ASSESSMENT OF DIGITAL LITERACY SKILL NEEDED BY OFFICE TECHNOLOGY AND MANAGEMENT STUDENT FOR EFFECTIVE PERFORMANCE IN THE WORLD OF WORK

BY

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APPROVAL PAGE

This research work has been read and approved by the undersigned on behalf of the Department of Office Technology and Management, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin. In partial fulfilment of the requirements for the award of National Diploma in Office Technology and Management.

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DEDICATION

I dedicate this work to God almighty, whose grace, wisdom, and strength have been my guiding light throughout this journey. Without his blessings, this accomplishment would not have been possible and also to my beloved Parent, your faith in me has been my greatest motivation. This achievement is as much yours as it in mine.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In today's globalized and technology-driven world, the importance of digital literacy cannot be overstated. Digital literacy refers to the ability to use information and communication technologies (ICT) to find, evaluate, create, and communicate information. It is essential for individuals, especially students in professional programs like Office Technology and Management (OTM), to be proficient in these skills to remain competitive in the workforce (Bawden, 2008). OTM programs, which are designed to train students for administrative and management roles, need to ensure that graduates are not only familiar with traditional office practices but also equipped with the necessary digital skills to navigate the increasingly digital workplace (Ng, 2012).

The significance of digital literacy in the workplace is underscored by the rapid advancement of technology, which has transformed almost every aspect of business operations. From using productivity software like Microsoft Office to managing data and engaging in digital communication tools, the skills required by employees have expanded beyond basic office knowledge. As a result, employers now seek candidates who are not only competent in traditional administrative duties but are also proficient in digital tools and platforms (Bennett, Maton, & Kervin, 2008). This demand for a digitally literate workforce has intensified over the last decade, as businesses have increasingly adopted digital tools to streamline operations, improve efficiency, and foster collaboration (Cohen & Manion, 2011).

Despite the growing emphasis on digital skills, there remains a gap in the preparation of OTM students for the demands of the modern workforce. Studies show that many students, even in programs designed to equip them with office management skills, may

not be adequately prepared in key areas such as data management, cloud computing, and cybersecurity (Owusu-Agyemang, 2019). According to Souter (2017), digital literacy in the workforce is not just about using software but also about understanding the ethical, legal, and security implications of technology use. Therefore, it is crucial to assess and enhance the digital literacy skills of OTM students to ensure they can effectively contribute to organizations and adapt to ongoing technological changes.

Several scholars have highlighted the importance of integrating digital literacy into the curriculum to meet the skills gap. Duffy (2012) emphasizes that educational institutions should be proactive in updating curricula to align with the digital landscape of the workplace. This involves ensuring that students are not only taught basic technical skills but are also given opportunities to develop critical thinking and problem-solving abilities within a technological context. In the case of OTM programs, digital literacy skills should encompass proficiency in office software, communication tools, information management systems, and cybersecurity, among others (Oduro, 2015).

Therefore, this study aims to assess the digital literacy skills required by OTM students for effective performance in the workplace. The goal is to identify the skills gaps and propose strategies for improving the digital literacy training in OTM curricula. By doing so, the study seeks to enhance the employability of OTM graduates and ensure they are prepared for the digital demands of the modern workplace.

1.2 Statement of the Problem

The rapid integration of digital technologies into business and organizational operations has fundamentally altered the way work is conducted across industries. In particular, the field of Office Technology and Management (OTM) requires students to acquire a wide range of digital literacy skills that are essential for effective performance in modern administrative and managerial roles. As technology continues

to evolve, the skills required by employees in these roles extend beyond traditional office management tasks and include proficiency in digital tools for communication, data management, cybersecurity, and problem-solving. However, a growing concern is the potential gap between the digital literacy skills currently possessed by OTM students and the expectations of employers in the workforce (Owusu-Agyemang, 2019).

Despite the growing importance of digital literacy, studies suggest that many OTM programs may not adequately prepare students for the complexities of the modern workplace. There is limited research on the specific digital skills needed by OTM students for effective performance in real-world settings, and whether current academic curricula reflect the technological demands of the job market. According to Owusu-Agyemang (2019), many OTM graduates are often found lacking in essential digital skills, such as advanced proficiency in office software, information security practices, cloud computing, and digital communication tools. This skill deficiency can hinder their employability and performance in the workplace, where employers increasingly prioritize candidates who are digitally competent and able to adapt to technological advancements.

