



DIGITAL SKILLS GAP AMONG BUSINESS EDUCATION GRADUATES OF TERTIARY INSTITUTIONS IN ANAMBRA STATE: IMPLICATION FOR PROGRAMME RE-ADJUSTMENT

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Abstract

The study investigated digital skills gap among business education graduates of tertiary institutions in Anambra State: Implication for programme re-adjustment. The study adopted three research questions and three null hypotheses guided the study. Two hundred and sixty six employers formed the population of this study. There was no sampling since the population was manageable. A structured questionnaire which was validated by three experts in the field of business education and measurement and evaluation unit was used for data collection. The reliability of the instrument was established using pilot study and analysis carried out using Cronbach alpha statistics which yielded correlation coefficients of .84, .79 and .87 respectively for clusters B1 to B3 and overall reliability coefficient of 0.83. Mean was used to answer the research questions, standard deviation was used to ascertain the homogeneity of respondents' mean ratings, and t-test used to test the hypotheses. Findings showed that business education graduates possess digital foundation skills to a moderate extent while they possess digital communication skills and cloud computing skills to a low extent. Findings also revealed that years of working experience was not a significant factor influencing the opinions of employers regarding the extent the three digital skills covered are possessed by business education graduates. Based on the findings, the researchers recommended that business education graduates should embark on digital skills acquisition programmes to up-date themselves to remain relevant in the digital economy. This will help them to perform effectively in modern offices.

Key Words: Digital Skills, Digital Skills Gap, Business education graduates



Introduction

The issue of digital skills gap is a global challenge facing both developed and developing countries. Even the world's most technologically advanced countries such as USA, Canada, Germany and Japan among others are struggling with the digital skills gap (International Telecommunication Union (ITU), 2020). As technological innovation gains momentum, digital skills gap have widen and if not addressed, could hinder economic growth as well as slow innovation of many countries. In Nigeria, digital skills gap affect different sectors of the economy such as Banking, Agriculture, Manufacturing, Health and Education. The gap can lead to unfilled positions in the 21st century work places as the workforce needed to step into job roles lack the required digital skills.

Digital skills refer to those skills needed by individuals to use digital devices, communication applications, and networks to access and manage information (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2018). They enable individuals to create and share digital content, communicate and collaborate with others, and solve problems for effective and creative self-fulfillment in life, learning, work, and social activities at large. According to Okeji, Nwankwo, Anene and Olorunfemi (2020), digital skills represent set of skills needed to effectively and efficiently perform office tasks using new technologies in the digital environment. United Nations International Children's Emergency Fund (UNICEF) (2019) stated that any definition of digital skills should involve the ability to confidently, critically and responsibly use and engage digital technologies for learning, at work, and for participation in 21st century society. In view of this, the European Council view digital skills as encompassing information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cyber security), intellectual property related questions, problem solving and critical thinking. This dimension is the social, emotional and interpersonal effects of using technology alone and with other people. Soft skills are very important when it comes to digital technologies. You cannot just focus on the technology - you have to see the full picture

Digital technologies include computers (desktop and laptop), smart phones, scanners, digital photocopiers, internet, and audio/video conferencing facilities among others. Offili (2017) stated that a digitally skilled employee should have the skills to use computer desktop and laptop computers and other electronic devices to complete office tasks. The employee should also be able to objectively analyze facts to form accurate judgment, think critically, develop the ability to engage in online community meetings and social networks and should possess the capacity to understand the emerging societal issues caused by the evolution of digital technologies.

Presently, many organizations are recognizing the importance of digital skills for graduates to fit into the modern offices. Burton (2021) stated that digital skills make an organization a freer and simpler place to work. A lot of organizations' work can now be done from home. The consumers now expect more from an organization knowing that technology has made everything so much faster. It is more important than ever for graduates of tertiary institutions to possess range of digital skills which will enhance their employment potentials. In support of this view, Berger and Frey (2016) pointed out that the kind of digital skills required of graduates of higher institutions change over time in line with changes in technologies. Berger and Frey asserted that as new technologies emerge, narrow technical skills become insufficient for many emerging jobs while the demand for higher level digital skills increases. Digital skills needed by graduates of tertiary institutions in the modern workplace can include information and data skills, digital safety skills, cloud computing skills, word processing skills, spreadsheet skills, and internet skills. Round (2018) listed types of digital skills as basic digital skills, digital skills for the general labour force and digital skills for ICT professionals. Similarly, Department of Education (2018) enumerated digital foundation skills, communication skills, information and content handling skills



and problem-solving skills as major types of digital skills. Additionally, International Telecommunication Union (ITU) (2018) stated that digital skills are divided into three levels namely, basic digital skills, intermediate digital skills and advanced digital skills. This study covered digital foundation skills, communication skills and cloud computing skills gap of business education graduates.

