acceptance when facing opportunities that cause efficient use of available organizations' resources with respect to the leader's vision. Leadership skills include all necessary abilities for constant value creation with respect to business goals. Leadership skills needed for performance in modern organizations are proactive skills, innovative skills and risk-taking skills that are stated and explained below:

Proactive skills

Proactive skills involve ability to actively influence and lead the future rather than waiting to be influenced by it, exploit business opportunities and accept the responsibility of failure, anticipate future business problems, identify need for business change and improvement, and respond to environmental opportunities.

Innovative skills

Innovative skills on the other hand are the ability to think creatively, develop novel and useful business ideas in opportunity recognition, utilize available resources to run businesses successfully.

Risk taking skills

Risk taking skills are ability to absorb business uncertainty and take the burden of responsibility for the future. Calculated risk taking is one of the common characteristics of employees particularly in the early stages of employment. A graduate must have the capability to calculate the risks involved in any office project, assesses situations and focuses special attention on the risks involved. Risk taking on the other hand, includes the determination to devote resources to opportunities with a high probability of failure (Prieto, 2010). Leaderships skills enable learners to: Coach and mentor others, Be willing to take risks, Be able to negotiate, Motivate and direct people as they work, Demonstrate efficiency, Seek to simplify processes, Save time or money for the company by analyzing business needs and Build partnerships and teams with coworkers.

METHOD

This study adopted a descriptive survey research design. The descriptive survey research design was deemed appropriate for this study since it sought to ascertain the views on exposing the employment potential of office technology and management students through generic skills technologies Rivers State owned Polytechnics.

The population was 470, which consisted of students in OTM Department in the two state owned Polytechnics in Rivers State. Captain Elechi Amadi Polytechnic (CEAPOLY) has 190 NDII students (Stream A 85 and Stream B 105), while Ken Saro-Wiwa Polytechnic, Bori (KENPOLY) has 280 OTM students (HND 1 130 and HNDII 150). The population distribution is presented in Appendix A. The sample size for this study was 141 students. The sample size was determined using proportionate stratified random sampling technique based on 30 percent of the total population. Captain Elechi Amadi Polytechnic has 57 students and Ken Sarowiwa Polytechnic has 84 students. According to Brumeister and Aitken (2012), 30 percent sample size from a large population distribution of above 100 respondents is considered appropriate representative of the entire population. Below is a display of the population and sample using exploded pie in 3 D:

