

**RELATIONSHIP BETWEEN COMPUTER LABORATORY AND
LIBRARY RESOURCE FACILITY UTILIZATION AND
EMPLOYABILITY SKILLS ACQUISITION AMONG
UNDERGRADUATES OF BUSINESS EDUCATION IN ANAMBRA
STATE, NIGERIA.**

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ABSTRACT

The study examined the relationship between computer laboratory and library resource facility utilization and employability skills acquisition among undergraduates of Business Education in Anambra State. Two research questions and two null hypotheses were formulated and tested at 0.05 level of significance to guide the study. The study adopted a correlational research design. The study was carried out in Anambra State. The population of the study comprised 266 undergraduates of Business Education in Anambra State; 254 was used because of the number of questionnaires the researcher was able to collect. The instrument for data collection was a structured questionnaire developed by the researcher. Face and construct validity of the instrument were established by three experts two from the Department of Vocational Education (Business Education) and one from the Department of Educational Foundation, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam. To determine reliability, a trial-test was conducted using Cronbach's alpha. Internal

consistency coefficients of 0.77 was obtained as an overall reliability Co-efficient, for section B, while section C was 0.72, indicating that the instrument was reliable. Pearson Product Moment Correlation Co-efficient was used to analyze data for the study. The findings of the study revealed that computer laboratory facility and library resource facility enhances employability skills acquisition amongst undergraduates of Business Education in Anambra State. The study revealed that gender did not significantly influence the relationship between computer laboratory and library resource facility utilization and employability skills acquisition, indicating that both male and female students benefited from the effective utilization of computer laboratory and library resource facility utilization. Based on the findings, the study concluded that effective utilization of computer laboratory and library resource facility utilization is a critical determinant of employability skills acquisition amongst undergraduates of Business Education in Anambra State. The study emphasized that the availability of facilities alone is insufficient unless such facilities are adequately utilized, properly maintained, and integrated into instructional delivery. The study recommended that tertiary institutions should prioritize the provision, maintenance, and effective utilization of computer laboratories and library facility. Students should be encouraged to maximize available facilities to enhance their employability skills and improve their career prospects upon graduation. Finally, the study contributed to knowledge by providing empirical evidence that employability skills acquisition among Business Education undergraduates is not solely dependent on curriculum content but is significantly influenced by the effective utilization of institutional facilities.

Keywords: Computer laboratory, Library resource, Facility utilization, Employability skills, Business education, Undergraduate students.

Introduction

Education remains one of the most important instruments for national development, human capital formation, and socio-economic transformation. Higher institutions are expected to equip students with relevant knowledge, practical competencies, and employability skills necessary for effective participation in the labour market. In recent years, employers have increasingly emphasized the need for graduates who possess not only academic qualifications but also practical workplace competencies such as digital literacy, communication skills, teamwork, creativity, adaptability, and problem-solving abilities. UNESCO (2023) emphasized that educational systems must focus on skill acquisition and workplace readiness in order to meet contemporary labour market demands. Employability skills have become critical indicators of educational quality and graduate preparedness in the twenty-first century World Bank (2024).

Employability skills refer to the transferable competencies, attitudes, and capabilities that enable graduates to secure employment, perform

effectively in the workplace, and adapt to changing work environments. These skills include communication competence, critical thinking, leadership, teamwork, digital literacy, innovation, time management, and interpersonal relationships. Yorke (2020) defined employability as a set of achievements, understandings, and personal attributes that make graduates more likely to gain employment and succeed in their chosen careers. Similarly, Harvey (2021) argued that employability extends beyond academic performance to include practical and professional competencies required in the workplace.