Digital foundation skills are important skills for all aspects of 21st century works. Digital foundational skills are skills that are needed regardless of employment aspirations. They are also essential for further learning, productive employment and civic engagement (UNICEF 2018). Digital foundation skills include abilities to; turn on a electronic devices, use the keyboard, mouse to perform operations, open and connect to the internet, create passwords and keep login details safe (Dixon, 2019). Digital foundation skills (Hecker and Loprest, 2019) ability to; create and write an email, make a résumé, or search for specific information on the internet. These skills according to Hecker and Loprest make it easier for graduates to start up small scale businesses and manage them successfully. Hecker and Loprest (2019) however, regretted that many graduates lack foundational digital skills to fit into modern work environment.

Digital communication skills are important to every graduate for survival in the digital age. Graduates must acquire coding and comprehension skills plus a base of knowledge from which they can interpret new company ideas (Hobbs, 2010). Similarly, graduates should be able to use digital devices to exchange messages or share content among colleagues. To this end, graduates need the ability to; respond to materials created and shared by others online, share with others the knowledge and content found or created, and be proactive in spreading information, content and resources (Ferrari, 2013). Other digital communication skills expected of graduates to possess for effective job performance are ability to; interact and collaborate online, participate in online communities and networks, and critically assess the information to be consumed and distributed, (Van Dijk and Van Deursen, 2014).

Cloud computing is a new technology that has been widely accepted as evolution of technologies such as client server architecture, World Wide Web and networking (Biasutti, 2011). Cloud computing skill involve the use of internet and central remote servers to maintain shared documents, files, software, knowledge, and applications through a cloud-based service that computers or mobile devices can access on demand. Cloud computing skills enhance timely completion of job and effective record keeping for proper documentation and effective job performance. Mell and Grance (2011) stated that cloud computing skills allow employees to apply appropriate techniques needed to identify information to aid timely completion of jobs.

In this digital economy, jobs now demand the acquisition of digital skills from graduates (business education graduates inclusive). Some jobs have been transformed entirely, and jobs now exist that had not been thought of before (World Economic Forum, 2016). Additionally, digital skills are recognized by the United Nation as key elements of its Sustainable Development Goals (SDGs). In view of this, graduates of tertiary institutions are expected to possess different digital skills for gainful employment or self-employment (Berger and Frey, 2016). However, European Commission (2016) observed that digital skills gap existed among graduates both in developed and developing countries. The OECD (2018) regretted that there exist digital skill gap among graduates at both secondary and higher education levels hence fueling youth unemployment.

Skill gap represent as gap between the current capability of organization and skills it needs to achieve its goal (Manjunath, Shravan and Dechakka, 2019). It is perceived as mismatch between employers' skill need and the available workforces' skills. Some researchers often refer to the skills gap as a compensation gap where employers are not willing to pay sufficiently to bring in the skill required. Digital skills gap on the other hand reflect the level of digital proficiency of graduates and the degree of ICT skill requirements to fit into the labour markets. According to



Andriole (2018), digital skills gap is the difference between supply and demand for graduates with digital skills in the labour market. In the context of this study, digital skill gaps is the deference in digital skills possess by business education graduates and those required by employers for effective job performance.

Business education programme was established right from the secondary school level to equip recipients with skills and knowledge to enable them fit into the ever-changing society. As the job market is constantly changing bringing with it renewed demand for digital skills, business education programme is required to be dynamic and responsive in its service delivery. In order words, much is required from the programme in terms of standard of educational delivery as the teaching and learning outcomes emerging at all levels have continued to suffer from poor funding and deteriorating infrastructures. According to the report of World Economic Forum (2020), the quality of the Nigerian education system ranks among the lowest on the African continent at 2.8 over 7, and below the world average of 3.8. In view of this report, business education in Nigeria is greatly challenged to equip students with digital skills to enable them function in today's changing world upon graduation. Owing to its mission statement, it is expected of graduates of the programme to possess digital skills such as digital foundation, digital communication skills, cloud computing skills, and digital problem-solving skills among others.