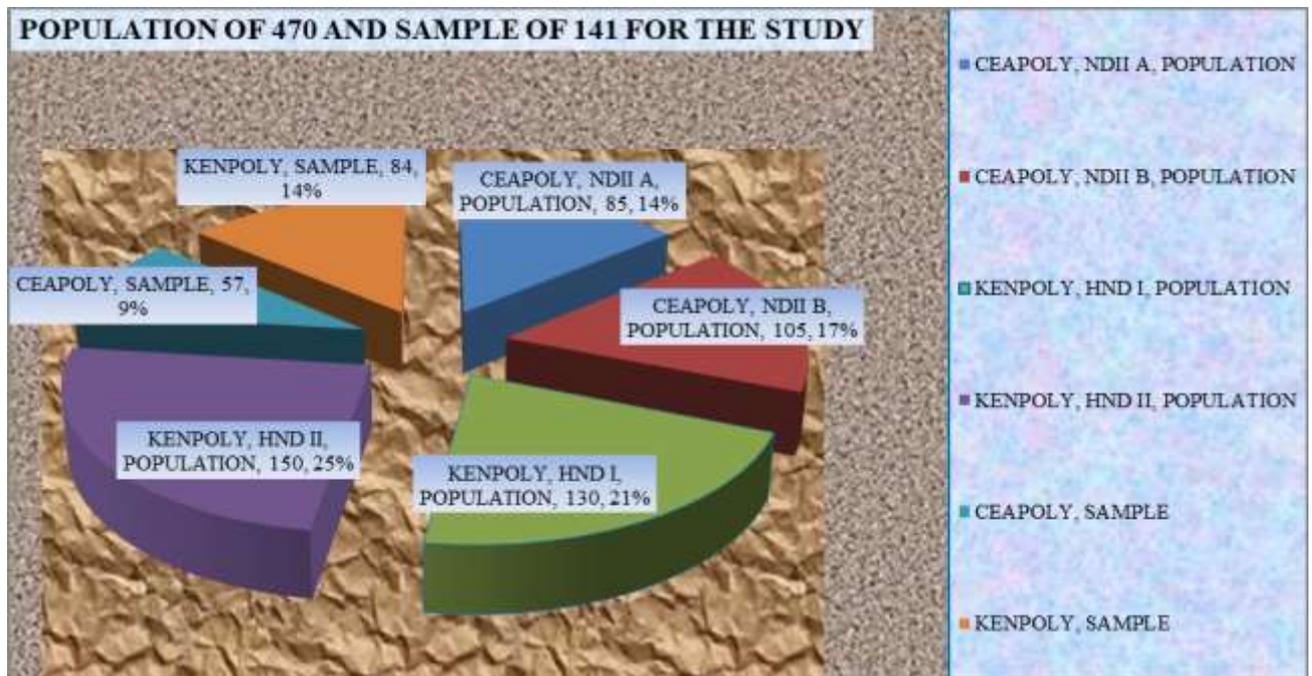


Figure 1.1: Population of 470 and sample of 141 for the study

The instrument for data collection was a structured questionnaire entitled "Exposing the employment potential of Office Technology and Management Students through generic skills technologies (EEPOTMSTGST)". The instrument was a five points scale with the following options: Very High in Exposing The Employment Potential (VHIETEP) -5, High in Exposing The Employment Potential (HIETEP) - 4, Moderate in Exposing The Employment Potential (MIETEP) - 3, Low in Exposing The Employment Potential (LIETEP) - 2 and Very Low in Exposing The Employment Potential (VLIETEP) -1. The drafted copies of the questionnaire were subjected to face and content validity by three experts of OTM lecturers from Captain Elechi Amadi Polytechnic, their modifications and inputs formed the validity. The reliability of the instrument was established by administering 20 copies of the instrument to OTM students in polytechnics in Imo State who are not part of the study population. Data collected were analyzed using Cronbach Alpha which yielded values of 0.77, 0.82, 0.88, 0.90 and 0.82 respectively; while an overall coefficient value of 0.83 was obtained.

The researcher personally administered 141 copies of the questionnaire to the respondents with the help of three research assistants who were adequately briefed on the modalities for administration and collection of the questionnaire and 135 copies were successfully retrieved. On-the-spot distribution and collection of the questionnaire was adopted to ensure high response rate but those who could not meet up were re-visited on agreed date for retrieval. Mean and standard deviation were used to answer research questions and determine the homogeneity in opinions of the respondents. The decision on the questionnaire items and the research questions were based on mean ratings of each item relative to real limits of numbers as shown below:

Response	Rating Scale	Real Limit of Numbers
VHIETEP	5	4.50 – 5.00
HIETEP	4	3.50 – 4.49
MIETEP	3	2.50 – 3.49
LIETEP	2	1.50 – 2.49
VLIETEP	1	1.00 – 1.49

T-test was used to test the null hypotheses at 0.05 level of significance. A null hypothesis was rejected where the p-value is less than the significant value. Otherwise, the null hypothesis was accepted. The data analysis was carried out using Statistical Package for Social Sciences (SPSS) version 23.

RESULT PRESENTATION, ANALYSIS AND DISCUSSION

Research question 1: *How does ICTs skills as a generic skills technologies expose the employment potential of OTM students in Rivers State owned Polytechnics?*

Table 1: Respondents' mean ratings on how ICTs skills as a generic skills technologies expose the employment potential of OTM students in Rivers State owned Polytechnics

