DIGITAL SKILLS REQUIREMENT OF ELECTRICAL / ELECTRONICS TECHNOLOGY EDUCATION GRADUATES FOR ECONOMIC DIVERSIFICATION IN RIVERS STATE

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Abstract

The study focused on digital skills requirement of electrical/electronics technology education graduates for economic diversification in the 21st century educational landscape in Rivers State. Three research questions and three hypotheses guided the study. The population of the study was 94 (comprising 43 lecturers and 51 Post-Graduate students). The instrument for data collection was a structured questionnaire titled "Digital Skills Requirement for Electrical/Electronics Technology Education Graduates" Questionnaire (DSRETEG). Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. Findings of the study revealed that electrical/electronic technology education graduates requires a range of digital skills, including programming, data analysis and digital design, to succeed in the industry in Rivers State. Based on the findings, it was recommended among others that Government and educational policy makers should ensure that digital skills training is integrated into the curriculum of electrical/electronic technology programmes in Rivers state as to equip graduates with the necessary skills for the digital economy. Also, educational institutions that offer programmes in electrical/electronic technology should ensure that they will establish partnership with industries around them to provide students with practical experiences and exposure to digital technologies, enabling them to develop relevant skills.

Keywords: Digital skills, technical education, graduates, economic diversification.

Introduction

The 21st century educational landscape is characterized by rapid technological advancement, globalization and a shifting economic structure that demands skilled human capital for national development. In Rivers State, Nigeria, the need for economic diversification has become increasingly urgent due to the volatility of the oil-base economy and the growing demand for alternative sources of growth and employment. One critical area with the potential to drive this diversification is technical and vocational education, particularly in field that support industrialization and technological innovation. Electrical/Electronic Technology graduates play a

crucial role in this transformation by providing the technical expertise required to design, install, maintain, and innovate electrical and electronic systems that power modern industries and infrastructure. According to Machson and Lall (2023) electrical/electronic technology trade is a technical related course that focuses on the principles and application of electrical and electronic system. Kenz (2022) posited that electrical/electronic technology trade is a technical related course that focuses on the principles and application of electrical and electronic system. Kenz (2022) posited that electric and electronic technology is a comprehensive course that covers the fundamentals of electrical and electronic circuit devices and system. During training period in the school students usually learn about the design, development, testing and maintenance of electrical and electronic system, including electrical circuits, electronic devices, microcontrollers, electrical machines and control system.

Smith (2024) posited that carrier opportunities for graduates that learnt about the design, development, testing and maintenance of electrical/electronic system who majored in electrical/electronic technology include electrical engineer, electronic engineer, control \overset{\text{system}}{\text{engineer}} engineer, electrical and electronic technician. To be equipped with the right skills, knowledge, understanding and attitude needed in the world of work individuals are expected to pass through formal training either at the University, polytechnic, College of Education (Technical) or Technical college in Nigeria (Morgan, 2022).

According to Morgan and Ndigwe (2022) technology education graduates have distinctive role to play not only do they need to have sound knowledge in their field of study they also need to be expert in the field of study and also have practical and up-to-date vocational experts relevant to the work place. Therefore, Technical and Vocational Education and Training (TVET) programmes is a powerful tool for economic diversification only when TVET students are equipped with not just skills in manipulating tools and machines but also digital skills to meet the fast changing technological word of work.

Digital skills according to Brown and Sheriff (2022) is the abilities and knowledge required to effectively use digital technologies, such as computers, smart phones and internet to achieve personal, social and professional goals. National Policy on Information and Communication Technology (ICT) in School Education cited in James and Audu (2023) posited that digital skills are set of competencies and abilities needed by students to effectively use digital devices, communication tools and networks to access, manage, evaluate, create and share information in a

safe and ethical manner.The digital skills of the 21st century drive the competitiveness and innovation capacity of organization (Sarka, 2023). Brody and Clifford (2021) asserted that digital skills revolve around the ability to search for information, the ability to express oneself in different programming language and the capacity for social interaction, integrating new technologies.

