Impact of Digital Literacy on Business Education Students Employability in Rivers State Universities

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Abstract

The study investigated the impact of digital literacy on business education students' employability in Rivers State Universities. Three objectives, three research questions and three null hypotheses guided the study. The study adopted the descriptive research design. The population of the study were drawn from level 400 students (2024/2025) academic session in the department of Business Education from Rivers State University and Ignatius Ajuru University of Education. The population of the study was 170 level 400 students comprising 123 students from Ajuru University of Education and 47 from Rivers State University. There is no sampling due to the size of the population which is considered manageable by the researchers. The instrument for data collection for this study was a self-structured questionnaires titled Digital Literacy on Business Education Students Employability Questionnaire (DLBESEQ). The instrument was face and content validated by three experts, two from Business Education and one Measurement and Evaluation all in faculty of Education and the reliability index of 0.843 was obtained using Cronbach Alpha Coefficient method. The researchers with the help of two research assistants, administered the instruments. Data collected were analysed using mean and standard deviation to answer the research questions while t-test analysis was used to test the hypothesis at 0.05 level of significance. The study's findings indicated that digital literacy is a critical factor influencing the employability of Business Education students in universities owned by Rivers State. Bases on the finding, it was recommended amongst others that Rivers State owned Universities should integrate comprehensive computer skills training into the Business Education curriculum to ensure students develop proficiency in essential software and digital tools, thereby increasing their employability in the modern workplace, organize workshops, seminars, and hands-on sessions that expose students to new and emerging technologies.

Keywords: Digital Literacy, Business Education, Students Employability

Introduction

Business education programme is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and business world. It is an educational programme that enriches basic education for teaching career, entrepreneurship, business understanding, office understanding, office environment and vocational practices (Koko 2019). In the view of Oyerinde, Onajite and Aina (2016), business education encompasses education programme for business, office occupation, economic understanding, entrepreneurship and it seeks to develop in the learners' basic skills for personal use in the future. Mohamedbhai (2014) opined that business education programme involves training students in topics relevant to the business world such as accounting and marketing. According to Ubulom, Kayii and Dambo (2016), rapid advances in information technology have provided new learning methods and environments. This transformation is particularly significant in the context of Business Education, where the integration of digital tools and platforms has redefined how students acquire knowledge and develop skills relevant to the modern workplace. The traditional classroom model has evolved into a more dynamic, interactive, and flexible learning environment, characterized by e-learning platforms, virtual simulations, and real-time data analysis.

According to Yo (2021), digital literacy is the availability of the knowledge and abilities required for students to use digital technologies and Internet resources in a secure and efficient manner. Digital literacy includes a broad range of abilities, such as the capacity to use digital tools and resources, explore the Internet, assess the accuracy of online information, and successfully interact via digital media. For university students to be able to access different digital resources offered by university libraries, digital literacy is a necessary ability (Hague & Payton, 2020). With the development of digital technology, students now have access to a wide range of online tools that can improve their academic experience, such as online learning platforms, libraries, e-books, journals, and other digital resources. Amesi and Allison (2023) considers digital skills to be vital in teaching and learning as the technology assists the achievement of basic skills, expose students to practical workplace environment, supplement and consolidate what is read in textbooks and journals.

The advancement of technology has transformed the global job market, making digital literacy a prerequisite for employability (Kolajo & Agbetuyi, 2021). For Business Education students in Rivers State universities, acquiring computer proficiency, access to digital resources, understanding cybersecurity, familiarization with new technologies and digital communication skills are critical in preparing for the dynamic demands of modern workplaces (Koko, 2016). These elements contribute to equipping students with essential skills, enhancing their confidence, and ensuring competitiveness in a technology-driven economy (Ebijuwa, 2018). Computer proficiency is foundational to employability in today's workforce. It equips Business Education students with the ability to effectively use productivity tools such as Microsoft Office Suite, Google Workspace, and specialized software like QuickBooks and SPSS (Livingstone & Helsper, 2017). These tools are essential for performing tasks such as data analysis, creating business reports, and managing projects. Similarly, DeNisco and Barker (2023) opined that proficiency in computer skills fosters problem-solving and decision-making, as students learn to navigate and troubleshoot software efficiently. A study by Liasu and Bakrin (2022) shows that computer literacy increases productivity and career prospects, as most roles now require a basic understanding of digital tools. In the contemporary knowledge economy, employability transcends the mere acquisition of a university degree. It entails the possession of a dynamic set of skills, knowledge, attitudes, and personal attributes that make an individual capable of gaining and maintaining employment, as well as adapting to the ever-changing demands of the labour market.