		N	
		=135	
S/N	ICT Skills	\bar{X}	Remarks
Ability to:		SD	
1	Create, format, save and print business documents via computer	4.64	.48 VHIETEP
2	Use of social media/retrieve saved documents in the computer	3.64	.50 HIETEP
3	Protect documents with password	3.68	.31 HIETEP
4	Use software that adapts to customers' needs	3.53	.56 HIETEP
5	Browse and download information from the internet	4.57	.50 VHIETEP
6	Access the internet through mobile phones	3.70	.46 HIETEP
7	Create product awareness using internet/design cards/others	3.62	.49 HIETEP
8	Use internet for e-mail and communication	4.55	.54 VHIETEP
9	Produce accounting jobs using spreadsheet software	3.30	.49 MIETEP
10	Conduct market research using the internet	3.44	.51 MIETEP
Cluster Mean		3.86	HIETEP

Table 1 indicated that items numbered 1, 5 and 8 with mean of 4.55, 4.57 and 4.64 showed that three out of the 10 listed ICTs skills as generic skills technologies indicated as very in exposing the employment potential of OTM students. Items numbered 2, 3, 4, 6, and 7 with means of 3.64, 3.68, 3.53, 3.70 and

3.62 with ICTs skills as generic skills technologies indicated as high in exposing the employment potential of OTM students. Items numbered 9 and 10 with mean of 3.30 and 3.44 indicated that ICTs skills as generic skills technologies indicated moderate in exposing the employment potential of OTM students.

The cluster mean score of 3.86 with ICTs skills as generic skills technologies reflected exposing the employment potential of Office Technology and Management in Rivers State owned Polytechnics. Standard deviations for all the items are within the same range of .31 to .56 showing that the respondents are not wide apart in their opinions on how ICTs skills as generic skills technologies was high in exposing the employment potential of Office Technology and Management students in Rivers State owned Polytechnics.

Research question 2: *How does leadership skill as a generic skill technology expose the employment potential of OTM students in Rivers State owned Polytechnics?*

Table 2: Respondents' mean ratings on how leadership skill as a generic skill technology expose the employment potential of OTM students in Rivers State owned Polytechnics

N = 135

S/N	Leadership Skills	\bar{X}	SD	Remarks
	Ability to:			
11	Present a vision and make business commitment	3.57	.53	HIETEP
12	Actively influence and lead than waiting to be influenced	3.62	.50	HIETEP
13	Accept responsibility of business failure	3.47	.51	HIETEP
14	Coach and mentor others/ able to negotiate on issues	3.16	.49	MIETEP
15	Motivate and direct people as they work coop with team	4.00	.32	HIETEP
16	Demonstrate efficiency/simplify processes/run partnership	3.64	.48	HIETEP
17	Utilize available resources to establish and run business successfully	3.37	.49	MIETEP
Cluster Mean		3.55		HIETEP

Table 2 indicates that items numbered 11, 12, 13, 15 and 16 with mean of 3.57, 3.62, 3.47, 4.00 and 3.64 showed leadership skill as generic skill technology indicated high in exposing the employment potential of OTM students. Items numbered 14 and 17 with means of 3.16, 3.37, with leadership skill as generic skill technology indicated moderate in exposing the employment potential of OTM students. The cluster mean score of 3.55 with leadership skill as generic skill technology reflected high in exposing the employment potential of Office Technology and Management in Rivers State owned Polytechnics. Standard deviations for all the items are within the same range of .21 to .53 showing that the respondents are not wide apart in their opinions on how leadership skill as generic skill technology is high in exposing the employment potential of Office Technology and Management students in Rivers State owned Polytechnics.

Testing of Null Hypotheses

Hypothesis 1

National Diploma and Higher National Diploma OTM students do not differ significantly in their mean ratings on how ICTs skills as a generic skills technologies expose their employment potential in Rivers State owned Polytechnics.

Table 3: Summary of computed t-test on how ICTs skills as a generic skills technologies expose employment potential OTM students in Rivers State owned Polytechnics.

Gender	N	\bar{X}	SD	df	t-value	p-value	Decision
ND	51	26.97	3.87				
HND	84	27.22	3.88	133	.11	.13	Not Significant

Table 3 shows that t - value of .11 at 133 degree of freedom with p-value of .13 is greater than the significant value of .05 (.13 >.05). This means that National Diploma and Higher National Diploma OTM students do not differ significantly in their mean ratings on how ICTs skills as a generic skills technologies expose their employment potential in Rivers State owned Polytechnics. Therefore, the null hypothesis was accepted since the p-value of .13 is greater than the significant value of .05 (.13 >.05).

