UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.20 (2);
July-December, 2025 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

INNOVATIONS IN EDUCATION AND CAREER READINESS OF EDUCATIONAL TECHNOLOGY GRADUATES IN TAI SOLARIN FEDERAL UNIVERSITY OF EDUCATION

[*1]Ishola Adebayo Monsur (Ph.D.); [2]Fasina Joke Elizabeth (Ph.D.)
[3]Aderonmu Temitope Sikiru Babalola (Ph.D.)

Department of Educational Technology,
College of Specialised and Professional Education,
Tai Solarin Federal University of Education, Ijagun, Ogun State, Nigeria.
*Correspondence should be addressed to: *[1]**Ishola Adebayo Monsur (Ph.D.)**,
Department of Educational Technology, College of Specialised and Professional Education,
Tai Solarin Federal University of Education (TASFUED), Ijagun, Ogun State, Nigeria.
Email: isholaam@tasued.edu.ng GSM: +2347059209901

ABSTRACT

The study examined innovations in education and career readiness of educational technology graduates in a global age. Four research questions were answered in this study. A descriptive survey research design was used for the study. The population comprised students of Educational Technology in Tai Solarin Federal University of Education, Ijagun, Nigeria. A total of 75 students were selected as sample size through the use of stratified sampling technique. Researchers-designed instrument tagged Innovations in Education and Career Readiness Questionnaire (IECRQ) was used for data collection with reliability coefficient ***(r*** *= .83). Frequency counts and percentages were used for presenting demographic characteristics of the respondents. Descriptive statistics of mean and standard deviation were used for answering research questions 1, 2, and 4. Research question 3 was answered using Pearson Product Moment Correlation (PPMC). The findings of the study showed that develop creativity skills, made graduates to be resilience, adaptability to new skills, enhanced communication skills, which are crucial for teamwork and effective workplace interactions and fosters collaboration and enhance communication skills, which are crucial for teamwork and effective workplace interactions were among the benefits of innovations in education for educational technology graduates career readiness. There was positive relationship between innovations in education and career readiness of educational technology graduates in a global age. Resistance to change, insufficient fund, inadequate teacher training, outdated curricula and a lack of alignment between education and industry needs were among the issues facing innovations in education for career readiness of educational technology graduates in a global age. It was recommended that providing pathways for integrating innovations technologies into curricula. Education practitioners and policymakers include greater integration of digital technologies in Science, Technology, Engineering, and Mathematics (STEM)*

curricula and the development of lecturer training programmes to teach with advanced technologies. Implications for career development in the STEM sector.

Keywords: Innovations, Education, Career Readiness, Educational Technology.

Introduction

University graduates must have acquired needed knowledge and competencies through training and education in classroom to fulfill their mission in the world of work, that is, they must be career ready. Currently, a situation whereby graduates only received half-education or does not get trained with required tools and technologies that are world class may face some issues in the labour market. Such graduates may find it difficult to work with new innovations in workplace and if care is not taken, may find him/her self in unemployment situation, because no organization today can employ graduates with lack of competencies in innovations such as ability to effectively use technology in the workplace. In short, universities must have trained and exposed their students to new innovations before graduating with sole aim of making them career ready. Career readiness is a foundation from which to demonstrate requite core competencies that broadly prepare the graduates for success in the workplace and lifelong career management. For graduates, career readiness is key to ensuring successful entrance into the workforce. One can even say that, career readiness is the process of preparing undergraduates with the essential skills they need to find, acquire, maintain, and grow within a job, as well as been an entrepreneur. Perhaps, graduate career readiness is a practical way of learning real-life skills that are necessary for making a successful transition from being a student to an employee or a job creator (employer).

Understanding how to become career-ready can help fresh graduates develop the skills to perform efficiently in the workplace. Career readiness is concerned about future career and ability to explore opportunities as well as being confident to plan and execute a future employment plan (Musa & Reshi, 2024). The term 'career' was conceived as a series of work experiences associated with a single paid employment within a fixed organizational setting and new ways of conceptualizing careers have emerged, driven by changes in organizational hierarchies, employment relationships and workforce demographics, which have resulted in greater opportunities for the mobility of employees, thereby making employment relationships less permanent (Ezechukwu et al., 2022). Abston and Soter (2023) defined career as a sequence of attainment and demonstration of requisite competencies that broadly prepare students for a successful transition into the world of work. In other words, career relates to helping individuals make the most of work opportunities and includes the impacts on and relationships between work roles and wider life roles. Career-readiness is defined in terms of having the requisite cognitive, academic, work and social skills, knowledge or experiences, which enable the individual's transition from school into the workplace and

make viable a career path in the present-day context (Villares & Brigman, 2024).