In Nigeria, graduate unemployment has continued to generate concern among educators, employers, policymakers, and researchers. Despite the increasing number of graduates produced annually by tertiary institutions, many employers have expressed dissatisfaction with the quality of skills possessed by graduates. Reports have shown that many university graduates lack digital competencies, communication abilities, entrepreneurial skills, and workplace readiness necessary for effective job performance. The National Universities Commission has therefore emphasized the need for higher education institutions to strengthen practical learning experiences and improve instructional facilities in order to enhance graduate employability outcomes. Similarly, the Federal Ministry of Education has emphasized the importance of skill-oriented and technology-driven education capable of preparing graduates for self-reliance, employment, and national development. It is against this background that Business Education becomes particularly relevant, as the programme is designed to bridge the gap between theoretical knowledge acquired in higher institutions and the practical skills required in the world of work.

Business Education is a vocational and skill-oriented discipline designed to equip students with practical knowledge, entrepreneurial abilities, office competencies, and technological skills required for employment and self-reliance. The programme combines theoretical and practical learning experiences in areas such as accounting, office technology management, entrepreneurship, business communication, and information technology. However, the extent to which these objectives can be achieved depends not only on the content of the curriculum or the competence of teachers but also on the availability and effective utilization of appropriate instructional facilities. Instructional facilities such as computer laboratories, libraries, office equipment, internet facilities, and other technology-based learning resources provide students with opportunities to acquire practical competencies and apply classroom knowledge to real-life business situations. Consequently, the availability and utilization of instructional facilities in Business Education programmes are important factors that may influence the development of relevant skills and, ultimately, the employability of graduates.

Computer laboratories are among the most important facilities for Business Education programmes because they expose students to practical technological experiences necessary for contemporary workplaces. In

today's digital economy, computer literacy has become an essential employability requirement across different sectors of the economy. Effective utilization of computer laboratories enables students to acquire competencies in word processing, spreadsheet analysis, database management, internet applications, office technology, and digital communication. According to International Labour Organization, digital competencies and technological adaptability are among the most demanded employability skills globally. Similarly, studies have shown that students who have adequate exposure to computer-based learning environments tend to develop stronger workplace competencies and technological confidence.

Furthermore, the utilization of computer laboratories contributes significantly to independent learning, creativity, innovation, and critical thinking among students. Through practical engagement with computers, software applications, internet resources, and other technological tools, Business Education students are exposed to learning experiences that enable them to develop problem-solving abilities and workplace competencies relevant to modern organizational environments. Digital literacy and ICT competence are increasingly important components of graduate employability because many contemporary workplaces rely on digital technologies for communication, information processing, accounting, data management, marketing, and other business activities. Therefore, adequate and effective utilization of computer laboratories can provide students with opportunities to translate theoretical knowledge into practical technological skills, thereby improving their preparedness for employment and self-employment. This further suggests that the availability of computer laboratory facilities alone may not be sufficient; their regular and purposeful utilization is essential for achieving the desired employability outcomes among Business Education students.

In addition to computer laboratories, library resources constitute another important category of instructional facilities that supports students' academic development and acquisition of employability skills. While computer laboratories primarily provide opportunities for students to develop practical and technological competencies, libraries provide access to the information and knowledge resources required to strengthen these competencies. Libraries provide textbooks, academic journals, periodicals, electronic databases, internet facilities, reference materials, and other learning resources that support research, independent study, and knowledge acquisition. Effective utilization of library resources promotes independent learning, analytical thinking, communication competence, research skills, and information management abilities among students. These competencies are essential for graduates because employers increasingly require individuals who can locate, evaluate, interpret, and apply information effectively in solving workplace problems. UNESCO (2023) emphasized the contribution of libraries to lifelong learning, intellectual development, access to information, and research competence. Thus, when computer laboratory

facilities and library resources are adequately available and effectively utilized, they can complement one another by providing Business Education students with both technological and information-based competencies necessary for successful transition from higher education to the world of work.

Modern libraries are increasingly integrating digital technologies and electronic learning resources to support teaching and learning activities in higher education institutions. Access to online journals, e-books, digital databases, and internet facilities has expanded students' opportunities for research and academic inquiry. Students who effectively utilize library resources are more likely to develop critical thinking abilities, reading culture, and research competencies required in professional environments.