Currently, the youths are described as digital natives (Okolocha and Nwaukwa, 2020). However, digital skills gap can exclude them from harnessing the opportunities that the digital economy presents. Employers, IT experts and Policymakers in Nigeria are worried about the level of digital skills possessed by business education graduates. These concerns have been given renewed focus in the face of dwindling job openings and current climate of changing labour market. High rate of unemployment among graduates can be curbed through digital economy. However, to fully harness the sector's potentials, there is need for the business education programme to play a key role in equipping students with digital skills. Nwafor (2021) made the assertion that there is high digital skills gap among graduates of tertiary institutions in Nigeria. The World Bank report showed that about 2-4% of tertiary education graduates are employable while 18-20% of graduates will require training interventions for about 1-4 years to become employable (Nwafor, 2021). Furthermore, digital skills gap has been described as the bane of Nigerian unemployment by Sunday (2021). Sunday stated that there are digital jobs opportunities in Nigeria, but graduates lack the requisite digital skills to harness these jobs. Additionally, the World Economic Forum (2020) disclosed that Key indicators on measure of ICT adoption rank Nigeria low with 143rd out of 176 countries while Nigeria is ranked 122nd out of 140 countries in digital skills development.

In Anambra state, the Covid-19 pandemic has dramatically pushed organizations of every size to digitalize their operations. This pandemic has ushered in a shift in mindset on digital skills business education graduates should possess to have competitive advantage in the digital economy. The assessment of digital skills gap by employers of labour may be influenced by their years of working experience. Experienced employers (above 5 years) may differ with less experienced ones (1-5 years) on the digital skills gap of business education graduates. This could be attributed to differences in training and other experiences which may lead to the acquisition of different digital skills. This is supported by Gude (2012) who asserted that as employees work continuously for a long time on a particular task, they develop relevant skills towards high performance. Similarly, Genty, Idris, Wahat and Kadir (2015) asserted that years of experience and training are significant factors on skills managers (employers) need from graduates for effective performance. Based on this background, the study sought to find out digital skills gaps of business education graduates of tertiary institutions in Anambra State with a view for readjustment of the programme.



Statement of the Problem

Business education programme is well packaged with a number of courses which have been seen as capable of providing graduates with digital skills to fit into today's ever dynamic workplace and business environment. Currently, change in the nature of work, technological changes and globalization brought about by the outbreak of Covid-19 pandemic have increased the pressure on business education programme to equip students with digital skills to reduce structural unemployment (unemployment due to the fact that graduates do not respond quickly or completely to the new nature of job opportunities due to lack of skills). However, employers, parents and government are worried that graduates of tertiary institutions in Nigeria do not possess adequate and appropriate digital skills to harness huge digital job opportunities that abound. Digital skills gap among business education graduates has severe consequences for the individuals, firms, and government as it increases recruitment costs of firms, and leads to business education graduates facing unemployment which could lead to social vices such as arm robbery, kidnapping, militancy and cybercrimes among others. In Anambra State, there seems to be limited research on digital skills gap of business education graduates of tertiary institutions. Specifically, the study ascertained the extent; (1) digital foundation skills are possessed by business education graduates in Anambra State, (2) digital communication skills are possessed by business education graduates in Anambra State, (3) cloud computing skills are possessed by business education graduates in Anambra State.

Research Questions

The following research questions guided the study;

1. To what extent are digital foundation skills possessed by business education graduates in Anambra State?
2. To what extent are digital communication skills possessed by business education graduates in Anambra State?
3. To what extent is cloud computing skills possessed by business education graduates in Anambra State?

Hypotheses

1. There is not significance difference in the mean ratings of employers of labour on the extent digital foundation skills are possessed by business education graduates in Anambra State based on years of working experience.
2. Employers of labour do not differ significantly in their mean ratings on the extent digital communication skills are possessed by business education graduates in Anambra State based on years of working experience.
3. There is no significant difference in the mean ratings of employers of labour on the extent cloud computing skills are possessed by business education graduates in Anambra State based on years of working experience.