Digital literacy has emerged as a vital employability skill, particularly for students in Business Education. Digital literacy goes beyond the basic ability to use computers; it encompasses a broad set of competencies including the ability to find, evaluate, utilize, share, and create content using digital technologies (Martin, 2018). For students of Business Education, these competencies are especially important, as today's business environment is heavily shaped by technology and depends on digital tools for tasks such as communication, marketing, financial management, data analysis, and managing customer relationships.

Access to digital resources such as e-books, online journals, and research databases—significantly broadens learning opportunities for students, especially those in Business Education. These resources offer up-to-date industry insights, enabling students to acquire specialized skills that extend beyond the traditional classroom setting. Platforms like Coursera, Khan Academy, and Google Scholar support continuous learning and professional development by promoting independent study, enhancing critical thinking, and equipping students with the capacity to address real-world business challenges (Gakibayo, Ikoja-Odongo, & Okello-Obura, 2023). Mastery in navigating these digital tools is increasingly valued by employers who seek innovative and well-informed graduates. According to Marliana and Nurhayati (2020), it was asserted that insufficient digital literacy may lead to deficient research skills. To perform excellent research, one must locate, evaluate, and efficiently utilize digital resources. Students who encounter difficulties with these tasks may engage in unproductive research and generate inferior academic output. Moreover, insufficient digital literacy may hinder collaboration (Gakibayo, Ikoja-Odongo, & Okello-Obura, 2023).

According to Oni (2016), the ability to cooperate and communicate with others through digital tools and platforms constitutes a facet of digital literacy. In the absence of these skills, students may struggle to collaborate efficiently with peers or educators, leading to diminished teamwork and learning outcomes. Universities play a crucial role in encouraging and enabling the development of these crucial abilities, as digital literacy is generally necessary for university students to flourish in today's digital environment. It is based on this background that this study investigates the impact of Digital Literacy on Business Education Students Employability in Rivers State Universities.

Statement of the Problem

Despite the acknowledged significance of these digital competences, evidence indicates that considerable deficiencies remain in the training and readiness of students, potentially hindering their capacity to obtain employment and contribute effectively to the workforce. A significant issue is the disparity in computer skills among Business Education students. The lack of competency in software applications, data analysis tools, and digital communication platforms among certain graduates adversely affects their flexibility and relevance in technology-driven workplaces.

Reports from the McKinsey Global Institute (2021) and the International Labour Organisation (2020) underscore a continual disparity between the digital communication abilities possessed by students and those anticipated by employers. This disparity frequently leads to restricted engagement in virtual work settings and diminished employability. Considering these challenges, it is essential to investigate the extent to which digital competencies namely computer proficiency, access to digital resources, and digital communication affect the employability of Business Education students in universities within Rivers State

Purpose of the Study

The main purpose of the study is to investigate the impact of digital literacy on business education students' employability in Rivers State Owned Universities. Specifically, the study seeks to:

1. Examine the impact of computer proficiency skills on Business Education student's employability in Rivers State Universities.
2. Investigate the impact of digital resources on Business Education students' employability in Rivers State Universities.
3. Identify the Impact of familiarization with new technologies on Business Education student's employability in Rivers State Universities.

Research Questions

The following research questions will guide the study:

1. To what extent does Computer Proficiency Skills Impact Business Education Students Employability in Rivers State Universities?
2. To what extent does Access to Digital Resources Impact Business Education Students Employability in Rivers State Universities?
3. To what extent does familiarization with new technologies impact Business Education Students Employability in Rivers State Universities?

Hypotheses

The following null hypotheses were tested in the study at 0.05 level of significance.