Despite the importance of computer laboratories and library resources in higher education, many tertiary institutions in Nigeria continue to experience challenges relating to inadequate infrastructure, obsolete facilities, unstable electricity supply, poor internet connectivity, insufficient funding, and ineffective utilization of available resources. Many computer laboratories lack modern technological equipment and updated software necessary for practical learning experiences. Similarly, some institutional libraries are characterized by outdated learning materials, inadequate seating capacity, and limited access to digital resources.

These challenges may negatively affect students' acquisition of employability skills and workplace readiness after graduation. Scholars have therefore argued that educational institutions must prioritize effective utilization of instructional facilities to improve educational quality and employability outcomes. David (2025), through the Experiential Learning Theory, emphasized that meaningful learning occurs when students actively engage with learning resources and practical experiences. The theory suggests that students acquire better competencies when they participate directly in experiential and technology-driven learning activities.

In Anambra State, tertiary institutions offering Business Education programme are expected to provide adequate learning facilities capable of enhancing students' practical competencies and employability skills. However, concerns continue to arise regarding the adequacy and utilization of computer laboratories and library resources in many institutions. Although several studies have examined educational facilities and employability skills acquisition, limited attention has been given to the relationship between computer laboratory and library resource utilization and employability skills acquisition among Business Education undergraduates in Anambra State.

It is against this background that this study investigated the relationship between computer laboratory and library resource facility utilization and employability skills acquisition among undergraduates of Business Education in Anambra State, Nigeria.

Statement of the Problem

Graduate unemployment has become one of the major socio-economic challenges facing Nigeria. Many graduates of tertiary institutions lack practical competencies and employability skills required by employers in modern workplaces. Employers have increasingly expressed dissatisfaction with the quality of skills possessed by graduates, particularly in areas relating to digital literacy, communication abilities, problem-solving skills, and workplace readiness.

Computer laboratories and libraries are essential instructional facilities expected to facilitate practical learning, independent research, technological competence, and employability skills development among students. However, many tertiary institutions in Nigeria continue to face challenges such as inadequate computer systems, outdated software, poor internet connectivity, insufficient library materials, obsolete learning resources, and ineffective utilization of available facilities.

Although several studies have examined employability skills and educational quality, limited attention has been given to the relationship between utilization of computer laboratories and library resources and employability skills acquisition among Business Education undergraduates in Anambra State. This gap necessitated the present study.

Research Questions

The following research questions guided the study:

1. What is the relationship between computer laboratory facility utilization and employability skills acquisition among undergraduates of business education in Anambra State?
2. What is the relationship between library resource facility utilization and employability skills acquisition among undergraduates of business education in Anambra State?

Hypotheses

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

1. There is no significant difference in the mean ratings of male and female business education undergraduates on computer laboratory utilization and employability skills acquisition among undergraduates of business education in Anambra State.
2. There is no significant difference in the mean ratings of male and female business education undergraduates on library resources utilization and employability skills acquisition among undergraduates of business education in Anambra State.

Method

The study adopted a correlational research design. This design was considered suitable because it is a type of research design that investigates

relationships between variables without control or manipulation, and highlights the usefulness in determining prevalence, revealing relationships, and making predictions (Curtis et al, 2020). This was appropriate for the present study, which sought to examine the relationship between computer laboratory and library resource facility utilization and employability skills acquisition amongst undergraduates of Business Education in Anambra State. The study was carried out in Anambra State of Nigeria. The state was chosen because of the observed challenges and lack of opportunities faced by the graduates upon graduation in the job market for not acquiring the necessary skills needed in the job market which causes an increase in unemployment rate.