Methods

The design adopted for this study was the descriptive survey design. This study was carried out in Anambra State Nigeria. The population for this study consisted of managers of 268 (174 private and 94 public) business organizations in Anambra State. The managers of business organizations were chosen for this study because the researcher believed that they employ graduates of business education who perform different job functions requiring the application of digital skills. The researcher employed census sampling technique without sampling because the population was manageable. The instrument for data collection was a structured questionnaire titled "Digital Skills Gap among Business Education Graduates (DSGBEGs)". The questionnaire



was divided into two parts: A and B. Part A is designed to elicit demographic information of the respondents such as years of experience while Part B is broken down into three clusters of B1 to B3 according to the research questions with 19 questionnaire items. Cluster B1 contains 7 items on digital foundation skills, B2 has 6 items on digital communication skills, B3 contains 6 items on cloud computing skills. The instrument is structured on a five point rating scale of Very High Extent (VHE) – 5, High Extent (HE) – 4, Moderate Extent (ME) – 3, Low Extent (LE) – 2 and Very Low Extent (VLE) -1.

The face validity of the instrument was established based on the opinions of three experts in the field of Business Education and Measurement and Evaluation. The instrument was trial tested on a representative sample of 20 managers of private and public business organizations in Enugu State who are not part of the study population. Data obtained from their responses were subjected to reliability analysis using Cronbach Alpha reliability co-efficient which yielded co-efficient values of .84, .79 and .87 respectively for clusters B1 to B3. An overall reliability coefficient of 0.83 was obtained. The researcher and three research assistants administered copies of the questionnaire to the managers of public and private business organizations in the area of the study in their offices. On the spot distribution and collection of questionnaire was adopted. Out of 268 copies of questionnaire administered, 260 were correctly filled and used for data analysis. Mean scores and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at .05 level of significance. The decision rule is that a null hypothesis was rejected where the p-value is less than the level of significance; otherwise the null hypothesis was accepted.

Results

Research question 1:

To what extent are digital foundation skills possessed by business education graduates in Anambra State?

Table 1: Respondents' mean ratings on the extent they possess digital foundation skills

| S/N | Digital Foundation Skills | \bar{X} | SD | Remarks |
|---------------------|--|-------------|-----|-------------------|
| 1 | Ability to turn on electronic devices (computer, scanners, printers) | 4.57 | .78 | Very High Extent |
| 2 | Ability to use the keyboard, mouse, and touch screen of computers to carry out operations, | 3.61 | .71 | High Extent |
| 3 | Ability to open and connect to the internet, | 2.67 | .66 | Moderate Extent |
| 4 | Ability to create passwords and keep login details safe | 2.43 | .68 | Low Extent |
| 5 | Ability to create and write an email | 3.49 | .57 | Moderate Extent |
| 6 | Ability to create a quality résumé using word processing | 1.59 | .89 | Low Extent |
| 7 | Ability to search for specific information on the internet | 2.44 | .69 | Low extent |
| Cluster Mean | | 2.67 | | Low Extent |

Data in table 1 shows that items 1 has mean score of 4.57 meaning that business education graduate possess the ability to turn on electronic devices at very high extent, item 2 is possessed at high extent with mean score of 3.61. Items 3 and 5 are possessed at moderate extent with mean scores of 2.67 and 3.49 while the remaining three items with mean scores ranging from 1.59 to 2.44 are possessed to a low extent. The cluster mean score of 2.67 shows that on the whole, employers of labour indicated that business education graduates possess



digital foundation skills at a moderate extent. The standard deviation scores for all the items are within the same range showing that there is homogeneity amongst responses indicating a greater consensus of opinion.

Research Question 2

To what extent are digital communication skills possessed by business education graduates in Anambra State?

Table 2: Respondents' mean ratings on the extent they possess digital communication skills for employability

| S/N | Digital Communication Skills | X | SD | Remarks |
|---------------------|---|-------------|-----|-------------------|
| 8 | Ability to use communicate securely using audio and visual conference devices | 1.57 | .54 | Low Extent |
| 9 | Ability to use digital devices to exchange messages or share content among colleagues | 2.61 | .54 | Moderate Extent |
| 10 | Ability to communicate with others digitally using email and other messaging Apps | 1.67 | .49 | Low Extent |
| 11 | Ability to Understand and apply the principles of marketing | 2.43 | .78 | Low Extent |
| 12 | Ability to analyze information or data | 2.49 | .63 | Low Extent |
| 13 | Ability to comply with organizations' security protocols when accessing email or working remotely | 2.49 | .30 | Low Extent |
| Cluster Mean | | 2.21 | | Low Extent |

Data in table 2 reveal that items 9 with mean score of 2.61 is possessed by business education graduates to a moderate extent, while the remaining five items (items 8, 10, 11, 12 and 13) with mean scores ranging from 1.57 to 2.49 are possessed to a low extent. The cluster mean score of 2.21 shows that on the whole, business education graduates possessed digital communication skills to a low extent. The standard deviation scores for all the items are within the same range showing that there is homogeneity in the mean responses of the respondents.