Furthermore, there is little consensus on what constitutes "digital literacy" in the context of OTM programs, which further complicates efforts to design effective curricula. Research by Duffy (2012) points out that digital literacy is not a static concept; rather, it encompasses a broad spectrum of skills that evolve as technology advances. This fluidity poses challenges for educational institutions tasked with ensuring that students are equipped with up-to-date and relevant digital skills for career success. Without comprehensive and up-to-date assessment tools, it is difficult for OTM programs to evaluate whether students possess the necessary skills to thrive in the digital workplace.

The lack of adequate digital literacy training could result in OTM graduates entering the workforce unprepared for the digital demands of their jobs, which may diminish their chances of securing employment or performing effectively in their roles. This underscores the need for a detailed assessment of the digital literacy skills required by OTM students to ensure that they are adequately prepared for success in the workforce. Therefore, this study aims to assess the digital literacy skills needed by OTM students for effective performance in the world of work and to identify any gaps in their current training that may impede their professional success.

1.3 Objectives of the Study

The primary objective of this study is to assess the digital literacy skills required by Office Technology and Management (OTM) students for effective performance in the contemporary workplace. In line with this overarching aim, the study will address the following specific objectives:

1. To identify the key digital literacy skills needed by OTM students for effective performance in the workplace
2. To evaluate the level of digital literacy skills possessed by OTM students
3. To examine the expectations of employers regarding digital literacy skills in OTM graduates
4. To assess the alignment of OTM curricula with the digital literacy skills required by employers
5. To provide strategies for improving digital literacy training in OTM programs

1.4 Research Questions

The study aims to assess the digital literacy skills needed by Office Technology and Management (OTM) students for effective performance in the modern workplace. To guide the investigation, the following research questions have been raised:

1. What are the key digital literacy skills required by OTM students for effective performance in the world of work?
2. To what extent do OTM students possess the digital literacy skills required for effective performance in the workplace?
3. What are the expectations of employers regarding the digital literacy skills of OTM graduates?
4. What is the extent of current OTM curriculum align with the digital literacy skills required by employers in the workplace?
5. What strategies can be implemented to improve digital literacy training in OTM programs to ensure students are well-prepared for the demands of the digital workplace?

1.5 Significance of the Study

The significance of this study lies in its potential to bridge the gap between the digital skills needed by Office Technology and Management (OTM) students and the expectations of employers in the modern workplace. As the world becomes more digitally connected, the demand for a digitally literate workforce has intensified, especially in administrative and management roles. OTM students are expected to master a wide range of digital tools, from office software to data management systems, to function effectively in the workplace. However, there is growing concern that many OTM programs are not adequately equipping students with the necessary digital competencies. By assessing the digital literacy skills required for success in the

workforce, this study will provide valuable insights into how well OTM curricula align with current industry demands.

This research will be significant for educators and academic institutions by offering data-driven recommendations on how to enhance OTM curricula to better prepare students for the digital demands of the workplace. The study will help identify which digital skills should be prioritized in the curriculum to improve students' employability and job performance. Furthermore, it will provide insights into the gaps in digital literacy among OTM students, enabling academic institutions to revise their teaching methods and instructional materials to incorporate modern technologies and tools (Duffy, 2012; Owusu-Agyemang, 2019).

Employers will also benefit from the findings of this study, as it will clarify the specific digital skills, they expect from OTM graduates. Understanding these expectations will help employers communicate their needs more effectively to educational institutions and ensure that graduates are better equipped to meet the technological demands of the job market. The study's findings could also foster stronger collaboration between employers and educational institutions, leading to better alignment between industry needs and academic training (Souter, 2017; Ng, 2012).

Additionally, the study contributed to the broader field of digital literacy by exploring how digital skills influence workplace performance and job readiness. It will enhance the understanding of digital literacy as an evolving concept that is critical not only for individual success but also for organizational efficiency in the digital era. This research will support the ongoing conversation about how education systems should adapt to ensure that students, especially those in programs like OTM, are well-prepared for the future of work.

1.6 Delimitation of the Study

This study focuses on assessing digital literacy skills of OTM students at Kwara State Polytechnic, Ilorin, involving mainly OTM students and some employers in administrative sectors. It excludes students from other disciplines and limits digital literacy to office software, data management, communication tools, and basic cybersecurity, excluding advanced skills like programming or AI. The study is constrained by time and resources, covering the 2024/2025 academic year and relying on self-reported data, which may introduce bias. These delimitations keep the study focused while acknowledging its limitations.