Digital skills is the basic understanding of how to interact with a computer, how to interact with applications on the computer, how to do what you want in real time (Kufor, 2021). In the same vein, Markson (2023) stated that digital skills can be defined as the ability to locate, organize, understand, evaluate, and create information using digital technology. According to Hillton and Stephen (2021) digital learning encompasses many different tools and applications to support and empower both teachers' and students', including online courses blended or hybrid learning, or digital content and resources. Digitalskills go beyond basic computer use. they include compentencies such as using simulation, soft ware like Proteus and MATLAB, programming micro controllers, operating CNC Machines, using CAD for circuit design, and leveraging IVT and automation tools. According to Donald (2024) digital skills encompass a range of competences which include, basic digital skills, Information and Communication Technology (ICT) skills, digital literacy, data skills, creative digital skills, technical digital skills. In TVET educational programme such as electrical/electronics technology, digital skills are essential for students to acquire in today's digital economy for socio-economic growth and development and as well as economic diversification.

Economic diversification refers to the process of reducing a country's or region's dependence on or a single industry or sector by developing and promoting other sectors to achieve a more balanced and resilient economy. To achieve this goal Uwakwe (2022) stated that technology education students undergoing training in technical training institutions needed to be equipped with the right knowledge, understanding, attitude and digital skills needed in the world of work. .

Across the globe, the growing use of ICTs in Techical and Vocational Education and Training has led to a fundamental shift. Education is no longer centered solely on the objective paradigm, but is increasingly embracing cognitive and constructive paradigm. For example the use of ICTs in distance education has resulted in a pedagogy, which is constructivist, collaborative and interactive (Mills and Harison, 2021).

Several studies such as (Lang and Kress, 2021; Burnell, 2022; Kendel, 2023; Seaborn, 2024) have shown that there are digital skills technical education graduates required to possess during the period of their training in the school in order to succeed in the 21st century job market. According to Sahama (2021) reasons why technology education graduates needed to possess digital skills in the 21st century include digital skills make graduates more attractive to potential employers and increase their chances of securing good jobs in a competitive market, digital skills enable graduates to work efficiently and effectively, leveraging technology to streamline processes and achieve better outcomes, digital skills empower graduates to develop innovative solutions to complex problems; driven progress and growth in their respective field, digital skills allow graduates to adapt quickly to new technologies, tools and workforce, making them more versatile and valuable in the job market. Digital skills required by technology education graduates for economic diversification according to Cannon (2023) include ability to work effectively with others including communication and problem-solving, ability to identify, evaluate and use information effectively, ability to analyze complex problems. Talbort (2019) also stated that digital skills required by technology education graduates in the 21st century for economic diversification are skill to think creatively and develop innovative solutions, proficiency in using digital tools, software and platforms to access information, ability to collect, analyze and interpret data using digital tools.

Tias and Sampson (2025), posited that there are roles that digital skills can play on economic diversification which include enabling individuals, businesses and regions to adopt to changing economic conditions and capitalize on new opportunities. Similarly, Granvil (2023) outlined the role of digital skills on economic diversification as follows, digital skills allow individual to develop innovative solution and services, digitally savvy workforce can build solid digital economic and competitive market, digital skills enables business to participate in digital trade. Also, Taylor Jones (2024) stated that digital skill can play the following role on economic diversification, that digital skills enable e-conference and digitally deliverable service, digital skills can help to foster industrial diversification, digital skills can help to build resilient system, digital skills can help to foster innovation and entrepreneurship. Also, Markson (2023) highlighted the following as role of digital skills in promoting entrepreneurship and job creation in the industry, digital skills allow entrepreneurs to market their products and services, digital skills can lead to the creation of new job opportunities, digital skills can improve productivity

and efficiency in the industry, digital skills can enable professional to create new opportunities for flexible work. To succeed in promoting entrepreneurship and job creation in the industry technology education graduates in this 21st century required to possess digital skills in order to contribute effectively to economic diversification effort.

Statement of the Problem

The adoption and integration of ICTs into the teaching and learning environment offers more opportunities for both teachers and students in educational programmes to work better in a globalized digital age (Lugard, 2024). In Nigeria the situation is supposed to be the same as the world is going digital. Therefore, there is need for technology education students offering programme in any of the technology related areas to meet up with the goal of socio-economic growth and development through technology education programme. According to Talbort (2019), there are concepts in technology education programme that effective skills can only be imparted to the students by the teacher digitally for better understanding. In the same vein, Taylor (2024) stipulated that effective skills can only be achieved when technology education students move with the current trends in technological advancement which is reflected in the changing patterns of technology education curriculum. Researchers, educators, policymaker and organizations alike are beginning to recognize that choosing the digital gap is essential to preparing the nation's educational sector especially technology education programme for a successful future. This aligns with the position of Maxwell and Santos(2023) who asserted that rapid pace of technological change makes addressing this issue more imperative than ever. Consequently, it is evident that there is a pressing need to equip Electronical/ Electronic Technology students with relevant digital skills to support economic diversification within the 21st century educational landscape in Rivers State.