Research Question 3

To what extent is cloud computing skills possessed by business education graduates in Anambra State?

Table 3: Respondents' mean ratings on the extent of possession of cloud computing skills

| S/N | Cloud Computing Skills | X | SD | Remarks |
|---------------------|--|-------------|-----|-------------------|
| 14 | Ability to use of internet and central remote servers to maintain shared documents | 1.81 | .71 | Low Extent |
| 15 | Ability to store files or documents using Google docs, | 2.31 | .65 | Low Extent |
| 16 | Ability to share files using instant messaging services | 2.17 | .58 | Low Extent |
| 17 | Ability to store files using dropBox and Google drive | 1.43 | .68 | Very Low Extent |
| 18 | Ability to mark files for destruction in the cloud | 1.47 | .93 | Very Low Extent |
| 19 | Ability to use cloud archiving applications such as Mimecast cloud | 1.59 | .81 | Low Extent |
| Cluster Mean | | 1.80 | | Low Extent |



Data in table 3 shows that items 14, 15, 16, and 19 with mean scores ranging from 1.59 to 2.31 are possessed at low extent while the remaining two items with mean score ranging from 1.43 to 1.47 are possessed by business education graduates to a very low extent. The cluster mean score of 1.80 shows that on the whole, employers indicated that business education graduates possess cloud computing skills to a very low extent. The standard deviation scores for all the items are within the same range showing that there is homogeneity in the mean responses of the respondents.

Hypothesis 1

There is not significance difference in the mean ratings of employers of labour on the extent digital foundation skills are possessed by business education graduates in Anambra State based on years of working experience.

Table 4: Summary of t-test comparison of the mean ratings of respondents on the extent business education graduates possess digital foundation skills for employability based on years of working experience

| Years of Experience | N | X̄ | SD | df | t-value | P-value | Decision |
|---------------------|-----|-------|-----------------|----|---------|---------|----------|
| 1-5 years | 89 | 37.20 | 6.06 | | | | |
| 258 | .17 | .22 | Not Significant | | | | |
| Above 5 years | 171 | 38.45 | 5.50 | | | | |

Table 4 shows a t-value of .17 at 258 degree of freedom with a p-value of .22. Since the p-value of .22 is greater than the criterion value of .05 ($P > .05$), the null hypothesis is accepted. This means that there is no significance difference in the mean ratings of employers of labour on the extent digital foundation skills are possessed by business education graduates in Anambra State based on years of working experience.

Hypothesis 2

Employers of labour do not differ significantly in their mean ratings on the extent digital communication skills are possessed by business education graduates in Anambra State based on years of working experience.

Table 5: Summary of t-test comparison of the mean ratings of respondents on the extent business education graduates possess digital communication skills based on years of working experience

| Years of Experience | N | X̄ | SD | df | T-value | P-value | Decision |
|---------------------|-----|-------|-----------------|----|---------|---------|----------|
| 1-5 years | 89 | 38.28 | 5.14 | | | | |
| 258 | .13 | .06 | Not Significant | | | | |
| Above 5 years | 171 | 38.50 | 4.93 | | | | |

Table 5 shows a t - value of .13 at 258 degree of freedom with a p-value of .06. Since the p-value of .06 is greater than the criterion value of .05, the null hypothesis is accepted. This means that employers of labour do not differ significantly in their mean ratings on the extent digital communication skills are possessed by business education graduates in Anambra State based on years of working experience.

Hypothesis 3

There is no significant difference in the mean ratings of employers of labour on the extent cloud computing skills are possessed by business education graduates in Anambra State based on years of working experience.