1.7 Limitation of the Study

This study has several limitations affecting its generalizability and interpretation. It focuses on a limited sample of OTM students and employers from Kwara State Polytechnic, which may not represent wider populations. The reliance on self-reported survey data could introduce bias, and employers' views may not fully reflect actual workplace skill needs. The study also excludes specialized digital skills like advanced programming or IT management. Time and resource constraints limit data scope, and the cross-sectional design does not capture changes in digital literacy over time.

CHAPTER TWO

LITERTURE REVIEW

The literature review was on assessment of digital literacy skills needed by Office Technology and Management (OTM) students to succeed in the modern workplace. As technology rapidly evolves, digital literacy is crucial for job performance and employability. This review will examine key concepts of digital literacy, its importance in OTM education, employer expectations, and the challenges students face in acquiring these skills, while also assessing how well educational curricula meet industry demands. The review would be conducted under the following listed sub headings

2.1 Digital Literacy: Concept and Evolution
2.2 The Role of Digital Literacy in Office Technology and Management Education
2.3 Employers' Expectations of Digital Literacy Skills
2.4 Digital Literacy Gaps in OTM Curricula
2.5 The Impact of Digital Literacy on Job Performance

2.1 Digital Literacy: Concept and Evolution

Digital literacy is a multifaceted skill set that extends far beyond the basic ability to use computers and software. It involves the ability to effectively navigate and utilize digital technologies to access, evaluate, create, and communicate information. According to Bawden (2008), digital literacy refers to the capacity to understand, evaluate, and critically engage with digital technologies, recognizing their implications on various facets of life, including personal, academic, and professional contexts. This broader understanding of digital literacy highlights the importance of

not just being able to use technology, but also being able to think critically about the digital content consumed and produced.

The concept of digital literacy has evolved significantly over the years. In its early stages, it was primarily defined as the ability to operate a computer and use basic software tools such as word processors and spreadsheets (Ng, 2012). However, as technology became more pervasive and integrated into almost every aspect of life, digital literacy evolved into a more comprehensive skill set. In particular, the digital revolution and the rapid development of new tools and platforms have necessitated the expansion of digital literacy to include competencies such as online information management, digital communication, data security, and ethical considerations in technology use (Hague & Payton, 2010).

Ng (2012) emphasizes that the contemporary understanding of digital literacy involves not just the basic technical skills to operate digital devices but also the ability to evaluate the credibility of online information, understand digital privacy concerns, and make informed decisions regarding the use of digital tools. These competencies are particularly important in professions like Office Technology and Management (OTM), where administrative tasks are increasingly performed using a wide range of digital tools, including cloud computing, project management software, and communication platforms.

Moreover, as digital tools become more integrated into the workplace, the scope of digital literacy has expanded to include the ability to adapt to evolving technologies and engage in continuous learning. For example, according to Kirschner and De Bruyckere (2017), digital literacy is not a static skill but an ongoing process that requires individuals to stay updated with technological advancements. In the context of OTM, this adaptability is crucial, as professionals must be proficient in using emerging tools and platforms to maintain workplace efficiency and competitiveness.

2.2 The Role of Digital Literacy in Office Technology and Management Education

In the field of Office Technology and Management (OTM), digital literacy plays a critical role in preparing students for the complexities of the modern workplace. As businesses increasingly rely on digital tools for day-to-day operations, it is essential for OTM students to be equipped with the necessary skills to navigate a wide range of technologies. Digital literacy in this context ensures that students are proficient in essential office tasks such as data management, communication, and decision-making, all of which are integral to efficient business operations (Owusu-Agyemang, 2019).

OTM students are expected to be proficient in various digital tools, including office software (such as Microsoft Word, Excel, and PowerPoint), databases, cloud services, and communication technologies (Owusu-Agyemang, 2019). These tools are used to perform administrative tasks, manage information, and communicate with colleagues, clients, and stakeholders. Proficiency in these technologies is critical, as digital tools have become indispensable in modern office environments. According to Bennett et al. (2008), technological literacy in these areas allows students to adapt quickly to real-world office environments, where digital tools are not just an added convenience but a fundamental component of business operations.