Musa and Reshi (2024) described career readiness as involving a blend of academic, technical, and employability skills. There is a great concern about the gap that exists between the school and the workplace. Graduates have been seen, by a group of researchers **(**Abston & Soter, 2023 and Ezechukwu *et al.*, 2022**),** to experience much difficulty making the transition from academic life to work, even though the school is supposed to provide the experiences and training to help individuals make intelligent occupational choices to advance their career paths. Relatedly, Villares and Brigman (2024) opined that preparing students to participate and compete favourably in today's 21st century workplace will require the implementation of definite career readiness interventions. However, career readiness of Educational Technology university graduates could be tailored using different indicators such as attitudes and skills required for advancing on the career path. In this period marked by remarkable advancements in technology, the integration of education, technology, and labor market preparedness plays a crucial role in enhancing individual empowerment, stimulating economic revitalization, and assuring the global competitiveness of the nation.

Education is one of the best means through which one can obtain a sense of unity between students and lecturers in the classroom, as well as build confidence and independence within the students. Educational technology has also proven to play an essential role in achieving these traits and has become the source of fundamental changes in the classroom. The use of innovation or technology in education has allowed students to access information outside of classrooms, and this has caused an increase in self-motivation for learning (Cabaleiro-Ceriiño & Carolina, 2020). For example, Azma (2021) found that educational technology helps students significantly improve their scores by expanding the information they can access and, as a result, to broaden their learning environment (Personal Learning Environment). Also, the use of innovation has also made education more dynamic and exciting. In particular, innovation in education provided a more interactive form of learning and has also allowed the development of collaborative learning and greater participation by students. Collaborative learning implies a greater involvement of the classroom community in the learning of a specific topic (Shi, 2022). For example, Wheeler (2021) showed that social networks help students to create a positive contextual training space concerning pedagogical objectives and to get involved in collaborative learning. Such networks motivate students to interact through posting comments or questions on blogs or by "tweeting" on relevant topics. Online education offers new possibilities for open and flexible learning which can promote new hybrid models of teaching practices, with teaching methods that require new types of learning experiences. According to Floridi (2019), among the tools that provide greater communication as well as combine education with ICTs in a specialized manner are

learning analysis or artificial intelligence, adaptive learning, calibrated peer review and scoring automated tests. These are advanced processes that, if they are functional interfaces, can allow teachers to concentrate on human attributes such as caring, creativity, and participation in problem-solving. Use of innovation or technology in education has also helped reduce administrative expenses (Ilgaz, 2020).

More particularly, the possibilities that the Internet offers are extensive. With regards to the ease of sharing content, it is possible to use the network to provide students with e-books and interactive tools to carry out their activities and exercises. Without the need for paper books, the cost of books and other learning materials, as well as administrative costs, can be reduced. Through educational technology, the students' cognitive comprehension has been improved, and a significant increase in their performance has been observed; indeed, the speed and quality of learning in schools have improved as well, which may later have direct multiplier effect on career readiness. Innovation has changed the face of education and industry, and this revolution includes not only the use of advanced technology in learning but also a shift in the paradigm of work in industry (Subasman & Aliyyah, 2023).

Statement of the Problem

Considering the uniqueness of Educational Technology curriculum and its goal of empowering learners for career readiness. It is quite surprising to discover that a good number of graduates of Educational Technology could not pursue their career to fruition and the curriculum contents alone seems cannot prepare the students for future career and its fulfilment without the availability and functionality of all necessary instructional resources both human and non-human. In all ramifications, this can be made possible if such graduates were been trained with necessary pedagogical aid as well as provision of innovation tools for effective curriculum implementation. However, job creation and employment generation is a key focus of the ninth sustainable development goals (SDGs). Limited job creation opportunities and growing youth unemployment rates are amongst the grand challenges facing many developing countries in Africa, including Nigeria. Even in the current Fourth Industrial Revolution (4IR), typical African youths are experiencing diminished prospects of finding decent work at labor market entry levels. Many Nigerian graduates have been branded not workplace-ready, i.e., graduates who lack the necessary skill and knowledge required to meet industrial practices. This study is an attempt to examine innovations in education and career readiness of educational technology graduates in a global age.