The population comprised of 266 three hundred level (300L) Business Education undergraduates in selected tertiary institutions in Anambra State, Nigeria. Since the population is not excessively large, census sampling was employed, meaning the entire population was studied. This is in line with the assertion of Obi et al. (2023) that when a population is accessible and manageable, it is more appropriate to study it in its entirety. A structured questionnaire was used as the instrument for data collection. Two instruments were used for data collection namely: Facility Utilization (FU) and Employability Skills Acquisition (ESA) questionnaire.

The instruments underwent validation to ensure both face and construct validity. For face validity three experts were consulted: two from the Department of Vocational Education and one from Measurement and Evaluation Unit, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus for face validation. The experts examined the instruments for clarity, relevance, sustainability, and coverage of the study variables. Construct validity was further tested using Principal Component Analysis approach (PCA). Kaiser Meyer- Olkin (KMO) as a major of sampling adequacy to conduct the component principal analysis. The higher the value of this result which is greater than ± 0.400 indicated that the number of respondent in the study was large enough to perform the principal component analysis. Reliability of the Instrument was determined through a trial test on business education students (10 students each from both schools) who were randomly selected from Enugu State University of Technology (ESUT) and Enugu State College of Education (Technical) who were not part of the population to be used for this study but share similar characteristics with the study area. Responses from trial test were analyzed using Cronbach's Alpha to measure internal consistency. The reliability Co-efficient obtained were 0.77 for part B while 0.72 for Part C. These values all above the 0.70 benchmark indicated a high degree of internal consistency, and therefore confirmed the reliability of the instrument.

The researcher administered 266 copies of the questionnaire to the respondents with the help of three Research Assistants (RAS). The research assistants were briefed on how to administer the instrument so as to ensure safe handling and retrieval of the instrument. Out of 266 copies of

questionnaires administered, 254 retrieved were properly filled and used for data analysis. This gave a return rate of 95.5%. Pearson Product Moment Correlation Coefficient was used to answer the research questions and test the hypotheses at 0.05 level of significance. Decision were made by comparing the calculated t-values with the critical t-values at the appropriate degrees of freedom. Where the calculated t was greater than the critical t, the null hypothesis was rejected; otherwise it was accepted.

Results

Research Question 1: What is the relationship between computer laboratory facility utilization and employability skill acquisition amongst undergraduates of business education in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation Coefficient Analysis on the Relationship between Computer Laboratory Facility Utilization and Employability Skill Acquisition amongst Undergraduates of Business Education in Anambra State.

		Computer Laboratory Facility Utilization	Employability Skill Acquisition	Remark
Computer laboratory facility utilization	Pearson Correlation	1	0.53**	
	Sig. (2-tailed)		0.00	Moderate positive relationship
	N	254	254	
Employability skill acquisition	Pearson Correlation	0.53**	1	
	Sig. (2-tailed)	0.00		
	N	254	254	

** . Correlation is significant at the 0.05 level (2-tailed).

The summary result of Pearson Product-Moment Correlation Coefficient analysis from the Table 1 above showed a moderate positive relationship between computer laboratory facility utilization and employability skill acquisition amongst undergraduates of business education in Anambra State, Nigeria, with ‘r’ =0.53** and N =254. This revealed positive correlation coefficient value of 0.53** indicated a moderate positive relationship between computer laboratory facility utilization and employability skill acquisition amongst undergraduates of business education in Anambra State, Nigeria.

Research Question 2: What is the relationship between library resource facility utilization and employability skills acquisition amongst undergraduates of business education in Anambra State, Nigeria?

Table 2: Summary of Pearson Product Moment Correlation Coefficient Analysis on the Relationship between Library Resource Facility Utilization and Employability Skills Acquisition amongst Undergraduates of Business Education in Anambra State.

		Library Resource Facility Utilization		Employability Skills Acquisition	Remark
Library resource facility utilization	Pearson Correlation	1		0.376**	
	Sig. (2-tailed)			0.00	Weak Positive relationship
	N	254		254	
Employability skills acquisition	Pearson Correlation	0.376**		1	
	Sig. (2-tailed)	0.00			
	N	254		254	

***. Correlation is significant at the 0.05level (2-tailed).*

The summary result of Pearson Product-Moment Correlation Coefficient analysis from the Table 2 above showed a weak positive relationship between library resource facility utilization and employability skills acquisition amongst undergraduates of business education in Anambra State, Nigeria, with ‘r’ =0.37** and N =254. This revealed positive correlation coefficient value of 0.376* indicated a weak positive relationship between library resource facility utilization and employability skills acquisition amongst undergraduates of business education in Anambra State, Nigeria.

Hypothesis 1: There is no significant relationship between computer laboratory facility utilization and employability skill acquisition amongst undergraduates of business education in Anambra State, Nigeria.

Table 3: Test of Significance of Pearson Product Moment Correlation Coefficient on Relationship between Computer Laboratory Facility Utilization and Employability Skill Acquisition amongst Undergraduates of Business Education in Anambra State

		Computer Laboratory Facility Utilization	Employability Skill Acquisition	Decision
Computer laboratory facility utilization	Pearson Correlation	1	0.53**	
	Sig. (2-tailed)		0.00	Significant
	N	254	254	
Employability skill acquisition	Pearson Correlation	0.53**	1	
	Sig. (2-tailed)	0.00		
	N	254	254	

***. Correlation is significant at the 0.05level (2-tailed).*

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 3 above showed a significant relationship

between computer laboratory facility utilization and employability skill acquisition amongst undergraduates of business education in Anambra State, Nigeria with $r = 0.53^{**}$ $N = 254$ and $p\text{-value} = 0.00$. Since $p\text{-value} (0.00)$ is less than 0.05 , the study rejects the null hypothesis and do not reject the alternative hypothesis that there is a significant relationship between computer laboratory facility utilization and employability skill acquisition amongst undergraduates of business education in Anambra State, Nigeria.

Hypothesis 2: There is no significant relationship library resource facility utilization and employability skills acquisition amongst undergraduates of business education in Anambra State, Nigeria?

Table 4: Test of Significance of Pearson Product Moment Correlation Coefficient on the Relationship between Library Resource Facility Utilization and Employability Skills Acquisition amongst Undergraduates of Business Education in Anambra State.

				Decision
		Library Facility Utilization	ResourceEmployability Skills Acquisition	
Library resource facility utilization	Pearson Correlation	1	0.376**	
	Sig. (2-tailed)		.000	Significant
	N	254	254	
Employability skills acquisition	Pearson Correlation	0.376*	1	
	Sig. (2-tailed)	.000		
	N	254	254	

The result of the test of significance of Pearson-Moment Correlation Coefficient from Table 4 above showed the significant relationship between library resource facility utilization and employability skills acquisition amongst undergraduates of business education in Anambra State, Nigeria, with ' r ' = 0.37^{**} and $N = 254$ and $p\text{-value} = 0.000$. Since $p\text{-value} (0.000)$ is less than 0.05 , the study rejects the null hypothesis and do not reject the alternative hypothesis that there is a significant relationship between library resource facility utilization and employability skills acquisition amongst undergraduates of business education in Anambra State, Nigeria.

Discussion of Findings

The findings of the study revealed a moderate positive relationship between computer laboratory facility utilization and employability skill acquisition amongst undergraduates of business education in Anambra State, Nigeria. This outcome may be attributed to the fact that computer laboratories provide opportunities for students to acquire hands-on experience with digital tools and business-related software applications. Regular engagement with computer laboratories enhances students' digital literacy, analytical ability, problem-solving skills, and effective communication through information and communication technologies, which are essential employability skills.

This finding is supported by Ngafeeson and Sun (2019), who reported that effective utilization of computer laboratories improves students' digital competence and problem-solving skills. Also Iweyah (2024) found that students who made frequent, structured use of business-education laboratory facilities (computer laboratory, office-technology suites) reported significantly higher acquisition of office-technology and presentation skills; laboratory utilization was found to influence marketing, accounting and office-technology skill acquisition to a very high extent. Ilori (2025) found that improving employability skills of Business Education students in Anambra State emphasized strategies that center on increased practical laboratory sessions and hands-on computer training, reporting that such utilization improved students' workplace competencies. This implies that there is relationship between computer laboratory utilization and employability skills acquisition amongst undergraduates of business education in Anambra State.

Furthermore, the finding of the study revealed that computer laboratory utilization significantly relates to employability skills acquisition among the students. The observed outcome suggests that consistent exposure to computer-based learning environments contributes meaningfully to students' workplace preparedness. Regarding gender, the finding implies that both male and female students benefited similarly from the utilization of computer laboratories, as access to and use of digital facilities enhanced employability skills irrespective of gender differences.

The findings of the study indicated a weak positive and significant relationship between library resource facility utilization and employability skill acquisition among undergraduates of Business Education in Anambra State, Nigeria. This result may be explained by the role of libraries in promoting independent learning, critical thinking, and research competence. Students who frequently utilize library resources are exposed to a wide range of academic materials that improve their analytical skills, information literacy, and intellectual development.

The findings of Okoro and Ezenwafor (2022) showed that effective utilization of library facilities which enhances students' ability to access relevant information, develop research competence, and improve problem-solving and communication skills which are core components of employability skills. However, they observed that most Business Education undergraduates underutilize library resources due to poor awareness and digital illiteracy. Similarly, Nwosu and Eze (2021) discovered that although modern library facilities such as e-libraries, online databases, and research portals exist in most tertiary institutions, many students lack adequate training on how to effectively use these tools to develop employability-oriented competencies.

The finding also aligns with that of Chukwuma and Ifeanyi (2023), who reported that inadequate exposure to information retrieval systems and limited ICT support in academic libraries have hindered the practical

application of employability-related skills among Business Education students. In their study, it was emphasized that the integration of library-based learning activities, such as project-based research and case analysis, can significantly strengthen students' analytical, critical thinking, and communication skills.

This implies that, while the study established a weak positive and significant relationship between library resource facility utilization and employability skill acquisition among Business Education undergraduates in Anambra State, the finding highlights the need for improved library engagement strategies, integration of digital literacy training, and reinforcement of library-based learning in Business Education curricula. Strengthening these areas could enhance the role of library resource utilization in equipping students with employability skills relevant to contemporary workplace demands. In terms of gender, the result suggests that both male and female students equally benefited from library resource utilization, as the skills acquired through library use were not influenced by gender differences.

Conclusion

The study concluded that effective utilization of educational facilities significantly enhances the acquisition of employability skills among business education undergraduates in Anambra State, Nigeria. Findings show that computer laboratory have moderate positive and significant relationships with employability skills, as it promote digital competence, communication, teamwork, problem-solving, leadership, and professional readiness. Computer laboratory strengthen ICT-related skills essential for modern workplaces. Although library facilities also contribute positively, their relationship with employability skills is weak, possibly due to outdated resources and limited digital access. Overall, the study emphasizes the need for tertiary institutions to prioritize the modernization, maintenance, and effective use of key learning facilities to better prepare graduates for Nigeria's labour market and the global digital economy.

Recommendations

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

1. Administrators of tertiary institutions in Anambra State should ensure that computer laboratories are adequately equipped with modern hardware, updated software, and reliable internet access. Regular practical sessions and digital literacy training should be organized to enable business education students develop essential employability skills such as ICT proficiency, analytical reasoning, and problem-solving capabilities needed in the modern workplace.
2. Management of tertiary institutions should invest in upgrading both physical and electronic library resources. This includes expanding access to

online databases, e-journals, and digital repositories. Librarians should also conduct regular orientation and information literacy workshops to train students on effective research and data management skills critical for employability

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