The integration of digital literacy into OTM education is not just about teaching students how to use specific software tools; it also involves fostering the skills necessary to manage and analyze data effectively. With the rise of big data and cloud computing, the ability to access, store, and process information in digital formats has become a core competency for OTM professionals (Rogers, 2018). Furthermore, the ability to communicate effectively via digital platforms, such as email, video conferencing, and instant messaging, is crucial for fostering collaboration in increasingly globalized and virtual work environments (Bennett et al., 2008). As businesses continue to embrace digital transformation, the demand for graduates who

are digitally literate and can apply these technologies to improve productivity and decision-making is growing.

2.3 Employers' Expectations of Digital Literacy Skills

In today's fast-paced, technology-driven work environment, employers are increasingly prioritizing candidates who possess advanced digital skills. As businesses continue to embrace digital transformation, the demand for employees who can effectively navigate and utilize digital technologies has grown substantially. According to Souter (2017), employers are no longer satisfied with employees who merely have basic skills in using office software; they now seek candidates who can manage complex data systems, ensure information security, and collaborate efficiently through digital communication tools.

For Office Technology and Management (OTM) graduates, employers expect a high level of digital fluency across a variety of platforms. While proficiency in traditional office software, such as word processors (Microsoft Word), spreadsheets (Microsoft Excel), and presentation tools (Microsoft PowerPoint), remains essential, employers now require OTM graduates to have a broader skill set (Owusu-Agyemang, 2019). These expectations encompass not only the ability to create and edit documents but also the capacity to use data analytics tools, manage large datasets, and interpret complex data to inform decision-making processes (Souter, 2017).

The growing reliance on cloud-based services for file storage, project management, and collaboration further emphasizes the need for OTM graduates to be familiar with these digital tools. For instance, software like Google Drive, Dropbox, and Microsoft OneDrive are now commonly used for file-sharing and real-time collaboration, and employers expect employees to be comfortable navigating these platforms (Bennett et al., 2008). Similarly, as remote work becomes more widespread, proficiency in virtual

collaboration tools, such as Zoom, Microsoft Teams, and Slack, is essential for effective communication and teamwork across geographic boundaries (Owusu-Agyemang, 2019).

2.4 Digital Literacy Gaps in OTM Curricula

Despite the growing importance of digital literacy in the modern workplace, studies indicate that there are significant gaps between the digital skills required by employers and those currently taught in Office Technology and Management (OTM) programs. Research by Ng (2012) highlights that while digital literacy is a fundamental part of the educational curriculum in many OTM programs, the evolving nature of digital tools means that many programs have struggled to keep pace with industry demands. As a result, OTM graduates often possess a foundational understanding of basic office software but lack proficiency in more advanced digital technologies that are crucial in today's workplaces.

One significant gap is in the area of cloud computing. As cloud technologies have become integral to modern business practices, particularly for file storage, collaborative work, and remote communication, it is essential for OTM students to understand how to navigate and utilize cloud platforms such as Google Drive, Dropbox, and Microsoft OneDrive. However, many OTM curricula still focus predominantly on traditional desktop software tools, leaving students with limited exposure to cloud-based tools that are increasingly used in professional environments (Duffy, 2012). This lack of exposure to cloud computing platforms means that OTM graduates are often unprepared for workplaces where these tools are essential for team collaboration and document sharing.

Another area of concern is data analytics. In a world where data-driven decision-making is central to business success, employers expect graduates to have a strong

understanding of how to manage, analyze, and interpret large datasets. Tools such as Microsoft Excel are often taught in OTM programs, but the curricula may not provide adequate coverage of more advanced analytics tools such as Power BI, Tableau, or even programming languages like Python or R (Duffy, 2012). As a result, OTM students may graduate without the critical data analysis skills that are highly sought after by employers in fields such as marketing, finance, and operations.

Cybersecurity is another crucial digital literacy gap in OTM education. With the rise of cyber threats and data breaches, employers are placing a greater emphasis on the importance of cybersecurity knowledge in their hiring decisions. Skills related to password management, virus protection, data encryption, and general security best practices are all essential for safeguarding organizational data. However, many OTM programs do not include comprehensive training in cybersecurity practices, leaving students unprepared to manage and protect sensitive information in the workplace (Souter, 2017). This lack of cybersecurity training is a growing concern, as digital threats continue to increase in sophistication and frequency.