1. There is no significant difference in the mean ratings of Business Education Students on the extent to which Computer Proficiency Skills enhances Employability in Rivers State owned Universities.
2. There is no significant difference in the mean ratings of Business Education Students on the extent to which Digital Resources enhances Employability in Rivers State owned Universities.
3. There is no significant difference in the mean ratings of Business Education Students on the extent to which familiarization with new technologies enhances Employability in Rivers State owned Universities.

Methodology

Descriptive survey design was adopted for this study. According to Dike (2017), descriptive survey research design is an attempt to gather and interpret data about a social institution, an event, a group or an area. The survey research design is considered appropriate for the study because the researcher did not have any direct control over the independent variables as their manifestations have already occurred. The study was carried out in the two Rivers State owned universities; the Rivers State University and Ignatius Ajuru University of Education all located in Port Harcourt, Rivers State. The population of the study consists of level 400 students (2024/2025) academic session in the department of Business Education from both universities. Field survey showed that Ignatius Ajuru University of Education had more students in year 4 as it had a total of 123 while Rivers State University has 47 students. The population of the study is therefore 170 students**.** The sample size of the study was 170 students which comprised 47 Rivers State Business Education Students and 123 Business Education students at Ignatius Ajuru University of Education. There is no sampling due to the size of the population which is considered manageable by the researcher. Hence, entire population of 170 business education students was also used as the sample size using census method. The instrument for data collection for this study was a self-structured questionnaire titled "Digital Literacy on Business Education Students Employability Questionnaire (DLBESEQ)". The questionnaire is divided into two sections namely Section A and B. Section A of the questionnaire generates demographic information, while Section B has questionnaire items addressing the Impact of Digital Literacy on Business Education Students Employability in Rivers State Owned Universities. The instrument was face and content validated by three experts, two from Business Education and one Measurement and Evaluation all in faculty of Education. To establish the reliability of the instrument, a test of internal consistency was carried out using Cronbach Alpha method which gave a reliability index of 0.843. Out of the 170 copies that were administered, 164 (96.4%) comprising 47 RSU and 117 IAUE students were retrieved. All the 164 copies were properly completed, hence used for the study. The data collected were analyzed using the mean and standard deviation and t-test analysis. The Mean and Standard deviation was used to answer the three research questions, while the three null hypotheses were tested at 0.05 level of significance using t-test analysis. To determine the mean cut-off score (criterion mean) for scoring the questionnaire, all the points from the alternative responses were added up and divided by four (i.e. 4+3+2+1÷4) = 2.50. For the research question, the decision rule for mean ≥ 2.50 is "high extent" while item < 2.50 is denoted "Low Extent". For the test of hypothesis, the decision rule is to accept the null hypotheses where the calculated t-calc is less than critical t-critical value of ±1.97, but reject the null hypotheses where the calculated t-calc is greater than critical t-critical value of ±1.97.

Results

Research Question 1: To what extent does computer proficiency skills impact Business Education students' employability in Rivers State Universities?

Table 1: Mean and Standard Deviation on the extent to which Computer Proficiency Skills impact Business Education Students Employability in Rivers State Owned Universities.

S/No.	Item	RSU (n = 47)			IAUE (n = 117)		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
1.	Employers in business-related fields expect students to be proficient in using essential software applications like Microsoft Office Suite	3.00	1.16	High Extent	3.52	0.92	High Extent
2.	Efficiency in computer usage demonstrates to employers that students can contribute to organizational goals with minimal supervision.	3.02	1.13	High Extent	3.47	0.91	High Extent
3.	Proficiency in computer usage positions business education students to meet evolving industry standards and gain a competitive edge.	2.64	1.05	High Extent	3.46	1.02	High Extent
4.	Students proficient in computers can access global job opportunities that require virtual collaborations.	3.28	0.94	High Extent	3.52	0.88	High Extent
5.	Students proficient in computers are positioned to thrive in roles that require critical thinking and decision-making.	3.34	0.94	High Extent	3.35	1.15	High Extent
	Grand $\bar{X}$	**3.06**	1.04	High Extent	**3.46**	0.98	High Extent

Source: Field Data, 2025.