Table 6: Summary of t-test comparison of the mean ratings of respondents on the extent business education graduates possess cloud computing skills for employability based on years of working experience.

| Years of Experience | N | \bar{X} | SD | df | t-value | P-value | Decision |
|---------------------|---------|-----------|------|----|-------------|---------|----------|
| 1-5 years | 8936.12 | 5.24 | | | | | |
| | 258 | .18 | .13 | | Significant | | |
| Above 5 years | 171 | 37.31 | 5.41 | | | | |

Table 6 shows t - value of .18 at 258 degree of freedom with a p-value of .13. Since the p-value of .13 is greater than the criterion value of .05, the null hypothesis is accepted. This means that there is no significant difference in the mean ratings of employers of labour on the extent cloud computing skills are possessed by business education graduates in Anambra State based on years of working experience

Discussion of Findings

Findings of the study revealed that employers of labour indicated that business education graduates possess digital foundation skills for employability at a moderate extent. The findings of this study could be attributed to the fact that business education programme has incorporated ICT courses in its curriculum, and business education lecturers are teaching some of these digital skills to its students. However, despite this assumption by the researcher, the fact that business education graduates possess digital foundation skills to a moderate extent means that there are still digital foundation skills gap among business education graduates which affect their employment potentials. In agreement, Kamalu (2021) states that high rate of unemployment in Nigeria can be attributed to digital skills gap among its graduates. Nwafor (2021) reported that there were high digital skills gap among graduates of tertiary institutions in Nigeria. These findings are in line with the earlier findings of European Commission (2016) which revealed that digital skills gap existed among graduates both in developed and developing countries. The findings of the study further showed that there was no significance difference in the mean ratings of employers of labour on the extent digital foundation skills are possessed by business education graduates for employability in Anambra State based on years of working experience. It could be that both experienced and inexperienced employers are aware of digital foundation skills gap among graduates of business education. This could be the reason for their consensus on the moderate extent digital foundation skills are possessed by business education graduates for employability.

Findings of the study revealed that business education graduates possessed digital communication skills for employability to a low extent. The findings of this study concur with the findings of The OECD (2015) which showed that there existed digital skills gap among graduates at higher education levels which are fueling youth unemployment. In agreement, Nwazor and Nwaukwa (2015) reported that business education do not adequately equip their students with ICT skills for self-reliance. This could be the reason for the digital communication skills gap among them. Nwafor (2021) found that there is high digital skills gap among graduates of tertiary institutions in Nigeria. This could be due to the quality of trainings graduates of business education underwent while in school. The World Bank report showed that about 2-4% of tertiary education graduates are employable while 18-20% of graduates will require training interventions for about 1-4 years to become employable (Nwafor, 2021). Sunday (2021) admitted that there are digital jobs opportunities in Nigeria, but graduates (Business education graduates inclusive) lack the requisite digital skills to harness these jobs. The findings of this study also indicated that employers of labour do not differ significantly in their mean ratings on the extent digital



communication skills are possessed by business education graduates for employability in Anambra State based on years of working experience. Ezenwafor and Olaniyi (2016) stated that employers of labour are worried about the digital skill level of graduates of business education. This implies that employers of labour irrespective of their years of experience agreed that business education graduates lack digital communication skills for gainful employment.

The findings of the study further showed that business education graduates possess cloud computing skills for employability to a low extent. It could be that cloud computing technology has not been incorporated into the curriculum of business education and the skills are not adequately taught to students thus the skills gap among graduates. It could also be that business educators may not possess cloud computing skills to effectively train students on them. Yordanov, Yordanova and Yordanova (2015) disclosed that secretaries are not familiar with the use of cloud computing technology. Yordanov et al. asserted that secretary education students' ICT competences need to be extended into direction of cloud computing skills. In addition, Kibe (2016) stated that despite the fact that cloud-based technology has the potential of increasing efficiency and effectiveness of job functions, the level of application of cloud-based skills by graduate workers is low. The findings of the study also revealed that years of experience were not significant factor on the opinion of employers regarding the extent business education graduates possess cloud computing skills.

Conclusion

Based on the findings of this study, the researchers concluded that business education programme are not adequately equipping their graduates with digital foundation skills, digital communication skills and cloud computing skills.

Recommendations

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

1. Business education graduates should embark on digital information skills acquisition training programmes to up-date themselves to remain relevant in the digital economy.
2. Business education lecturers should emphasize the teaching of digital communication skills to enable students acquire these skills for gainful employment upon graduation.
3. Cloud computing skills should be taught to business education students in Anambra state to prepared them for high-tech workplace upon graduation.

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