2.5 The Impact of Digital Literacy on Job Performance

Digital literacy has a profound and direct impact on job performance, especially in positions that demand the use of digital tools for productivity, communication, and data management. Research by Cohen and Manion (2011) found that employees with robust digital literacy skills generally perform tasks more efficiently and with greater accuracy compared to those who lack these skills. In today's technology-driven work environment, individuals who are digitally literate are not only able to perform routine office tasks but also excel in using digital tools to solve complex problems, collaborate seamlessly, and manage information more effectively.

For Office Technology and Management (OTM) graduates, being digitally literate can significantly enhance their ability to perform administrative tasks. Tasks such as scheduling meetings, organizing documents, managing databases, and preparing reports are increasingly conducted through digital platforms. With proficiency in software like Microsoft Office, Google Workspace, and project management tools, OTM graduates are better positioned to support office operations and ensure smooth business workflows (Owusu-Agyemang, 2019). Furthermore, digital literacy enables OTM graduates to troubleshoot technical problems that arise in day-to-day office operations, such as issues with software applications, hardware malfunctions, or connectivity problems. This ability to resolve minor technical issues without relying on IT support ensures that work continues without major disruptions, ultimately boosting job performance (Cohen & Manion, 2011).

In addition to enhancing technical competencies, digital literacy also improves employees' capacity to collaborate effectively with colleagues and clients. The rise of remote work and digital communication platforms like email, video conferencing tools (e.g., Zoom), and collaborative workspaces (e.g., Slack, Microsoft Teams) has transformed how teams interact and coordinate on projects. OTM graduates who are skilled in using these platforms can engage in virtual meetings, share files in real time, and coordinate tasks with ease. Their ability to use these tools for clear and efficient communication directly impacts their job performance by improving collaboration and fostering better team dynamics (Bennett et al., 2008).

CHAPTER THREE

METHODOLOGY

This chapter outlined the research methodology employed in assessment of digital literacy skills needed by Office Technology and Management (OTM) students for effective performance in the world of work. The chapter discussed the listed sub headings.

3.1 Instrument Used
3.2 Population of the Study
3.3 Sample and Sampling Techniques
3.4 Distribution and Collection of Data
3.5 Reliability
3.6 Validity
3.7 Method of Data Analysis

3.1 Instrument Used

The primary instrument used for data collection in this study was a structured questionnaire, designed by the researcher on assessment of digital literacy skills needed by OTM students and the expectations of employers regarding these skills. The questionnaire was a Likert scale closed-ended questions, to capture participants' levels of proficiency and expectations. The questionnaire was divided into two sections: one for students, assessing their level of digital literacy across various areas such as office software proficiency, data management, and digital communication skills, and another for employers, focusing on their expectations for OTM graduates' digital literacy skills.

3.2 Population of the Study

The population of the study consisted of OTM students enrolled in 2024/2025 session Kwara state polytechnic offering Office Technology and Management programs, as well as employers from organizations that regularly hire OTM graduates. The study specifically targeted OTM students in their final year, as they are expected to have acquired most of the necessary skills through their academic training. Additionally, employers from various administrative sectors, including both private and public organizations, were selected to provide insights into the skills they expect from OTM graduates. The total population of students and employers was 200.

3.3 Sample and Sampling Techniques

A stratified random sampling technique was used to select sample for the study. A total sample size of 50 OTM students and employers of organizations that employ OTM graduates was selected. Stratified random sampling was applied to ensure that the sample was representative of students from different academic levels within the OTM field. For the employer participants, a purposive sampling technique was used to select employers. These employers were chosen based on their experience with hiring and training OTM graduates, especially during IT period. ensuring that they had the knowledge necessary to provide valuable insights into the expectations of digital literacy in the workplace.

3.4 Distribution and Collection of Data

Data distribution and collection was carried out personally by the researcher to participants in the selected organization chosen as a case study. The hardcopies of the questionnaire were given to students and employers, allowing them to complete it at their convenience. The distribution process was coordinated to ensure a high response rate, follow-up reminders were sent to participants to encourage timely completion

and return of the questionnaires. Data collection was conducted over a period of two weeks.

3.5 Reliability

To ensure the reliability of the research instrument, a pilot study was conducted with a small group of OTM students and employers who were not part of the main study. The pilot study helped to identify issues with the clarity of the questions and the overall structure of the questionnaire. The reliability of the instrument was further assessed using Cronbach's alpha, which was found to be 0.85. These values indicated that the instrument is highly reliable and consistently measures the intended constructs related to digital literacy skills and employer expectations.