The result Table 1 shows the mean and standard deviation on the extent to which Computer Proficiency Skills impact Business Education Students Employability in Rivers State Universities. The result shows that Students in IAUE reported the highest response level on the item that said Employers in business-related fields expect students to be proficient in using essential software applications like Microsoft Office Suite (Mean = 3.52, SD = 0.92) while RSU students (Mean = 3.00, SD = 1.16) also reported a high extent. The result shows that Students in IAUE reported the highest response level on the item that said Efficiency in computer usage demonstrates to employers that students can contribute to organizational goals with minimal supervision (Mean = 3.47, SD = 0.91) while RSU students (Mean = 3.02, SD = 1.13) also reported a high extent. The result shows that Students in IAUE reported the highest response level on the item that said Proficiency in computer usage positions business education students to meet evolving industry standards and gain a competitive edge (Mean = 3.46, SD = 1.02) while RSU students (Mean = 2.64, SD = 1.05) also reported a high extent. The result shows that Students in IAUE reported the highest response level on the item that said Students proficient in computers can access global job opportunities that require virtual collaborations (Mean = 3.52, SD = 0.88) while RSU students (Mean = 3.28, SD = 0.94) also reported a high extent. The result shows that Students in IAUE reported a response level on the item that said Students proficient in computers are positioned to thrive in roles that require critical thinking and decision-making (Mean = 3.35, SD = 1.15) while RSU students (Mean = 3.34, SD = 0.94) also reported a high extent. The grand mean shows that IAUE students ($\bar{X}$ = 3.46, SD = 0.98) and RSU students ($\bar{X}$ = 3.06, SD = 1.04) both reported that Computer Proficiency impact employability to a high extent, with IAUE students holding a stronger perception than their RSU counterparts.

Research Question 2: To what extent does Access to Digital Resources impact Business Education Students Employability in Rivers State Universities?

Table 2: Mean and Standard Deviation on extent to which Access to Digital Resources impact Business Education Students Employability in Rivers State Owned Universities

S/No.	Item	RSU (n = 47)			IAUE (n = 117)		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
6.	Digital resources, including industry reports, case studies keep students updated on current trends and practices in business	2.85	1.21	High Extent	3.63	0.81	High Extent
7.	Many platforms offer certifications which enhance students' resumes and validate their skills for prospective employers.	2.98	1.19	High Extent	3.70	0.67	High Extent
8.	Digital resources provide access to tutorials and practice materials that help students master essential workplace technologies.	2.60	1.06	High Extent	3.71	0.67	High Extent
9.	Resources such as LinkedIn provide opportunities for students to connect with professionals, build their network, and stay visible to recruiters.	3.38	0.90	High Extent	3.49	1.01	High Extent
10.	Digital resources allow students to learn at their own pace, bridging knowledge gaps and ensuring mastery of subjects critical to their field.	3.19	0.88	High Extent	3.49	1.01	High Extent
	Grand $\bar{X}$	**3.00**	1.05	High Extent	**3.60**	0.83	High Extent

Source: Field Data, 2025.

The result Table 2 shows the mean and standard deviation on the extent to which Access to Digital Resources impact Business Education Students Employability in Rivers State Universities. The result shows that Students in IAUE reported the highest response level on the item that said Digital resources, including industry reports and case studies, keep students updated on current trends and practices in business (Mean = 3.63, SD = 0.81) while RSU students (Mean = 2.85, SD = 1.21) also reported a high extent. The result shows that Students in IAUE reported the highest response level on the item that said Many platforms offer certifications which enhance students' resumes and validate their skills for prospective employers (Mean = 3.70, SD = 0.67) while RSU students (Mean = 2.98, SD = 1.19) also reported a high extent. The result shows that Students in IAUE reported the highest response level on the item that said Digital resources provide access to tutorials and practice materials that help students master essential workplace technologies (Mean = 3.71, SD = 0.67) while RSU students (Mean = 2.60, SD = 1.06) also reported a high extent. The result shows that Students in RSU reported the highest response level on the item that said Resources such as LinkedIn provide opportunities for students to connect with professionals, build their network, and stay visible to recruiters (Mean = 3.38, SD = 0.90) while IAUE students (Mean = 3.49, SD = 1.01) also reported a high extent. The result shows that Students in both IAUE (Mean = 3.49, SD = 1.01) and RSU (Mean = 3.19, SD = 0.88) reported a high extent. The grand mean shows that IAUE students ($\bar{X}$ = 3.60, SD = 0.83) and RSU students ($\bar{X}$ = 3.00, SD = 1.05) both reported that access to digital resources skills impact employability to a high extent, with IAUE students holding a stronger perception than their RSU counterparts.