Hypothesis 2

There is no significant difference in the mean ratings of male and female OTM students on how leadership skill as a generic skill technology expose their employment potential in Rivers State owned Polytechnics

Table 4: Summary of computed t-test of mean ratings of male and female OTM students on how leadership skill as a generic skill technology expose their employment potential in Rivers State owned Polytechnics

Gender	N	\bar{X}	SD	df	t-value	p-value	Decision
ND	51	26.98	3.87	133	.11	.13	Not Significant
HND	84	27.23	3.88				

Table 4 shows that t - value of .11 at 133 degree of freedom with p-value of .13 is greater than the significant value of .05 (.13 >.05). This means that male and female OTM students do not differ significantly in their mean ratings on how leadership skill as a generic skill technology expose their employment potential. Therefore, the null hypothesis was accepted since the p-value of .13 is greater than the significant value of .05 (.13 >.05).

DISCUSSION OF FINDINGS

How ICTs skills as a generic skills technologies exposes the employment potential of OTM students

Data analyzed in table 1 showed how ICTs skills as generic skills technologies exposed the employment potential of OTM students in Rivers State owned Polytechnics. This finding supports the earlier findings of Okoye (2017) which reported that ICT skills are required by business graduates for effective and successful entrepreneurial practice to create employment as employee and employers. Abanyam (2014) also disclosed that today’s business environment demand that business-related students acquire ICT skills to enable them compete favourably with other in the global labour market. Also, the finding agrees with Eytayo (2012) who revealed that business-related students needed ICT competencies for self-employment upon graduation. Akpotohwo, Watchman and Ogeibiri (2016) in agreement reported that business education students needed entrepreneurial competencies such as ICT for effective business operation. Akpotohwo, Watchman and Ogeibiri argued that lack or absence of these competencies affects graduates in embarking on any business venture. But when ICTs skills are gained as a generic skills technologies they unmask the employment potential of OTM students in the polytechnics.

How leadership skill as a generic skill technology expose the employment potential of OTM students

Gerhardt (2019) affirmed that the research has that intervention among students’ leadership and confidence towards employment for students are necessary. Nolan-Arañez and Ludvik (2018) mentioned that leadership development activities influence employability among students. Leadership skills help employees to cope with the challenges associated with meeting office demands. Leadership is generally defined as the process of influencing employees of an organization in order to achieve organizational goals (Esmer & Dayi, 2016). Faizan and Zehra (2016) stated that graduates should be “team-oriented, transformational, and value-based. The growth of an organization is not recorded without the assistance of individual and collective efforts; thus, business growth needs human agency. So, leadership skills c.

Summary of Findings

Findings of the study are summarized as follows: that ICTs skills and leadership skills as a generic skills technologies highly unmask the employment potential of OTM students in the polytechnics education system.

CONCLUSION

The cluster mean scores of 3.86 and 3.55 showed that ICTs skills and leadership skills as generic skills technologies highly unmasked the employment potential of Office Technology and Management in Rivers State Polytechnics.

RECOMMENDATIONS

The following are the recommendations made for this study:

1. ICTs skills and leadership skills as a generic skills technologies that unmask the employment potential of OTM students in the polytechnics should be given more attention by curriculum implementers.
2. The need facilities and enabling teaching and learning environment should be provided by the government and polytechnics managements so that effective ICTs skills and leadership skills as a generic skills technologies that unmask the employment potential of OTM students can take place.

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Appendices

Appendice A

Table Displaying 470 students population of the study with the name of the institutions

SN	Name of the Institutions	Diploma Level	Number of students
1	Captain Elechi Amadi Polytechnic	National Diploma II (Stream A)	85
		National Diploma II (Stream B)	105
Total			190
2	Kenule-Sarowiwa Polytechnic	Higher National Diploma I	130
		Higher National Diploma II	150
Total			280
Grand Total			470