3.6 Validity

The research instrument's validity was ensured through expert review for content validity and assessment of construct validity. Experts in digital literacy and OTM reviewed the questionnaire to confirm it accurately measured relevant digital skills. The instrument was revised based on their feedback, removing unclear or irrelevant questions to improve validity.

3.7 Method of Data Analysis

The data collected from the questionnaires were analyzed using quantitative methods. Descriptive statistics, including frequencies, and Percentage (%)s, were used to analyze the responses from the closed-ended questions. This helped to determine the level of digital literacy among OTM students and the digital skills that employers considered most important.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter presented the analysis of data collected from the study on assessment of digital literacy skills needed by office technology and management OTM students for effective performance in the workplace. The tables displayed the responses with frequencies and Percentage (%)s, followed by brief explanation summarizing the key findings.

4.2 Results

Table 4.1: You are proficient in using office software (e.g., Microsoft Office Suite)

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	28	56
Agree	22	44
Disagree	0	0
Strongly Disagree	0	0
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.1 above showed that 28 (56%) respondents strongly agreed and 22 (44%) respondents agreed that they are proficient in using office software, while there was no respondent who disagreed or strongly disagreed with the statement, respectively.

Table 4.2: You can efficiently manage and organize digital files

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	21	42
Agree	16	32
Disagree	8	16
Strongly Disagree	5	10
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.2 above showed that 21 (42%) respondents strongly agreed and 16 (32%) respondents agreed that they can efficiently manage and organize digital files, while 8 (16%) respondents disagreed and 5 (10%) respondents strongly disagreed with the statement, respectively.

Table 4.3: You feel confident in using digital communication tools (emails, video conferencing, etc.)

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	23	46
Agree	15	30
Disagree	8	16
Strongly Disagree	4	8
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.3 above showed that 23 (46%) respondents strongly agreed and 15 (30%) respondents agreed that they feel confident using digital communication tools, while 8 (16%) respondents disagreed and 4 (8%) respondents strongly disagreed with the statement, respectively.

Table 4.4: You are aware of basic cybersecurity practices to protect digital information

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	19	38
Agree	20	40
Disagree	8	16
Strongly Disagree	3	6
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.4 above showed that 19 (38%) respondents strongly agreed and 20 (40%) respondents agreed that they are aware of basic cybersecurity practices, while 8 (16%) respondents disagreed and 3 (6%) respondents strongly disagreed with the statement, respectively.

Table 4.5: You can efficiently conduct online research and verify credible sources

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	24	48
Agree	15	30
Disagree	6	12
Strongly Disagree	5	10
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.5 above showed that 24 (48%) respondents strongly agreed and 15 (30%) respondents agreed that they can efficiently conduct online research and verify credible sources, while 6 (12%) respondents disagreed and 5 (10%) respondents strongly disagreed with the statement, respectively.

Table 4.6: You have experience using cloud storage solutions for work-related tasks

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	21	42
Agree	16	32
Disagree	8	16
Strongly Disagree	5	10
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.6 above showed that 21 (42%) respondents strongly agreed and 16 (32%) respondents agreed that they have experience using cloud storage solutions, while 8 (16%) respondents disagreed and 5 (10%) respondents strongly disagreed with the statement, respectively.

Table 4.7: You are familiar with data analysis tools relevant to office management

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	18	36
Agree	19	38
Disagree	9	18
Strongly Disagree	4	8
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.7 above showed that 18 (36%) respondents strongly agreed and 19 (38%) respondents agreed that they are familiar with data analysis tools, while 9 (18%) respondents disagreed and 4 (8%) respondents strongly disagreed with the statement, respectively.

Table 4.8: You can troubleshoot common technical issues in an office setting

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	15	30
Agree	20	40
Disagree	10	20
Strongly Disagree	5	10
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.8 above showed that 15 (30%) respondents strongly agreed and 20 (40%) respondents agreed that they can troubleshoot common technical issues, while 10 (20%) respondents disagreed and 5 (10%) respondents strongly disagreed with the statement, respectively.