Research Question 3: To what extent does familiarization with new technologies impact Business Education Students Employability in Rivers State Universities?

Table 3: Mean and Standard Deviation on extent does to which familiarization with new technologies impacts Business Education Students Employability in Rivers State Owned Universities

S/No.	Item	RSU (n = 47)			IAUE (n = 117)		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
11.	Understanding cloud platforms like Google Cloud, Microsoft Azure, or AWS prepares students for modern business operations and remote jobs.	2.85	1.22	High Extent	3.61	0.79	High Extent
12.	Proficiency in data analysis tools such as Microsoft Excel (advanced), Power BI, or Tableau is highly sought after in by several organisations.	2.83	1.25	High Extent	3.33	1.08	High Extent
13.	Business Education students with blockchain proficiency are better positioned for roles in compliance, auditing, and digital innovation.	3.06	1.03	High Extent	3.44	1.02	High Extent
14.	AI's application across industries expands the job opportunities available to business education students.	3.53	0.91	High Extent	3.49	1.01	High Extent
15.	Familiarity with collaboration tools like Zoom and Slack positions students for success in global job markets.	2.91	1.16	High Extent	3.49	1.01	High Extent
	Grand $\bar{X}$	**3.04**	1.11	High Extent	**3.47**	0.98	High Extent

Source: Field Data, 2025.

The result Table 3 shows the mean and standard deviation on the extent to which familiarization with new technologies impacts Business Education Students Employability in Rivers State Universities. The result shows that Students in IAUE reported the highest response level on the item that said Understanding cloud platforms like Google Cloud, Microsoft Azure, or AWS prepares students for modern business operations and remote jobs (Mean = 3.61, SD = 0.79) while RSU students (Mean = 2.85, SD = 1.22) also reported a high extent. The result shows that Students in IAUE reported the highest response level on the item that said Proficiency in data analysis tools such as Microsoft Excel (advanced), Power BI, or Tableau is highly sought after by several organizations (Mean = 3.33, SD = 1.08) while RSU students (Mean = 2.83, SD = 1.25) also reported a high extent. The result shows that Students in IAUE reported the highest response level on the item that said Business Education students with blockchain proficiency are better positioned for roles in compliance, auditing, and digital innovation (Mean = 3.44, SD = 1.02) while RSU students (Mean = 3.06, SD = 1.03) also reported a high extent. The result shows that Students in RSU reported the highest response level on the item that said AI's application across industries expands the job opportunities available to business education students (Mean = 3.53, SD = 0.91) while IAUE students (Mean = 3.49, SD = 1.01) also reported a high extent. The result shows that Students in IAUE reported the highest response level on the item that said Familiarity with collaboration tools like Zoom and Slack positions students for success in global job markets (Mean = 3.49, SD = 1.01) while RSU students (Mean = 2.91, SD = 1.16) also reported a high extent. The grand mean shows that IAUE students ($\bar{X}$ = 3.47, SD = 0.98) and RSU students ($\bar{X}$ = 3.04, SD = 1.11) both reported that familiarization with new technologies impact employability to a high extent, with IAUE students holding a stronger perception than their RSU counterparts.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the mean ratings of Business Education Students on the extent to which Computer Proficiency Skills enhances Employability in Rivers State owned Universities.

Table 4: Summary of t-test Analysis on the impact of Computer Proficiency Skills on Business Education Students Employability in Rivers State OwnedUniversities.

Respondents	N	$\bar{X}$	SD	Df	t-cal	t-crit	A	Remark
RSU Business Students	47	3.06	1.04					
				163	-2.26	1.97	0.05	Accepted
IAUE Business Students	117	3.46	0.98					

Source: Field Data, 2025.