Objectives of the Study

The main objective of the study was to examine innovations in education and career readiness of educational technology graduates in a global age. Specifically, the study sought to:

1. identify the level of innovations in education for career readiness among educational technology graduates;

2. find out the benefits of innovations in education for educational technology graduates career readiness;
3. determine if there is any relationship between innovations in education and career readiness of educational technology graduates in a global age;
4. examine the issues facing innovations in education for career readiness of educational technology graduates in a global age.

Research Questions

The following research questions guided this study:

1. What is the level of innovations in education for career readiness among educational technology graduates?
2. What are the benefits of innovations in education for educational technology graduates career readiness?
3. Would there be any relationship between innovations in education and career readiness of educational technology graduates in a global age?
4. What are the issues facing innovations in education for career readiness of educational technology graduates in a global age?

Research Method

A descriptive survey research design was used for the study. The population of this study comprised students of Educational Technology in Tai Solarin Federal University of Education, Ijagun, Ogun State, Nigeria. A total of 75 students of Educational Technology in Tai Solarin Federal University of Education, Ijagun form the sample size of the study. Stratified sampling technique was adopted in the process of sampled selection. Stratified sampling technique was used to ensure gender sensitivity is ensured in the sample size. Researchers-designed instrument tagged Innovations in Education and Career Readiness Questionnaire (IECRQ) was used for this study. IECRQ was used for the collection of data from the respondents on the level of innovations in education for career readiness; benefits of innovations in education for educational technology graduates career readiness and issues facing innovations in education for career readiness of educational technology graduates in a global age. The questionnaire requested responses on a four (4) – point scale format which was a modification of 5-point Likert scale. To ensure the face and content validity of the instrument (IECRQ), copies of the instrument were given to an expert in the Department of Educational Technology, Tai Solarin Federal University of Education (TASFUED). Reliability test of the instrument (IECRQ) was done using a test-retest method. In this case, copies of the instrument (IECRQ) were administered twice on 5 students from the Faculty of Education, Olabisi Onabanjo University, that were not part of the sample size within a week interval. The collected data from the dual administration of the instruments were compared using Pearson Product Moment Correlation (PPMC) and reliability coefficient 0.83 was reported. Descriptive statistics of mean and standard deviation were used for answering research questions 1, 2, and 4. Research question 3 was answered using Pearson Product Moment Correlation (PPMC).

Presentation of Results

Research Question 1: What is the level of innovations in education for career readiness among educational technology graduates?

Table 1: Descriptive statistics on the level of innovations in education for career readiness among educational technology graduates

Items	Mean	SD
Technology was used for teaching and learning.	3.01	.606
The lecture room was equipped to create innovation teaching and learning.	2.77	.785
Most time, teaching was done via internet.	2.84	.943
Assignment was given via WhatsApp and submission through same channel.	2.94	.799
Although, instructional delivery was done using both traditional and online methods.	2.90	.816
To fixed date for test was communicated via internet.	2.71	.876
Most of our general courses were done through internet or e-examination.	2.88	.862
Google classroom was introduced and utilized.	2.92	.895
Cluster Mean	**2.87**	

Source: Field Survey, 2025

Table 1 showed that cluster mean was 2.87 which greater than bench mark mean 2.50. This further implied that there was high level of innovations in education for career readiness among educational technology graduates.

Research Question 2: What are the benefits of innovations in education for educational technology graduates career readiness?

Table 2: Descriptive statistics on the benefits of innovations in education for educational technology graduates career readiness

Items	Mean	SD
Innovations in education boost career prospects.	2.63	.907
It enhances employability.	2.83	.938
It prepares graduates for a dynamic's workplace.	2.55	.954
Provides opportunities to develop creativity skills	2.58	.900
It made graduates to be resilience.	2.74	.888
It made graduates to be adaptability to new skills.	2.96	.907
It fosters collaboration and enhances communication skills, which are crucial for teamwork and effective workplace interactions.	2.76	.911
Cluster Mean	**2.72**	

Source: Field Survey, 2025

Table 2 indicated that cluster mean with value 2.72 greater than bench mark mean value 2.50. This suggested that boost career prospects, enhances employability, promotes a dynamics workplace, opportunities to develop creativity skills, made graduates to be resilience, adaptability to new skills, enhanced communication skills, which are crucial for teamwork and effective workplace interactions and fosters collaboration and enhance communication skills, which are crucial for teamwork and effective workplace interactions were among the benefits of innovations in education for educational technology graduates career readiness.

Research Question 3: Would there be any relationship between innovations in education and career readiness of educational technology graduates in a global age?