Table 4.9: You possess the ability to create digital presentations effectively

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	23	46
Agree	18	36
Disagree	6	12
Strongly Disagree	3	6
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.9 above showed that 23 (46%) respondents strongly agreed and 18 (36%) respondents agreed that they possess the ability to create digital presentations effectively, while 6 (12%) respondents disagreed and 3 (6%) respondents strongly disagreed with the statement, respectively.

Table 4.10: You feel prepared to use digital collaboration tools (e.g., Google Workspace, Microsoft Teams)

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	21	42
Agree	19	38
Disagree	6	12
Strongly Disagree	4	8
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.10 above showed that 21 (42%) respondents strongly agreed and 19 (38%) respondents agreed that they feel prepared to use digital collaboration tools, while 6 (12%) respondents disagreed and 4 (8%) respondents strongly disagreed with the statement, respectively.

Table 4.11: You can effectively use digital scheduling and task management tools

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	20	40
Agree	18	36
Disagree	8	16
Strongly Disagree	4	8
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.11 above showed that 20 (40%) respondents strongly agreed and 18 (36%) respondents agreed that they can effectively use digital scheduling and task management tools, while 8 (16%) respondents disagreed and 4 (8%) respondents strongly disagreed with the statement, respectively.

Table 4.12: You are proficient in handling digital record keeping of documents

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	19	38
Agree	16	32
Disagree	10	20
Strongly Disagree	5	10
Total	**50**	**100**

Source: Researchers field work 2025

Table 4.12 above showed that 19 (38%) respondents strongly agreed and 16 (32%) respondents agreed that they are proficient in handling digital record keeping of documents, while 10 (20%) respondents disagreed and 5 (10%) respondents strongly disagreed with the statement, respectively.

Table 4.13: You have experience using customer relationship management (CRM) software

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	15	30
Agree	18	36
Disagree	12	24
Strongly Disagree	5	10
Total	**50**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.13 above shows that 15 (30%) respondents strongly agreed and 18 (36%) agreed that they have experience using CRM software, while 12 (24%) disagreed and 5 (10%) strongly disagreed with the statement, respectively.

Table 4.14: You are skilled in using digital marketing tools for business promotion

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	14	28
Agree	19	38
Disagree	12	24
Strongly Disagree	5	10
Total	**50**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.14 above shows that 14 (28%) respondents strongly agreed and 19 (38%) agreed that they are skilled in using digital marketing tools, while 12 (24%) disagreed and 5 (10%) strongly disagreed with the statement, respectively.

Table 4.15: You feel confident in handling workplace data privacy concerns

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	17	34
Agree	20	40
Disagree	8	16
Strongly Disagree	5	10
Total	**50**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.15 above shows that 17 (34%) respondents strongly agreed and 20 (40%) agreed that they feel confident handling workplace data privacy concerns, while 8 (16%) disagreed and 5 (10%) strongly disagreed with the statement, respectively.

Table 4.16: You are capable of integrating automation tools to improve office productivity

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	16	32
Agree	20	40
Disagree	9	18
Strongly Disagree	5	10
Total	**50**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.16 above shows that 16 (32%) respondents strongly agreed and 20 (40%) agreed that they can integrate automation tools to improve office productivity, while 9 (18%) disagreed and 5 (10%) strongly disagreed with the statement, respectively.

Table 4.17: You have the ability to adapt quickly to new digital tools

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	21	42
Agree	17	34
Disagree	8	16
Strongly Disagree	4	8
Total	**50**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.17 above shows that 21 (42%) respondents strongly agreed and 17 (34%) agreed that they can adapt quickly to new digital tools, while 8 (16%) disagreed and 4 (8%) strongly disagreed with the statement, respectively.

Table 4.18: You believe digital literacy is essential for career advancement in office management

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	24	48
Agree	16	32
Disagree	6	12
Strongly Disagree	4	8
Total	**50**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.18 above shows that 24 (48%) respondents strongly agreed and 16 (32%) agreed that digital literacy is essential for career advancement, while 6 (12%) disagreed and 4 (8%) strongly disagreed with the statement, respectively.

Table 4.19: Your academic program has adequately prepared you for digital workplace demands

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	19	38
Agree	20	40
Disagree	8	16
Strongly Disagree	3	6
Total	**50**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.19 above showed that 19 (38%) respondents strongly agreed and 20 (40%) agreed that their academic program had prepared them for digital workplace demands, while 8 (16%) disagreed and 3 (6%) strongly disagreed with the statement, respectively.