From the results in Table 4, it can be observed that at 0.05 level of significance and 163 degree of freedom, t-calculated value = -2.26 and t-critical value = 1.97. Since the t-calculated value of - 2.26 < t-critical value of 1.97, the null hypothesis that there is no significant difference in the mean ratings of Business Education Students on the extent to which Computer Proficiency Skills enhances Employability in Rivers State owned Universities was therefore accepted.

Hypothesis 2: There is no significant difference in the mean ratings of Business Education Students on the extent to which Digital Resources enhances Employability in Rivers State owned Universities.

Table 5: Summary of t-test Analysis on the impact of Digital Resources on Business Education Students Employability in Rivers State Owned Universities.

Respondents	N	$\bar{X}$	SD	Df	t-cal	t-crit	A	Remark
RSU Business Students	47	3.00	1.05					
				163	-3.50	1.97	0.05	Accepted
IAUE Business Students	117	3.60	0.83					

Source: Field Data, 2025.

From the results in Table 5, it can be observed that at 0.05 level of significance and 163 degree of freedom, t-calculated value = -3.50 and t-critical value = 1.97. Since the t-calculated value of – 3.50 < t-critical value of 1.97, the null hypothesis that there is no significant difference in the mean ratings of Business Education Students on the extent to which Digital Resources enhances Employability in Rivers State owned Universities was therefore accepted.

Hypothesis 3: There is no significant difference in the mean ratings of Business Education Students on the extent to which familiarization with new technologies enhances Employability in Rivers State owned Universities.

Table 6: Summary of t-test Analysis on familiarization with new technologies on Business Education Students Employability in Rivers State Owned Universities.

Respondents	N	$\bar{X}$	SD	Df	t-cal	t-crit	A	Remark
RSU Business Students	47	3.04	1.11					
				163	-2.32	1.97	0.05	Accepted
IAUE Business Students	117	3.47	0.98					

Source: Field Data, 2025.

From the results in Table 6, it can be observed that at 0.05 level of significance and 163 degree of freedom, t-calculated value = -2.32 and t-critical value = 1.97. Since the t-calculated value of - 2.32 < t-critical value of 1.97, the null hypothesis that there is no significant difference in the mean ratings of Business Education Students on the extent to which familiarization with new technologies enhances Employability in Rivers State owned Universities was therefore accepted.

Discussion of Findings

The results in Table 1 indicate the mean scores of the respondents (RSU and IAUE) on five items (1, 2, 3, 4, and 5). The overall mean scores of 3.06 for RSU respondents and 3.46 for IAUE respondents exceeded the mean cut-off point of 2.50. Consequently, it can be inferred that Computer Proficiency Skills significantly impact the employability of Business Education students in universities within Rivers State.

Correspondingly, the findings in Table 4 indicate that at a significance level of 0.05 and 163 degrees of freedom, the computed t-value is -2.26, while the critical t-value is 1.97. Given that the t-calculated value of -2.26 is less than the t-critical value of 1.97, the null hypothesis, which posits no significant difference between the mean ratings of students from Rivers State University and Ignatius Ajuru University of Education regarding the impact of Computer Proficiency Skills on the employability of Business Education students in Rivers State Universities, was accepted.

This finding is in relation with that of Olumese and Awoleye (2012) where digital literacy was identified not only as a fundamental requirement for employment but also a tool that enhances productivity and adaptability in the workplace. Their study on Nigerian undergraduates revealed that students with advanced computer skills were more likely to secure employment upon graduation. Similarly, Agomuo (2015) emphasized that computer literacy forms a core component of business education programs, enabling students to handle office tasks like word processing, spreadsheet management, and data analysis, which are critical in today's technologically driven work environments.

The findings for research question 2, as presented in Table 2, indicated the mean scores of the respondents across all five questions (6, 7, 8, 9, and 10). The overall mean scores of 3.00 for RSU students and 3.60 for IAUE students exceeded the mean cut-off point of 2.50. Consequently, it is determined that access to digital resources significantly influences the employability of business education students in universities within Rivers State.