Table 3: Relationship between innovations in education and career readiness of educational technology graduates in a global age

Variables	N	Mean	Std. Dev	df	r_{value}	p_{value}
Innovations in education	75	21.28	3.10	73	.338	.001
Career readiness		16.50	3.06			

Source: Field Survey, 2025

From Table 3 it was observed that there was significant relationship between the independent variable and the dependent variable in the order of ($r = 0.338$, $p < .05$). On this premise the researcher concluded that there was positive relationship between innovations in education and career readiness of educational technology graduates in a global age.

Research Question 4: What are the issues facing innovations in education for career readiness of educational technology graduates in a global age?

Table 4: Descriptive statistics on the issues facing innovations in education for career readiness of educational technology graduates in a global age

Items	Mean	SD
Resistance to change	3.06	.633
Insufficient fund	3.00	.720
Inadequate teacher training	3.19	.704
Outdated curriculum	3.24	.623
A lack of alignment between education and industry needs.	3.17	.674
Cluster Mean	3.13	

Source: Field Survey, 2025

Table 4 showed that cluster mean was 3.13 which greater than bench mark mean value 2.50. The implications of these results were that resistance to change, insufficient fund, inadequate teacher training, outdated curricula and a lack of alignment between education and industry needs were among the issues facing innovations in education for career readiness of educational technology graduates in a global age.

Discussion of Findings

The findings of the study showed that there was high level of innovations in education for career readiness among educational technology graduates. Boost career prospects, enhances employability, promotes a dynamics workplace, opportunities to develop creativity skills, made graduates to be resilience, adaptability to new skills, enhanced communication skills, which are crucial for teamwork and effective workplace interactions and fosters collaboration and enhance communication skills, which are crucial for teamwork and effective workplace interactions were among the benefits of innovations in education for educational technology graduates career readiness. There

was positive relationship between innovations in education and career readiness of educational technology graduates in a global age. Resistance to change, insufficient fund, inadequate teacher training, outdated curriculum and a lack of alignment between education and industry needs were among the issues facing innovations in education for career readiness of educational technology graduates in a global age. These findings were in support to Ghanbaripour et al. (2024) findings revealed that these technologies significantly enhance student engagement by providing immersive and interactive learning experiences that bridge the gap between theoretical knowledge and practical application. Furthermore, their use is shown to improve learning outcomes by facilitating a deeper understanding of complex concepts and increasing student motivation. Md and Keiichi (2024) indicated that the graduates have adequate ICT skills for future readiness for employability. The result also indicates that the universities in Bangladesh have adequate opportunities to improve their ICT infrastructures for students. To improve ICT skills among graduates, the study prescribes several policy recommendations, including collaborative efforts, career counselling, and industry-academia collaboration. By recognizing the need for ICT skill advancement initiatives and infrastructures during the Fourth Industrial Revolution (4IR) period, this study also advises and contributes to future graduates, researchers, academicians, university faculties, policymakers, and government officials.

The findings of the study correlate with Oladele (2024) students were ready to use educational apps for studying, engage with immersive tech tools while learning, learn about IoT as part of their learning trajectories for 4IR compliance, embrace many technological innovations while learning, and engage in lifelong learning. Moderately technology-ready students had significant gender, age, institution, and degree of study demographics. Also, given the contemporary 4IR reality, students were somewhat ready for technology-enhanced education and positively inclined toward technology-driven abilities. Group dynamics are crucial to preparation. Subasman and Aliyyah (2023) showed that the adoption of digital technology in STEM education increases students' interest and competence in STEM subjects, which directly affects their career aspirations. The research also found that digital skills acquired through STEM education contribute significantly to job readiness in the STEM sector. In addition, the findings highlight the importance of project-based and collaborative learning enriched with digital technologies to prepare students for the changing work environment. This research contributes to the literature by providing insights into how STEM education, accompanied by digital transformation, can shape career aspirations in the STEM sector. Xiang et al. (2022) findings showed that innovation capability, social adaptability, and self-efficacy significantly and positively correlates with undergraduates' employability. University students with stronger innovation capability, social adaptability, and self-efficacy tend to be more employable in the job market.

Undergraduates with higher levels of innovation capability and social adaptability are more confident in their abilities to take specific actions and achieve expected goals, which in turn intensifies their employability.

The findings of the study were in tandem with Markjackson et al. (2021) indicated that grade point average and type of qualification were negative and bear insignificant effect on educational content and workplace readiness. The estimates further showed that ICT skills and additional certification have a positive and significant effect on educational content and workplace readiness. The estimates suggest that there is a 54% chance that employment matches the degree acquired. The estimates also indicate that the coefficient of practical skills is negative and insignificant, while industrial work experience is an eligible link between tertiary institutions and industry. The results suggest that ICT and additional certificates increase employability by 32%-40% and 15.5%-27.9% respectively. Work experience drivers' employability by 6.4%. The study concludes that practical skills, industrial training/workshop, and additional certificates as significant factors that can enhance the link between institutions of learning, the demands of the labour market, and graduate employability in Nigeria.

Conclusion

Having examined innovations in education and career readiness of educational technology graduates in a global age, the following conclusions were drawn based on the findings of the study that: there was high level of innovations in education for career readiness among educational technology graduates, boost career prospects, enhances employability, promotes a dynamics workplace, opportunities to develop creativity skills, made graduates to be resilience, adaptability to new skills, enhanced communication skills, which are crucial for teamwork and effective workplace interactions and fosters collaboration and enhance communication skills, which are crucial for teamwork and effective workplace interactions were among the benefits of innovations in education for educational technology graduates career readiness, there was positive relationship between innovations in education and career readiness of educational technology graduates in a global age and resistance to change, insufficient fund, inadequate teacher training, outdated curriculum and a lack of alignment between education and industry needs were among the issues facing innovations in education for career readiness of educational technology graduates in a global age.

Recommendations

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

1. Providing pathways for integrating innovations technologies into curriculum.
2. Students be given the opportunity to improve their technical abilities to prepare them for meaningful teaching and learning. This can be done by investing in technology, training students, and passing regulations that support world-wide competitive online learning.

3. Recommendations for education practitioners and policymakers include greater integration of digital technologies in Science, Technology, Engineering, and Mathematics (STEM) curriculum and the development of lecturer training programmes to teach with advanced technologies. Implications for career development in the STEM sector.
4. Emphasizing the importance of continuity between education and industry needs. Among others, the study recommends the need to integrate industry needs into the educational curriculum.
5. The study also recommends the need to ensure collaboration between industry and tertiary institutions. Again, it suggests the need for graduates to acquire professional certificates to enhance their chances of employment.

REFERENCES

Abston, K. A., & Soter, H. A. (2023). A professionalism conundrum: Development of business students' career readiness. *Development in Business Simulation Experiential Learning, 47*, 266-271.

Achugbue, I. E. (2022). The relevance of information and communication technology in Nigeria Universities. *Research in Education, 17*(1), 146 – 152.

Adegbite, W. M. (2024). Unpacking mediation and moderating effect of digital literacy and life-career knowledge in the relationship between work-integrated learning and graduate employability. *Social Sciences and Humanities Open, 10*, 1-9.

Azma, F. (2021). The quality indicators of information technology in higher education. *Procedia – Social and Behavioral Sciences, 30*, 2535-2537.

Bedu-Addo, P. K. A. (2023). *Guidance and counseling. Unmasked.* (3rd ed.). Accra: Type Company Limited.

Cabaleiro-Ceriiño, G., & Carolina, V. (2020). The impact of educational technologies in higher education. *Gist Education and Learning Research Journal, 20*, 155-169.

Das, P. K. (2021). Implication of ICT in business education -A study. *American Journal of Humanities and Social Sciences Research, 5*(4), 83-90.

Dibabe, T. M., Wubie, A. W., & Wondmagegn, G. A. (2024). Factors that affect students' career choice in accounting: A case of Bahir Dar University students'. *Research Journal of Finance and Accounting, 6*(5), 146 – 153.

Ekpenyong, L. E. (2022). Mimeography on advance curriculum in Education, Faculty of Education, University of Benin, Benin City.

Ezechukwu, L. C., Okanazu, O. O., Babalulu, O. O., Arowolo, A. A., & Olelewe, C. J. (2022). Career readiness of graduating office technology and management students in Polytechnics in Southeast Nigeria. *International Journal of Learning, Teaching and Educational Research, 20*(2), 290-303.

Ezoem, M. N., Okpuzor, V. N., Orhorhoro, P. N., & Okolo, J. A. (2024). Digital competencies needed of business education graduates' employability prospect and job creation in tertiary institutions in Delta State, Nigeria. *International Journal of Recent Innovations in Academic Research, 8*(3), 1-9.

Floridi, L. (2019). The 4th revolution: How the infosphere is reshaping human reality. *Oxford: Oxford University Press.*

Ghanbaripour, A. S., Talebian, N., Miller, D., Tumpa, R. J. Zhang, W., Golmoradi, M., & Skitmore, M. (2024). A systematic review of the impact of emerging technologies on student learning, engagement, and employability in built environment education. *Buildings Journal, 14,* 27-36.

Ginzberg, E. (1939). Developmental theory of career. Retrieved from https://marcr.net/marcr

Haag, S., Cummings, M. & McCubbrey, D. J. (2022). *Management information systems for the information age* (3rd Ed.). Boston: McGraw.

Hewitt, J. (2023). Factors influencing career choice. *Career Development Quarterly Journal of Social Science, 8*(1), 29 – 43.

Ilgaz, C. (2020). Communication technologies and education in the information age. *Procedia – Social and Behavioral Sciences, 174,* 636-640.

Koyenikan, M. J., & Anozie, O. (2024). Career readiness of final year agriculture students in tertiary institutions in Southwest region of Nigeria. *Association of Deans of Agriculture in Nigeria Universities (ADAN) Journal, 1*(1), 19-29.

Madza, N. (2019). Telecommunication industry. In M. Fraidon (Ed). *Telecommunications Engineers Reference Book* (pp. 11-18). London: Butterworth Heinemann.

Markjackson, D., Kurotimi, M. F., Duke, E. S., Angaye, D., & Flint, S. (2021). Unemployability of the Nigerian graduate: the effect of tertiary institutions-industry disconnects. *British Journal of Education, 10*(9), 51-67.

McLoughin, I., & Clark, J. (2017). *Technological change at work.* Philadelphia: Open University.

Md, J. A., & Keiichi, O. (2024). Future-readiness and employable ICT skills of university graduates in Bangladesh: an analysis during the post-covid era. *Cogent Social Sciences, 10*(1), 23-39.

Musa, F., & Reshi, A. M. (2024). Career readiness among vocational graduates: implication of competency-based learning. *The Journal of Social Sciences Research, 6*(6), 633-638.

Nwoju, J. E. (2019). Educational technology: Basic concept. Retrieved from https://www.researchgate.net/publication/380031336_

Obrain, T. M., Liezel, C., & Willie, C. (2024). Testing a graduations and employability skills model through the use of social media: Findings from South Africa. Journal of Higher Education and Work-based Learning, 8(1), 34-45.

Okon, E. E., & Chukwurah, C. C. (2020). Technology-driven teaching skills need of business education lecturers and content delivery in a globalized economy. *Journal of Education and Learning, 14*(3), 393-401.

Okoro, B. C., Anukaenyi, B., & Donatus, N. (2020). The relationship between style of administration and educational innovation in public universities in Nigeria. *International Academy Journal of Management Annals, 6*(1), 103-120.

Oladele, J. I. (2024). Technology readiness and implications for higher education in universities in north-central Nigeria. *Interdisciplinary Journal of Education Research, 6*, 1-19.

Shi, X. (2022). A Comparative study of e-learning platform in reading and translating course for engineering students. *Ijet*, *11*(4), 34-45.

Stephanie N. (2016). E learning industry. 7 benefit of technology integration in the educational sphere

Subasman, I., & Aliyyah, R. R. (2023). The impact of technological transformation on career choices in the stem sector. *Journal Kajian Pendidikan dan Psikologi*, *2*(1), 129-142.

Ubulom, W. J., Kayii, N. E. & Dambo, B. I. (2016). Information and communication technology and business studies students' academic performance in upper basic education in Tai local government Rivers State, Nigeria. International Journal of Innovative Social and Science Education Research, 4(1), 1-7.

Villares, E., & Brigman, G. (2024). College/career success skills: Helping students experience postsecondary success. *Professional School Counseling*, *22*, 1-8.

Wheeler S. (2021). Open content, Open Learning 2.0: Using Wikis and Blogs in Higher Education. *Changing Cultures in Higher Education*, Springer, Berlin, Heidelberg.

Wordu, H., & Pepple, E. O. (2023). Curriculum implementation practices and sustainable development goals for enhanced Basic Education achievement in Rivers State. *International Journal of Innovative Social and Science Education Research, 6(4)*, 49-48.

Xiang, Li., Ruihui,Pu & Hong, (2022). Mediating role of self-efficacy in the relations between innovation capability, social adaptability, and employability which has been rarely studied in academia. *Psychological Journal*, *13*, 34-44.