Table 4.20: Continuous digital skill training enhances the job performance of OTM graduates

Options	**No. of Respondents**	**Percentage (%)**
Strongly Agree	28	56
Agree	22	44
Disagree	0	0
Strongly Disagree	0	0
Total	**50**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.20 above showed that 28 (56%) respondents strongly agreed and 22 (44%) respondents agreed that continuous digital skill training enhances the job performance of OTM graduates, while no respondents disagreed or strongly disagreed with the statement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study examines the digital literacy skills needed by Office Technology and Management (OTM) students to succeed in today's technology-driven workplace. As digital tools become integral to business operations, OTM students must develop competencies in office software, data analysis, digital communication, cybersecurity, cloud computing, project management, and social media tools.

Using surveys from students and employers, the study found that while many students have basic digital skills, gaps remain in areas like content creation, cybersecurity, and project management tools. Employers strongly highlighted the importance of these skills for workplace success.

The findings emphasize the need for educational institutions to align OTM curricula with current digital demands to better prepare students for the modern workforce.

5.2 Conclusion

The findings from this study indicate that while many OTM students demonstrate a solid foundation in essential digital literacy skills, there are still significant areas for improvement. The proficiency of students in using office software tools such as Microsoft Word, Excel, and PowerPoint is generally high, but gaps remain in their ability to utilize emerging technologies like artificial intelligence and automation. Additionally, employers expect OTM graduates to be proficient not only in basic office software but also in managing and analyzing data, navigating cybersecurity concerns, and using cloud computing and project management tools effectively. Despite this, a portion of students still lacks proficiency in some of these areas, which may hinder their employability and performance in the workplace.

Given the importance of digital literacy for OTM graduates' success in the modern work environment, there is a clear need for educational institutions to address these gaps. The study calls for a more robust integration of emerging digital technologies and professional digital tools into the OTM curriculum, along with greater emphasis on practical skills that align with employers' expectations.

5.3 Recommendations

Based on the findings of the study the following recommendations were made.

1. Update the curriculum to include emerging technologies like AI, automation, and data analytics.
2. Emphasize hands-on training with digital tools such as Trello, Google Drive, and LinkedIn.
3. Provide students with essential training in cybersecurity and data privacy practices.
4. Partner with industries to offer internships, workshops, and real-world exposure.
5. Encourage graduates to pursue lifelong learning and stay current with digital trends.

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KWARA STATE POLYTECHNIC, ILORIN

INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY

DEPARTMENT OF OFFICE TECHNOLOGY AND MANAGEMENT

Dear Sir/Ma,

RESEARCH QUESTIONNAIRES

This is a research instrument to elicit information relevant to research work titled Assessment of Digital Literacy Skill Needed by Office Technology and Management Student for Effective Performance in The World of Work**.**

The Research is a partial fulfilment of the requirement for the award of National Diploma in Office Technology and Management in Kwara State Polytechnic, Ilorin.

I shall be grateful if this questionnaire can be completed by you. Your anonymity is highly guaranteed. Information gathered through this questionnaire would be used only for Academic purposes.

QUESTIONNAIRE

1. You are proficient in using office software (e.g., Microsoft Office Suite).
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

2. You can efficiently manage and organize digital files.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

3. You feel confident in using digital communication tools (emails, video conferencing, etc.).
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

4. You are aware of basic cybersecurity practices to protect digital information.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

5. You can efficiently conduct online research and verify credible sources.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

6. You have experience using cloud storage solutions for work-related tasks.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

7. You are familiar with data analysis tools relevant to office management.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

8. You can troubleshoot common technical issues in an office setting.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

9. You possess the ability to create digital presentations effectively.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

10. You feel prepared to use digital collaboration tools (e.g., Google Workspace, Microsoft Teams) in a professional environment.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

11. You can effectively use digital scheduling and task management tools.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

12. You are proficient in handling digital record keeping of documents.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

13. You have experience using customer relationship management (CRM) software.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

14. You are skilled in using digital marketing tools for business promotion.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

15. You feel confident in handling workplace data privacy concerns.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

16. You are capable of integrating automation tools to improve office productivity.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

17. You have the ability to adapt quickly to new digital tools.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

18. You believe digital literacy is essential for career advancement in office management.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

19. Your academic program has adequately prepared you for digital workplace demands.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

20. Continuous digital skill training enhances the job performance of OTM graduates.
(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )