

REVIEW ARTICLE

Digital Communication Literacy and Employability Skills Among Business and English Education Students of Federal College of Education, Ididep, Ibiono Ibom, Akwa Ibom State

Abaikpa, Udem Anthony^{1,*}, Kumbur, Miriam Dooshima², Usungurua, Dominic John³

¹Department of Business Management, Faculty of Management Sciences, University of Uyo, Uyo 520001, Akwa Ibom State, Nigeria

²Department of Business Education, School of Vocational and Technical Education, Federal College of Education Ididep, Ibiono Ibom, 520118 Akwa Ibom State, Nigeria

³Department of English Language Education, School of Languages, Federal College of Education Ididep, Ibiono Ibom, 520118 Akwa Ibom State, Nigeria

ABSTRACT

The rapid digitalization of the workplace has made digital communication literacy a critical determinant of graduate employability. This study examines the relationship between digital communication literacy and employability skills among Business and English Education students at Federal College of Education, Ididep, Akwa Ibom State. A correlational survey design was used to collect quantitative data from a student sample. Regression analysis tested the hypothesis that digital communication literacy positively influences employability skills. The findings revealed a very strong positive correlation ($R = 0.885$) and indicated that digital communication literacy accounts for 78.2% of the variance in employability skills ($R^2 = 0.782$). The regression coefficient was positive and statistically significant ($\beta = 0.738$, $t = 20.248$, $p < 0.001$), and the overall model was significant ($F = 409.982$, $p < 0.001$). These results align with the literature, which emphasises that digital skills extend beyond technical proficiency to include communication, collaboration, and critical thinking competencies relevant to professional success. The study concludes that digital communication literacy is a strong predictor of employability skills among students. It is recommended that educational institutions prioritize digital literacy training and integrate it into curricula to enhance graduate readiness for the modern workforce.

Keywords: Digital Communication Literacy; Employability Skills; Business and English Education Students

INTRODUCTION

The relevance of digital communication literacy and employability skills among Business and English students can never over-emphasized. This is due to the fact that, the current workplace in the twenty-first century has undergone a profound transformation driven by rapid

technological advancement, which places serious demands on graduates and entrepreneurs to acquire not only disciplinary knowledge but also relevant digital competencies. Across the globe, organizations progressively prioritize candidates who demonstrate proficiency in digital communication tools, online collaboration platforms, and the ability to navigate complex information

*Corresponding Author:

Abaikpa, Udem Anthony, Department of Business Management, Faculty of Management Sciences, University of Uyo, Uyo 520001, Akwa Ibom State, Nigeria.

E-mail: udemebaikpa@gmail.com; ORCID: <https://orcid.org/0009-0007-9935-9791>

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ecosystems (Makwe, Ezenwaji & Chukwuma, 2026). This shift has elevated digital communication literacy from a supplementary skill to a fundamental prerequisite for employability in virtually every sector of the modern economy. In Nigeria, the nexus between digital literacy and employability has attracted considerable scholarly attention, particularly as the nation grapples with persistent graduate unemployment despite the proliferation of higher education institutions. Anowor, Chibuzo, Anigbo and Ukpere (2025) observed that equipping young people with relevant digital competencies is vital for inclusive growth and sustainable economic advancement, arguing that digital skill acquisition can significantly enhance youth employability and accelerate progress toward the Sustainable Development Goals. Similarly, a study conducted in Anambra State revealed that digital literacy and communication skills significantly enhance career readiness among business education undergraduates, concluding that the acquisition of twenty-first-century skills is crucial for equipping students with the competencies required to meet workplace demands and adapt to technological changes (Makwe, Ezenwaji & Chukwuma, 2026). Higher education institutions in Nigeria bear a critical responsibility in this regard.

Research has demonstrated that interdisciplinary learning, experiential learning, and digital literacy training are positively and significantly related to the acquisition of soft skills for employability among undergraduates in federal Nigerian universities (Student-Centered Learning Approaches Study, 2025). These findings underscore the imperative for teacher training institutions, in particular, to integrate digital communication literacy into their curricula, as their graduates will in turn shape the digital competencies of future generations of learners. The Federal College of Education, Ididep, established in Ibiono Ibom Local Government Area of Akwa Ibom State, represents a significant addition to Nigeria's teacher education landscape (A Bill for the Establishment of Federal College of Education, Ididep, 2023). As a pioneer institution matriculating its first cohort of students, the college has the unique opportunity to design programmes that deliberately cultivate the digital communication competencies essential for graduate employability. Within this context, Business Education and English Education students are of particular interest, as both disciplines require sophisticated communication capabilities—Business Education for its emphasis on organizational and professional communication, and English Education for its focus on language proficiency and pedagogical communication. Abaikpa, Kumbur, Essien & Udom (2026), in their examination of institutional effectiveness in Akwa Ibom State, emphasized the importance of strategic management approaches in enhancing educational outcomes. Their work provides a valuable framework for understanding how institutional policies

and practices can facilitate the development of competencies that enhance graduate employability. Building on this foundation, the present study investigates the relationship between digital communication literacy and employability skills among Business and English Education students at Federal College of Education, Ididep, Akwa Ibom State.

Problem Statement

The persistent challenge of graduate unemployment in Nigeria has prompted intense scrutiny of how well higher education outcomes align with labor market demands. Despite the proliferation of universities and colleges of education, many graduates lack the digital communication competencies that employers increasingly consider non-negotiable. The rapid digitization of workplaces, accelerated by the COVID-19 pandemic and the global shift toward remote and hybrid work models, has intensified this skills gap, leaving many Nigerian graduates ill-prepared for the contemporary job market. At the Federal College of Education, Ididep, Business Education and English Education students represent two cohorts for whom digital communication literacy is particularly consequential. Business Education graduates are expected to enter roles requiring proficiency in digital correspondence, virtual meeting platforms, data visualization, and online collaboration tools. English Education graduates, destined for teaching careers, must be equipped to integrate digital communication technologies into their pedagogical practice and model effective digital literacy for their students. Yet there remains a paucity of empirical research examining the specific digital communication competencies possessed by students in these programs and the extent to which these competencies predict their employability skills.

Furthermore, while studies have established general positive relationships between digital literacy and employability in Nigerian higher education contexts (Makwe, Ezenwaji & Chukwuma, 2026; Student-Centered Learning Approaches Study, 2025), there is limited research focused specifically on teacher education institutions in Akwa Ibom State. The Federal College of Education, Ididep, being a newly established institution, presents a timely case for investigating how foundational digital communication competencies are being developed among its pioneer cohorts. Without such empirical evidence, curriculum developers and policymakers lack the data necessary to design targeted interventions that would enhance graduate employability outcomes. This study, therefore, addresses the problem of inadequate empirical understanding of the relationship between digital communication literacy and employability skills among Business and English Education students in a newly established federal college of education in Akwa Ibom State.

Research Objective

The sole objective of this study is to examine the relationship between digital communication literacy and employability skills among Business and English Education students of Federal College of Education, Ididep, Akwa Ibom State.

Research Question

What is the relationship between digital communication literacy and employability skills among Business and English Education students of Federal College of Education, Ididep, Akwa Ibom State?

Hypothesis

There is no significant relationship between digital communication literacy and employability skills among Business and English Education students of Federal College of Education, Ididep, Akwa Ibom State.

REVIEW OF RELATED LITERATURE

Digital Communication Literacy

Digital communication literacy refers to the ability to effectively use digital technologies, tools, and platforms to create, share, and exchange information in various contexts. It encompasses not only technical proficiency with devices and software but also the cognitive and social competencies required to navigate digital environments critically, ethically, and productively. According to Makwe, Ezenwaji and Chukwuma (2026), digital literacy skills include the capacity to operate digital devices securely, carry out basic internet operations, use office suite applications, manage data and information, perform online communication and collaboration, and apply cybersecurity skills. Digital communication literacy extends beyond basic operational competence to include the ability to select appropriate communication channels for different purposes, adapt messages for digital audiences, interpret digital cues and conventions, and engage in collaborative online work. For Business Education students, this translates into competencies such as professional email composition, virtual meeting facilitation, and digital presentation skills. For English Education students, it encompasses the ability to leverage digital tools for language instruction, create engaging digital learning materials, and model effective digital communication for students.

Employability Skills

Employability skills, often called soft or twenty-first-century skills, are the transferable competencies that help individuals secure, maintain, and advance in employment. These skills complement disciplinary knowledge and technical expertise, equipping graduates to adapt to evolving workplace demands and contribute effectively to organizational success. The literature identifies several

core employability skills, including communication skills, critical thinking, problem-solving, adaptability, teamwork, and digital literacy (Tribune Online, 2025). In the Nigerian context, Anowor, Chibuzo, Anigbo and Ukpere (2025) emphasized that digital skills acquisition is fundamental to enhancing youth employability, noting that weak digital infrastructure, affordability constraints, and ineffective policy execution hinder youth employability and economic transformation. The Student-Centered Learning Approaches Study (2025) found that interdisciplinary learning, experiential learning, and digital literacy training were positively and significantly related to the acquisition of soft skills for employability among undergraduates in federal Nigerian universities. For this study, employability skills are conceptualized as the combination of communication competencies, problem-solving abilities, adaptability, and digital proficiency that enable graduates to transition successfully from academic to professional environments.

Theoretical Review

This study is guided and supported by two complementary theoretical frameworks that collectively explain the nexus between digital communication literacy and graduate employability. The first is Human Capital Theory (Schultz, 1961; Becker, 1964), which provides an economic rationale for viewing digital competencies as valuable investments that enhance productive capacity and labour market outcomes. The second is Social Cognitive Theory (Bandura, 1986), which offers a psychosocial lens for understanding how self-efficacy beliefs and observational learning shape students' ability to acquire, apply, and confidently demonstrate digital communication skills in professional contexts. Together, these theories provide a comprehensive conceptual foundation for examining the role of digital communication literacy in preparing Business and English Education students for the evolving demands of the contemporary workforce.

Human Capital Theory

Human Capital Theory, originally developed by Schultz (1961) and Becker (1964), provides a foundational framework for understanding the relationship between education, skills acquisition, and labour market outcomes. The theory posits that investments in education and training enhance individuals' productive capabilities, thereby increasing their economic value and employability. In the context of digital communication literacy, Human Capital Theory suggests that acquiring digital competencies represents an investment in human capital that yields returns in the form of enhanced employability, career advancement, and earning potential. Anowor, Chibuzo, Anigbo and Ukpere (2025) anchored their examination of digital skills and youth employability in Hu-

man Capital Theory, explaining how investment in digital capabilities enhances productivity, employability, and competitiveness in a technology-driven world. This theoretical lens is particularly relevant to the present study, as it positions digital communication literacy as a form of human capital that Business and English Education students can develop to improve their labour market prospects. The theory further implies that higher education institutions have a responsibility to facilitate such human capital development through intentional curriculum design and pedagogical practices.

Social Cognitive Theory

Social Cognitive Theory, developed by Bandura (1986), offers a complementary framework for understanding how digital communication literacy translates into employability skills. The theory emphasizes the reciprocal interaction between personal factors, behavioural patterns, and environmental influences in shaping human development and learning. Central to this framework is self-efficacy, an individual's belief in their capacity to successfully perform specific behaviors. In the context of digital communication literacy, Social Cognitive Theory suggests that students who develop strong self-efficacy beliefs about their digital communication capabilities are more likely to engage in behaviors that enhance their employability, such as seeking out digital learning opportunities, applying digital skills in practical contexts, and confidently presenting their competencies to employers. The theory also highlights the importance of observational learning and social modelling, suggesting that students benefit from observing peers and instructors effectively utilizing digital communication tools. Abaikpa, Kumbur, Essien & Udom (2026), in their study of institutional effectiveness, implicitly recognized the importance of such social and cognitive factors in shaping educational outcomes, emphasizing the role of strategic management in creating environments conducive to student development.

Empirical Review

Several empirical studies have examined the relationship between digital literacy and employability in Nigerian higher education contexts. Makwe, Ezenwaji and Chukwuma (2026) conducted a descriptive survey study of 120 final-year business education undergraduates in public universities in Anambra State. Using a structured questionnaire with a reliability coefficient of 0.80, the study found that digital literacy skills and communication skills significantly enhance career readiness. The study concluded that acquisition of twenty-first century skills is crucial for equipping undergraduates with the competencies required to meet workplace demands, adapt to technological changes, and achieve career success. The researchers recommended that business education

programmes integrate more digital literacy training and strengthen communication-oriented learning activities. The Student-Centered Learning Approaches Study (2025) investigated the relationship between student-centred learning approaches and soft skills acquisition for employability among undergraduates in federal universities in South-South Nigeria. Employing a correlational survey design with a sample of 480 students selected through multi-stage and simple random sampling, the study utilized a researcher-developed instrument with a Cronbach's alpha reliability coefficient of 0.82. Findings revealed that interdisciplinary learning, experiential learning, and digital literacy training were positively and significantly related to the acquisition of soft skills for employability among undergraduates. The study recommended that federal universities systematically integrate interdisciplinary learning, experiential learning, and digital literacy training into academic programmes to effectively enhance soft skills development and improve students' readiness for the job market.

Anowor, Chibuzo, Anigbo and Ukpere (2025) employed a qualitative analytical approach, drawing on secondary data from policy documents, development reports, and empirical literature to evaluate Nigeria's institutional readiness, policy framework, and digital infrastructure for enhancing youth employability through digital skills. The study found that weak digital infrastructure, affordability constraints, poor literacy, and ineffective policy execution hinder youth employability and economic transformation. Comparative insights from successful economies revealed that systematic digital training enhances productivity and job creation. The study recommended embedding digital literacy across all education levels, investing in ICT infrastructure, and training educators through "Train-the-Trainer" initiatives. Abaikpa, Kumbur, Essien & Udom (2026), in their study on transformational management strategies and institutional effectiveness in Akwa Ibom State Polytechnic, examined how strategic institutional approaches influence educational outcomes. Their findings highlighted the importance of effective management in creating conditions that facilitate student development and institutional success, providing a relevant framework for understanding how the Federal College of Education, Ididep, can strategically enhance student employability through digital literacy initiatives. While these studies establish a positive relationship between digital literacy and employability in various Nigerian educational contexts, there remains a gap in empirical research specifically focused on students in teacher education institutions, particularly newly established colleges of education in Akwa Ibom State. The present study addresses this gap by examining the relationship between digital communication literacy and employability skills among Business and English Education

Table 1: Number of questionnaire copies administered and returned

		Percentage
Copies of Questionnaire Administered	120	
Copies of Questionnaire Retrieved	116	96.0
Copies of Questionnaire Not Retrieved	4	4.0
Total		100

Source: Fieldwork, 2026

students at Federal College of Education, Ididep.

METHODOLOGY

Research Design

This study adopted a correlational survey research design. This design is appropriate as it enables the researcher to examine the relationship between two or more variables without manipulating them, while simultaneously allowing for the collection of data from a large sample using standardized instruments. The correlational survey design has been successfully employed in similar studies examining the relationship between digital literacy and employability in Nigerian higher education contexts (Student-Centered Learning Approaches Study, 2025; Makwe, Ezenwaji & Chukwuma, 2026). This design facilitates the determination of whether a statistically significant relationship exists between digital communication literacy (independent variable) and employability skills (dependent variable) among the study participants.

Study Area

The study was conducted at the Federal College of Education, Ididep, Ibiono Local Government Area, Akwa Ibom State, Nigeria. The college was established by the Federal Government of Nigeria and commenced academic activities with its pioneer cohort of students. According to The Sun (2025), the college matriculated 583 pioneer students, and the Provost, Dr. Edem Ntuk, has committed to demonstrating academic excellence by providing a conducive atmosphere for learning and research. The college is situated in Ididep community, Ibiono Ibom Local Government Area, with the Federal Government having acquired 94.927 hectares of land for the institution (Tribune Online, 2024). The selection of this study area is justified by the college's status as a newly established federal institution, presenting a unique opportunity to examine digital communication literacy and employability skills among its pioneer student cohorts.

Population of the Study

The population of this study comprises all Business Education and English Education students of the Fed-

eral College of Education, Ididep, Akwa Ibom State, for the current academic session. Based on the pioneer matriculation figure of 583 students (The Sun, 2025), and given that Business Education and English Education are among the core programmes offered at the college, the estimated population for these two departments is projected to be approximately 120 students. This population includes both male and female students across all year levels.

Sampling Technique and Sample Size

The study employed a census sampling technique, including all members of the target population (all Business Education and English Education students). This approach is justified by the relatively manageable size of the population and ensures comprehensive representation of both departments. The census approach eliminates sampling errors and enhances the generalizability of findings to the entire student population of the two departments. Therefore, the sample size will be equivalent to the total population of Business Education and English Education students at the college.

Instrument for Data Collection

Data were collected using a structured questionnaire titled "Digital Communication Literacy and Employability Skills among Business and English Education Students of Federal College of Education, Ididep, Akwa Ibom State. (DCLESBEESQ)" developed by the researchers.

Method of Analysis

Data collected from the questionnaire were analyzed using both descriptive and inferential statistics. Descriptive statistics, including mean, standard deviation, frequency counts, and percentages, were used to summarize respondents' demographic characteristics and their levels of digital communication literacy and employability skills. Inferential statistics were employed to test the research hypothesis. Specifically, the Pearson Product-Moment Correlation Coefficient (PPMC) was used to determine the relationship between digital communication literacy and employability skills among the respondents. The PPMC is appropriate for examining the direction and strength of the relationship between two continuous variables (digital communication literacy scores and employability skills scores). The hypothesis was tested at the 0.05 level of significance. This analytical approach aligns with methodologies employed in similar studies (Student-Centered Learning Approaches Study, 2025). All statistical analyses were conducted using the Statistical Package for Social Sciences (SPSS) version 26.0 or equivalent software.

Table 2: Percentage analysis of the Responses on Digital Communication Literacy

Digital Communication Literacy Dimension	SA	A	U	D	SD	Total
I am proficient in using various digital platforms (e.g., Zoom, Google Meet, Microsoft Teams, WhatsApp video calls) for professional online meetings and academic collaborations.	45 (38.8%)	34 (38.8%)	9 (7.8%)	18 (15.5%)	10 (8.6%)	116 (100%)
I can effectively create, format, and edit professional documents (e.g., reports, proposals, and presentations) using digital tools like Microsoft Word, Google Docs, and PowerPoint.	42 (36.2%)	38 (32.8%)	17 (14.7%)	13 (11.2%)	6 (5.2%)	116 (100%)
I understand how to manage my digital footprint and maintain professional etiquette (netiquette) when communicating via email and social media in an academic or work context.	41 (35.3%)	33 (28.4%)	9 (7.8%)	21 (18.1%)	12 (10.3%)	116 (100%)
I am capable of using collaborative digital tools (e.g., Google Drive, OneDrive, shared spreadsheets) to work on group projects and share information with peers.	37 (31.9%)	41 (35.3%)	14 (12.1%)	15 (12.9%)	9 (7.8%)	116 (100%)
I can confidently evaluate the credibility of online information and use digital search engines effectively to source academic and professional materials.	51 (44.0%)	31 (26.7%)	8 (6.9%)	16 (13.8%)	10 (8.6%)	116 (100%)

Source: Researcher's computation (2026)

DATA PRESENTATION, ANALYSIS AND FINDINGS

Presentation of Data

This section is basically designed to present, analyse and interpret the primary data obtained via the questionnaire which was purposively administered to the respondents. These are shown in Table 1.

From the Table, out of 120 questionnaires administered, 116, representing 96%, were successfully returned. Four (4) copies of the questionnaire, representing 4.0%, were not returned.

The Table 2 presents the responses of 116 respondents on five indicators measuring digital communication literacy. The results show a generally positive level of digital communication literacy among the respondents, as most participants selected Strongly Agree (SA) or Agree (A) across the items.

For the first statement, “I am proficient in using various digital platforms...”, 45 respondents (38.8%) strongly agreed, while 34 (38.8%) agreed. However, 9 respondents (7.8%) were undecided, 18 (15.5%) disagreed, and 10 (8.6%) strongly disagreed. Thus, 77.6% of respondents expressed a positive view of their proficiency in using digital platforms for professional meetings and academic collaboration. This suggests that most respondents possess adequate skills in using platforms such as Zoom, Google Meet, Microsoft Teams and WhatsApp video calls.

The second statement assessed respondents' ability to create, format and edit professional documents using digital tools. The findings indicate that 42 respondents (36.2%) strongly agreed and 38 (32.8%) agreed, giving a combined positive response of 69.0%. Meanwhile, 17 respondents (14.7%) were undecided, while 13 (11.2%) disagreed and 6 (5.2%) strongly disagreed. The result indicates that a substantial majority of respondents are competent in using applications such as Microsoft

Word, Google Docs and PowerPoint for professional and academic purposes.

Regarding the third statement on managing digital footprints and maintaining professional netiquette, 41 respondents (35.3%) strongly agreed and 33 (28.4%) agreed, representing 63.7% positive responses. Nine respondents (7.8%) were undecided, while 21 (18.1%) disagreed and 12 (10.3%) strongly disagreed. Although the majority demonstrated awareness of appropriate digital communication practices, the relatively higher proportion of negative responses suggests that some respondents may require additional training in digital professionalism, online etiquette and management of their digital identity.

For the fourth statement, which examined the ability to use collaborative digital tools, 37 respondents (31.9%) strongly agreed and 41 (35.3%) agreed, producing a combined positive response of 67.2%. Fourteen respondents (12.1%) were undecided, while 15 (12.9%) disagreed and 9 (7.8%) strongly disagreed. This demonstrates that most respondents are capable of using tools such as Google Drive, OneDrive and shared spreadsheets to collaborate and exchange information with colleagues or peers.

Finally, the fifth statement examined respondents' ability to evaluate the credibility of online information and effectively use search engines. This recorded the highest level of strong agreement, with 51 respondents (44.0%) strongly agreeing and 31 (26.7%) agreeing. Combined, 70.7% of respondents gave positive responses. Eight respondents (6.9%) were undecided, while 16 (13.8%) disagreed and 10 (8.6%) strongly disagreed. This indicates that most respondents possess a reasonable ability to search for, assess and use online academic and professional information.

Table 3 presents the respondents' perceptions of their employability skills across five indicators. The responses were measured using a five-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD),

Table 3: Percentage analysis of the Responses on Employability Skills

Employability Skills Dimension	SA	A	U	D	SD	Total
I possess strong problem-solving skills that enable me to identify issues and develop practical solutions in a team or work environment.	55 (47.4%)	37 (31.9%)	14 (12.1%)	8 (6.9%)	2 (1.7%)	116 (100%)
I am confident in my ability to communicate my ideas clearly and persuasively during interviews, presentations, and professional interactions.	60 (51.7%)	28 (24.1%)	5 (4.3%)	14 (12.1%)	9 (7.8%)	116 (100%)
I demonstrate a high level of adaptability and flexibility, allowing me to adjust to new technologies, work demands, and challenging situations with ease.	63 (54.3%)	27 (23.3%)	5 (4.3%)	14 (12.1%)	7 (6.0%)	116 (100%)
I am proficient at managing my time effectively, prioritizing tasks, and meeting strict deadlines on group projects and individual assignments.	41 (35.3%)	40 (34.5%)	9 (7.8%)	16 (13.8%)	10 (8.6%)	116 (100%)
I exhibit strong critical thinking abilities, which allow me to analyze situations, evaluate evidence, and make informed decisions in academic and professional contexts.	42 (36.2%)	38 (32.8%)	18 (15.5%)	12 (10.3%)	6 (5.2%)	116 (100%)

Source: Researcher's computation (2026)

with a total of 116 respondents.

For the statement “I possess strong problem-solving skills that enable me to identify issues and develop practical solutions in a team or work environment,” 55 respondents (47.4%) strongly agreed and 37 respondents (31.9%) agreed. This gives a combined positive response of 79.3%. Meanwhile, 14 respondents (12.1%) were undecided, while 8 (6.9%) disagreed and 2 (1.7%) strongly disagreed. This indicates that a substantial majority of the respondents perceive themselves as possessing strong problem-solving abilities.

Regarding the statement “I am confident in my ability to communicate my ideas clearly and persuasively during interviews, presentations, and professional interactions,” 60 respondents (51.7%) strongly agreed and 28 (24.1%) agreed, representing a combined positive response of 75.8%. However, 5 respondents (4.3%) were undecided, while 14 (12.1%) disagreed and 9 (7.8%) strongly disagreed. The result suggests that most respondents have confidence in their communication abilities, although a relatively small proportion still experience some difficulty in expressing ideas effectively.

For adaptability and flexibility, 63 respondents (54.3%) strongly agreed and 27 (23.3%) agreed that they can adjust to new technologies, work demands, and challenging situations. Thus, 77.6% expressed a positive perception. Only 5 respondents (4.3%) were undecided, while 14 (12.1%) disagreed and 7 (6.0%) strongly disagreed. This demonstrates that adaptability is another relatively strong employability skill among the respondents.

Concerning time-management skills, 41 respondents (35.3%) strongly agreed and 40 (34.5%) agreed that they can effectively manage their time, prioritize tasks, and meet deadlines. The combined positive response was 69.8%, while 9 respondents (7.8%) were undecided. On the other hand, 16 respondents (13.8%) disagreed and 10 (8.6%) strongly disagreed. Although the majority reported effective time-management skills, this indicator recorded

the lowest positive response among the five measures, suggesting that some respondents may require further development in managing competing tasks and deadlines.

Finally, with respect to critical thinking, 42 respondents (36.2%) strongly agreed and 38 (32.8%) agreed that they possess strong critical-thinking abilities. This represents a combined positive response of 69.0%. Eighteen respondents (15.5%) were undecided, while 12 (10.3%) disagreed and 6 (5.2%) strongly disagreed. The result indicates that most respondents believe they can analyse situations, evaluate evidence, and make informed decisions, although the relatively high undecided response suggests room for improvement.

Testing of Hypothesis

Hypothesis

There is no significant relationship between digital communication literacy and employability skills among Business and English Education students of Federal College of Education, Ididep, Akwa Ibom State. (Table 4, Table 5 and Table 6)

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.885 ^a	.782	.781	.37116

Note: a. Predictors: (Constant), Diigital_Comm_Literacy

Table 5: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.478	1	56.478	409.982	.000 ^b
	Residual	15.704	114	.138		
	Total	72.182	115			

Note: b. Predictors: (Constant), Diigital_Comm_Literacy

The regression analysis examined the effect of Digital Communication Literacy on Employability Skills among the respondents. The results indicate a strong and statist-

Table 6: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.202	.141		8.541	.000
	Digital_Comm_Literacy	.738	.036	.885	20.248	.000

ically significant relationship between the two variables.

The Model Summary shows an R-value of 0.885, indicating a very strong positive relationship between digital communication literacy and employability skills. The R-square value of 0.782 indicates that digital communication literacy explains 78.2% of the variation in employability skills, while the remaining 21.8% is attributable to other factors not included in the model. The adjusted R-square of 0.781 confirms that the explanatory power of the model remains very high after adjustment for the number of predictors.

The ANOVA result further demonstrates that the regression model is statistically significant, with an F-statistic of 409.982 and a probability value of 0.000 ($p < 0.05$). This means that digital communication literacy significantly predicts employability skills. Therefore, the regression model provides a good fit for explaining the relationship between the variables.

The Coefficients table shows that digital communication literacy has a positive and statistically significant effect on employability skills. The coefficient is 0.738, with a standard error of 0.036, a standardized beta coefficient of 0.885, a t-value of 20.248, and a probability value of 0.000. The positive coefficient indicates that an increase in digital communication literacy is associated with an increase in employability skills. Specifically, a one-unit increase in digital communication literacy is associated with an estimated 0.738-unit increase in employability skills.

The constant of 1.202 represents the estimated level of employability skills when digital communication literacy is held at zero, while the coefficient of 0.738 represents the magnitude and direction of the effect of digital communication literacy. Since the probability value of 0.000 is less than 0.05, the null hypothesis that digital communication literacy has no significant effect on employability skills is rejected. The study therefore concludes that digital communication literacy has a positive and significant effect on employability skills among Business and English Education students of Federal College of Education, Ididep, Akwa Ibom State.

Discussion of Findings

The findings of the study revealed that digital communication literacy has a positive and statistically significant

effect on employability skills among the respondents. The regression result produced an R-value of 0.885, indicating a very strong positive relationship between digital communication literacy and employability skills. The R-square of 0.782 further shows that digital communication literacy explains 78.2% of the variation in employability skills, while the remaining 21.8% is explained by other factors outside the model. The regression coefficient of 0.738 was positive and statistically significant ($t = 20.248, p < 0.001$), while the overall model was significant ($F = 409.982, p < 0.001$). This implies that respondents with stronger digital communication literacy are more likely to demonstrate higher levels of employability skills. The finding is consistent with the argument of van Laar et al. (2017) that digital skills encompass more than the technical ability to operate digital tools. They include communication, collaboration, critical thinking, problem-solving, creativity and other competencies that are directly relevant to employability. In this regard, digital communication literacy can serve as a foundation through which individuals develop and demonstrate broader employability competencies. The strong coefficient obtained in the present study therefore suggests that digital communication competence is closely connected with the ability of respondents to function effectively in professional environments.

CONCLUSION AND RECOMMENDATIONS

This study concludes that digital communication literacy has a positive and statistically significant effect on employability skills among Business and English Education students of Federal College of Education, Ididep, Akwa Ibom State. The findings confirm that students with stronger digital communication competencies are more likely to demonstrate higher levels of employability skills, including critical thinking, collaboration, and problem-solving, which are essential for professional environments. Based on these findings, it is recommended that the Federal College of Education integrate digital communication literacy training across all curricula to better prepare students for the labour market. Lecturers should adopt pedagogical approaches that emphasise digital collaboration, online communication, and the use of digital tools for problem-solving. Additionally, the institution should invest in digital infrastructure and provide regular workshops or certification programmes to enhance students' digital competencies. Future research could explore other factors that contribute to the remaining 21.8% of variation in employability skills.

DECLARATION

About the Authors

Abaikpa, Udeme Anthony is a Lecturer in the Department of Business Education, School of Vocational and

Technical Education, Federal College of Education Ididep, Ibiono Ibom, Akwa Ibom State, Nigeria. He is also a postgraduate researcher in the Department of Business Management, Faculty of Management Sciences, University of Uyo, Akwa Ibom State, Nigeria. His research interests include entrepreneurship education, digital leadership, innovation management, sustainable business practices, and vocational and technical education. He has published several peer-reviewed articles in reputable international journals and is committed to advancing entrepreneurial development and capacity building in Nigeria. ORCID: <https://orcid.org/0009-0007-9935-9791>. Email: udemebaikpa@gmail.com

Kumbur, Miriam Dooshima is a Lecturer in the Department of Business Education, School of Vocational and Technical Education, Federal College of Education Ididep, Ibiono Ibom, Akwa Ibom State, Nigeria. Her research interest include human resource management, business education, entrepreneurship, and vocational and technical education. Her research focuses on enhancing self-employment readiness, vocational skills acquisition, and innovative pedagogical approaches for developing entrepreneurial competencies among students in tertiary institutions.

Usungurua, Dominic John is a Lecturer in the Department of English Language Education, School of Languages, Federal College of Education Ididep, Ibiono Ibom, Akwa Ibom State, Nigeria. His research interests include English language pedagogy, applied linguistics, communication skills development, digital literacy in language education, and curriculum studies. His research focuses on enhancing communicative competencies, integrating digital tools in language teaching, and developing innovative pedagogical strategies for improving English language proficiency among students in tertiary institutions.

Author Contributions Statement

Abaikpa, Udem Anthony: Conceptualization; Methodology; Data curation; Formal analysis; Investigation; Writing – Original draft preparation; Writing – Review and editing; Project administration; Visualization; Software; Validation; Supervision.

Kumbur, Miriam Dooshima: Conceptualization; Investigation; Writing – Review and editing; Formal analysis; Validation; Visualization; Supervision.

Usungurua, Dominic John: Conceptualization; Data collection; Investigation; Resources; Writing – Review and editing; Validation; Project administration; Supervision

All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work, ensuring that questions related to the accuracy or integrity of any part of the work are appro-

priately investigated and resolved.

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Conflicts of Interest

The authors declare no conflicts of interest in relation to this research. The study was conducted independently without any financial, personal, or professional relationships that could have inappropriately influenced the research process, findings, or conclusions. No funding was received from any organization for the conduct of this research. The authors have no competing interests to declare that are relevant to the content of this manuscript. The authors have no financial or proprietary interests in any material discussed in this article.

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