Purpose of the Study

The study sought to determine digital skills requirement of electrical/electronics technology education graduations for economic diversification in the 21st century educational landscape in Rivers State. Specifically, the study was conducted to:

1. Identify the digital skills required by electrical/electronic technology education graduates to succeed in the 21st century job market in Rivers State.
2. Investigate the role of digital skills in promoting entrepreneurship and job creation in the electrical/electronic industries in Rivers State.

3. Examine the role of digital skills in promoting entrepreneurship and job creation in the electrical/electronic industries in Rivers State.

Research Questions

The following research questions guided the study:

1. What are the digital skills required by electrical/electronic technology education graduates to succeed in the 21st century job market in Rivers State?
2. What are the roles of digital skills on economic diversification in Rivers State?
3. What are the role of digital skills in promoting entrepreneurship and job creation in the electrical/electronic industries in Rivers State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance"

1. There is no significant difference between the mean responses of lecturers and students on digital skills required by electrical/electronic technology education graduates to succeed in the 21st century job market in Rivers State.
2. There is no significant difference between the mean responses of lecturers and students on the roles of digital skills on economic diversification in Rivers State.
3. There is no significant difference between the mean responses of lecturers and students on the role of digital skills in promoting entrepreneurship and job creation in the electrical/electronic industries in Rivers State.

Methodology

The study adopted a descriptive survey research design. According to Gall, Gall and Bong cited in Agwi and Nnaemeka (2025) descriptive survey research design is aimed at collecting data or describing in a systematic manner the characteristic feature or fact about a given population. The study was carried out in Rivers State. The population of the study consisted of ninety four (94) respondents (comprising 43 Lecturer and 51 Postgraduate students) in the two tertiary institutions in Rivers State that offer programmes in Technology Education as at 2024/2025 academic session. The study was a census as the entire population was studied. This is in consonance with Maduabum as cited in Igwe and Eke (2024) who stated that a survey in which the entire population is studied is referred to as a census. The choice of census is due to the relatively small size of the population.

The instrument for data collection was the structure questionnaire titled "Digital Skills Requirement for Electrical/Electronics Technology Education Graduates Questionnaire (DSREETEGQ)". The instrument was face and content validated by three experts in Technology Education Department, Rivers State Univesity, Port Harcourt. The instrument was structured on 4-point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). A corresponding numerical value of 4,3,2 and 1 was assigned to the response options respectively. Cronbach alpha reliability technique was used to determine the internl consistently of the items of the questionnaire. The reliability coefficient obtained was 0.85. A total of 94 copies of the instrument were administered to the respondents directly by the researchers with the help of five researches assistant.

The total number of the instrument retrieved after two weeks was 93 and was used for data analysis. The data collected from the respondents were analyzed using mean and standard deviation. The means scores were used to answer the research questions and T-test statistic was used to test the null hypotheses at 0.05 level of significance. In order to determine the acceptance or rejection level of each of the items in relation to research questions 1 to 3 a decision rule based on real limit of number was used. Any item whose mean is 2.50 above was regarded as agreed while any item whose weighted mean is below 2.50 was regarded as disagreed. Standard deviation values were used to show the homogeneity in the responses of the respondents. The decision for hypotheses was that if the calculated value of T (cal.) is less than the critical value of T (crit.) accept the null hypotheses, but if the calculated value of T (cal.) is greater than the critical value of T (crit.) reject the null hypotheses.

Result of the Findings

The results of the study were presented in Tables 1 – 6 in line with the research questions and hypotheses.

Research Question 1: What are the digital skills required by electrical/electronic technology education graduates to succeed in the 21st century job market in Rivers State?

Table 1: Mean and Standard Deviation Responses on Digital Skills Required by Electrical/Electronic Technology Education Graduates to Succeed in the 21st Century Job Market

S/N	Digital Skills Required	TVET Lecturers N = 43			PG Students N= 50		
		$\overline{x}$	SD	Remark	$\overline{x}$	SD	Remark
1.	Proficiency in using digital tools, software and platforms to access	2.65	0.71	Agreed	2.72	0.82	Agreed

	information						
2.	Understanding the effective use of ICT	2.60	0.69	Agreed	2.68	0.71	Agreed
3.	Ability to identify, evaluate and use information effectively	2.71	0.73	Agreed	2.82	0.79	Agreed
4.	Knowledge of programming languages	2.82	0.78	Agreed	2.68	0.72	Agreed
5.	Ability to collect, analyze and interpret data using digital tools	2.65	0.72	Agreed	2.71	0.75	Agreed
6.	Understanding of digital design principles and tools	2.74	0.80	Agreed	2.80	0.84	Agreed
7.	Ability to work effectively with others	2.69	0.71	Agreed	3.00	0.86	Agreed
8.	Ability to analyze complex problems	2.53	0.65	Agreed	2.62	0.69	Agreed
9.	Ability to adapt to new technologies, windows and changing circumstances	2.60	0.69	Agreed	2.73	0.73	Agreed
10.	Ability to think creatively and develop innovative solutions	2.57	0.68	Agreed	2.71	0.76	Agreed
	Average Mean /SD	**2.66**	**0.72**		**2.75**	**0.77**	

Source: Field Survey, 2025

The result in Table 1 on digital skills required by electrical/electronic technology education graduates to succeed in the 21st century job market in Rivers State shows that both lecturers and students agreed that all the 10 variables highlighted are digital skills that are required by electrical/electronic technology education graduates to succeed in the 21st century job market in Rivers State. This is evident in the Grand mean scores of 2.66 for lecturers and 2.78 for postgraduate students, which are both greater than the acceptable mean score of 2.50 earlier stated. Also, the closeness in the Standard Deviation of both groups which is 0.72 and 0.71 shows homogeneity in the responses of both groups.

Research Question 2: What are the roles of digital skills on economic diversification in Rivers State?

Table 2: Mean and Standard Deviation Responses on the Role of Digital Skills on Economic Diversification

S/N	Roles of Digital Skills	TVET Lecturers N = 43			PG Students N= 50		
		$\overline{x}$	SD	Remark	$\overline{x}$	SD	Remark
11.	Digital Skills allow individuals to develop innovative solution and services	2.53	0.75	Agreed	2.63	0.82	Agreed
12.	Digital savvy workers can build solid digital economics and competitive markets	2.64	0.78	Agreed	2.57	0.81	Agreed

13.	Digitally savvy work force can build sound digital driving economic growth and diversification	2.71	0.82	Agreed	2.79	0.83	Agreed
14.	Digital skills enable business to participate in digital trade	2.74	0.83	Agreed	3.00	0.81	Agreed
15.	Digital skills enable e-conference and digitally deliverable services	2.69	0.74	Agreed	3.02	0.89	Agreed
16.	Digital skills can help to develop new comparative advantage	2.58	0.77	Agreed	2.66	0.75	Agreed
17.	Digital skills can help to foster industrial diversification	2.55	0.76	Agreed	2.84	0.81	Agreed
18.	Digital skills can help to build resilient system	2.63	0.75	Agreed	2.79	0.85	Agreed
19.	Digital skills can help to foster innovation and entrepreneurship	2.61	0.72	Agreed	2.83	0.87	Agreed
20.	Digital skills can help to contribute to economic development	2.67	0.75	Agreed	2.79	0.85	Agreed
	Average Mean/SD	**2.64**	**0.77**		**2.79**	**0.84**	

Source: Field Survey, 2025

The result in Table 2 on the role of digital skills on economic diversification in Rivers State shows that both lecturers and students agreed that all the 10 variables highlighted are the role of digital skills on economic diversification in Rivers State. This is evident in the Grand Mean scores of 2.64 for lecturers and 2.79 for postgraduate students, which are both greater than the acceptable mean score of 2.50 earlier stated. Also, the closeness in the Standard Deviation of both groups which is 0.77 and 0.84 shows homogeneity in the responses of both groups.

Research Question 3: What are the role of digital skills in promoting entrepreneurship and job creation in the electrical/electronic industries in Rivers State?

Table 3: Mean and Standard Deviation Response on the Role of Digital Skills in Promoting Entrepreneurship and Job Creation

S/N	Roles of Digital Skills	TVET Lecturers N = 43			PG Students N= 50		
		$\overline{x}$	SD	Remark	$\overline{x}$	SD	Remark
21.	Digital skills enable entrepreneurs to design innovative products	2.78	0.79	Agreed	2.95	0.83	Agreed
22.	Digital skills enable entrepreneurs to market innovative products and	2.63	0.71	Agreed	2.74	0.78	Agreed

	services						
23.	Digital skills allow entrepreneurs to establish an online presence	2.75	0.76	Agreed	2.84	0.79	Agreed
24.	Digital skills allow entrepreneurs to market their products and services	2.54	0.70	Agreed	2.91	0.80	Agreed
25.	Digital skills can lead to the creation of new job opportunities	2.59	0.73	Agreed	2.83	0.77	Agreed
26.	Digital skills can improve productivity and efficiency in the industry	2.71	0.72	Agreed	2.94	0.83	Agreed
27.	Digital skills can enable professionals to create new opportunities for flexible work	2.58	0.71	Agreed	2.68	0.71	Agreed
28.	Digital skills can enable entrepreneurs to advertise their products	2.67	0.70	Agreed	2.82	0.75	Agreed
	Average Mean/SD	**2.66**	**0.73**		**2.84**	**0.78**	

Survey: Field Survey, 2025

The result in Table 3 on the role of digital skills in promoting entrepreneurship and job creation in the electrical/electronic industries in Rivers State shows that both lecturers and postgraduates students agreed that all the 9 variables highlighted are the roles that digital skills can play in promoting entrepreneurship and job creation in the electrical/electronic industries in Rivers State. This is evident in the Grand Mean scores of 2.66 for lecturers and 2.88 for postgraduate students, which are both greater than the acceptable mean score of 2.50 earlier stated. Also, the closeness in the Standard Deviation of both groups which is 0.73 and 0.78 shows homogeneity in the responses of both groups.

Hypothesis 1

There is no significant difference between the mean responses of lecturers and students on digital skills required by electrical/electronic technology education graduates to succeed in the 21st century job market in Rivers State.

Table 4: t-test Results on Digital skills Required by Electrical/Electronics Technology Education Graduates

Groups	N	X	SD	DF	t-cal.	t-crit.	Decision
TVET Lecturers	43	2.66	0.72				
				91	0.04	1.96	Accepted

PG Students	50	2.75	0.77				

Results in Table 4 shows that t-calculated was 0.04 while t-critical was 1.96 at 0.05 level of significance. This implies that t-calculated was less than t-critical, hence, the null hypotheses was accepted which means that there was no significant difference in the mean responses of lecturers and postgraduates on digital skills required by electrical/electronic technology graduates to succeed in the 21st century job market in Rivers State.

Hypothesis 2

There is no significant difference between the mean responses of lecturers and students on the roles of digital skills on economic diversification in Rivers State.

Table 5: t-test Results on the Roles of Digital Skills on Economic Diversification

Groups	N	X	SD	DF	t-cal.	t-crit.	Decision
TVET Lecturers	43	2.64	0.77				
				91	0.07	1.96	Accepted
PG Students	50	2.79	0.84				

Results in Table 5 shows that t-calculated was 0.07 while t-critical was 1.96 a 0.05 level of significance. This implies that t-calculated was less than t-critical, hence, the null hypotheses was accepted which means that there are no significant difference in the mean responses of lecturers and postgraduate students on the role of digital skills in economic diversification in Rivers State.

Hypothesis 3

There is no significant difference between the mean responses of lecturers and students on the role of digital skills in promoting entrepreneurship and job creation in the electrical/electronic industries in Rivers State.

Table 6: t-test Results on the Roles of Digital Skills in Promoting Entrepreneurship and Job Creation

Groups	N	X	SD	DF	t-cal.	t-crit.	Decision
TVET Lecturers	43	2.66	0.73				
				91	0.08	1.96	Accepted
PG Students	50	2.84	0.78				

Results in Table 6 shows that t-calculated was 0.08 while t-critical was 1.96 at 0.05 level of significance. This implies that t-calculated was less than t-critical, hence, the null hypothesis was accepted which means that there are no significant difference between the mean responses of lecturers and postgraduate students on the role of digital skills in promoting entrepreneurship and job creation in the electrical/electronic industries in Rivers State.

Discussion of Findings

Digital Skills Required by Electrical/Electronic Technology Education Graduates to Succeed in the 21st Century Job Market in Rivers State

The result in Table 1 on the digital skills required by electrical/electronic technology education graduates to succeed in the 21st century job market in Rivers State shows that both lecturers and postgraduate students agreed that all the variables highlighted are digital skills that are required by electrical/electronic technology education graduates to succeed in the 21st century job market in Rivers State. This is evident in the Grand Mean Scores of 2.66 for lecturers and 2.78 for postgraduate students, which are both greater than the acceptable mean score of 2.50 earlier stated. Also, the closeness in the Standard Deviation for both groups which is 0.72 and 0.71 shows homogeneity in the responses of both groups. This is in line with Cannon (2023) who stated that digital skills required by technology education graduates for economic diversification include ability to work effectively with others including communication and problem-solving, ability to identify, evaluate and use information effectively, and ability to analyze complex problems. Also, Talbort (2019) stated that digital skills required by technology education graduates in the 21st century for economic diversification are skill to think creatively and develop innovative solutions, proficiency in using digital tools, software and platforms to access information, ability to collect, analyze and interpret data using digital tools.

Role of Digital Skills on Economic Diversification

The result in Table 2 on the role of digital skills on economic diversification in Rivers State shows that both lecturers and postgraduate students agreed that all the variables highlighted are the role of digital skills on economic diversification. This is evident in the Grand Mean Scores of 2.64 for lecturers and 2.79 for postgraduate students which are both greater than the acceptable mean score of 2.50 earlier stated. Also, the closeness in the Standard Deviation for both groups which is 0.77 and 0.84 shows homogeneity in the responses of both groups. This is in conformity

with the findings of Granvil (2023) who outlined the role of digital skills on economic diversification to include, that digital skills allow individual to develop innovative solution and services, digitally savvy workforce can build solid digital economic and competitive market, digital skills enable business to participate in digital trade.

Role of Digital Skills in Promoting Entrepreneurship and Job Creation

The result in Table 3 on the role of digital skills in promoting entrepreneurship and job creation in the electrical/electronic industry in Rivers State shows that both lecturers and postgraduate students agreed that all the variables highlighted are roles digital skills can play in promoting entrepreneurship and job creation in the electrical/electronic industries in Rivers State. This is evident in the Grand Mean scores of 2.66 for lecturers and 2.84 for postgraduate students which are both greater than the acceptable mean score of 2.50 earlier stated. Also, the closeness in the Standard Deviation for both groups which is 0.73 and 0.78 shows homogeneity in the responses of both groups. This is in consonance with previous studies by Howe (2023) who stated that role of digital skills in promoting entrepreneurship and job creation in the industry are that digital skills enable entrepreneurs to design innovative products, digital skills enable entrepreneurs to market innovative product and services, digital skills allow entrepreneurs to establish an online presence. The results of the study in Tables 4, 5 and 6 shows that the 3 hypotheses were not rejected. This further shows in the opinion of the respondents that there was no divergent opinion on the raised issues in the research bothering on the role of digital skills in promoting entrepreneurship and job creation in the electrical/electronic industries in Rivers State.

Conclusion

Based on the findings of the study, it was deduced that digital skills are essential for electrical/electronic technology education graduates to meaningfully contribute to economic diversification effort in Rivers State. Key digital skills identified that is required by electrical/electronic technology graduates to contribute effectively to economic diversification in Rivers State include programming and coding, data analysis, digital communication and collaboration and problem-solving and critical thinking.

Recommendations

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

1. Government and education policy makers should ensure that digital skills training be integrated into the curriculum of electrical/electronic technology programme to equip graduates with the necessary skills for the digital economy.
2. Educational institutions offering programme in electrical/electronic technology should ensure that they establish partnership with industries to provide students with practical experience and exposure to digital technologies as to enable them develop relevant skills.
3. Government should ensure that electrical/electronic technology educators will regularly undergo continuous professional development as to stay updated with the latest digital technologies and pedagogies, ensuring they can effectively impart digital skills to students.
4. Educational institutions should ensure that they invest on developing robust digital infrastructure including relevance internet connectivity, digital devices and software to support digital skills training in institutions of higher learning in Rivers State.

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