Correspondingly, the data in Table 5 indicates that at a significance level of 0.05 and 163 degrees of freedom, the estimated t-value is -3.50, whereas the critical t-value is 1.97. Given that the t-calculated value of -3.50 is less than the t-critical value of 1.97, the null hypothesis, which posits no significant difference between the mean ratings of students from Rivers State University and Ignatius Ajuru University of Education regarding the impact of Digital Resources on Business Education Students' Employability in Rivers State Universities was accepted.

This finding was in conformity with the study by Amadi and Eze (2017) on the availability and utilization of digital resources in business education departments in selected public universities. Their findings revealed that there is a significant relationship between the use of digital learning tools and students' acquisition of job-relevant competencies. The authors argued that students who had access to e-resources such as learning management systems (LMS), online business simulations, and digital content repositories were more confident and capable during job interviews and industrial training placements.

The findings from research question 3, as illustrated in Table 3, indicate the mean scores for items 11, 12, 13, 14, and 15. The grand mean scores of 3.04 for RSU students and 3.47 for IAUE students exceed the mean cut-off mark of 2.50. Consequently, it is concluded that familiarity with new technologies significantly influences the employability of Business Education students in Rivers State Universities.

Furthermore, the results in Table 6 demonstrate that at a 0.05 level of significance and with 163 degrees of freedom, the t-calculated value is -2.32, while the t-critical value is 1.97. Since the t-calculated value of -2.32 is less than the t-critical value of 1.97, the null hypothesis, which posits no significant difference between the mean ratings of Rivers State University and Ignatius Ajuru University of Education students regarding the impact of technology familiarity on Business Education students' employability was accepted.

The findings are confirmed by previous studies. According to Olatunji and Akinyemi (2018), students who are familiar with new technologies such as enterprise software, online business applications, and digital communication platforms tend to exhibit higher employability outcomes. Their study conducted across universities in southern Nigeria, including those in Rivers State, revealed that students who had practical exposure to tools like Microsoft 365, QuickBooks, and cloud-based project management platforms were better positioned for internships, job interviews, and entrepreneurship. Adebayo and Ajiboye (2019) discovered that students' frequent interaction with educational technology and professional simulation software, such as SPSS, Sage, and online trading platforms, significantly improved their analytical skills and job-readiness. They argued that business education departments must embed new technologies into their curricula not just for theoretical purposes but for hands-on experience that mirrors workplace demands.

In a broad study by the World Economic Forum (2020), digital awareness and familiarity with current technology trends were identified as key predictors of employability for university graduates. The study found that students who engage with digital innovations such as cloud computing, cybersecurity tools, artificial intelligence, and data analytics have a higher likelihood of gaining employment within six months of graduation. Ogbuanya and Esezobor (2017) argued that practical knowledge of new technologies significantly boosts students' entrepreneurial potential. Their study showed that graduates who were introduced to mobile business apps, online marketing tools, and social media advertising platforms while in school were more likely to start successful ventures or secure digital marketing jobs upon graduation.

Conclusion

The study revealed that digital literacy plays a very strategic role in the employability of Business Education Students of Rivers State owned universities. Digital literacy encompasses the ability to use digital tools and platforms to access, evaluate, create, and communicate information effectively. For Business Education students in Rivers State-owned universities, being digitally literate is no longer a luxury but a necessity for navigating and thriving in the competitive labor market. Moreover, digital literacy improves students' ability to collaborate and communicate effectively in remote or hybrid work settings. With the COVID-19 pandemic accelerating the shift to digital workspaces, graduates are now expected to participate in virtual meetings, manage cloud-based files, and use collaborative project tools. Business Education graduates who can confidently utilize these platforms stand a better chance of being employed and retained in dynamic job roles.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Rivers State owned Universities should integrate comprehensive computer skills training into the Business Education curriculum to ensure students develop proficiency in essential software and digital tools, thereby increasing their employability in the modern workplace.

2. Educational institutions should provide students with greater access to digital resources, including online databases, e-libraries, and learning management systems, to strengthen their research, analytical, and practical skills relevant to employment.

3. Universities should organize workshops, seminars, and hands-on sessions that expose Business Education students to new and emerging technologies, ensuring they remain competitive and adaptable in a rapidly evolving digital business environment.

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