International Journal of Business & Law Research 14(3):311-320, July-Sept, 2026

© SEAHI PUBLICATIONS, 2026 www.seahipublications.org ISSN: 2360-8986

DOI:10.5281/zenodo.22160090

Cloud-Based Skills and Employability Prospects of Accounting Postgraduate Business Education Students in Rivers State Universities

[1]ENYICHE, Bethar & [2]Dr. O. S. F. Okiridu

Department of Business Education,
Faculty of Education,
Rivers State University, Port Harcourt, Nigeria
[1]E-mail: enyichebethar@rsu.edu.ng
[2]E-mail: obulord.okiridu@ust.edu.ng
Correspondence Author

ABSTRACT
This study Cloud-Based Skills and Employability Prospects of Accounting Postgraduate Business Education Students in Rivers State Universities. The universities under study were, Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). This study adopted a correlational research design. Three (3) research questions and three (3) null hypotheses guided the study. The population of the study consisted of 580 postgraduate Business Education students. The entire population was studied as sample size because it was small and manageable. Data were collected with two instruments, which are titled: Cloud Based Skills Questionnaire (CBSQ) and Employability Prospects of Accounting Postgraduate Business Education Students Questionnaire (EPAPBESQ). Questionnaires was validated by 3 experts, and reliability was ascertained using Cronbach Alpha which yielded 0.87 out 580 copies of questionnaire distribution, 540 was completely filled and retrieved for the study. The data were analyzed using Pearson Product-Moment Correlation to answer research questions and test hypotheses at a 0.05 level of significance. The findings in table 1 revealed amongst others a very strong and significant relationship between technical proficiency skills and employability prospects of postgraduate Business Education students ($r = 0.994$, $p < 0.05$). Similarly, a significant relationship was found between collaborative digital skills and employability prospects of postgraduate business education students ($r = 0.998$, $p < 0.01$). The study concluded that cloud-based tools significantly enhanced students' ability to perform tasks accurately, timely, and effectively. The researcher recommended amongst others that Universities in Rivers State should integrate cloud-based technologies and digital skill training into Business Education curricula to enhance students' employability competencies.
Keywords: Accounting, Cloud-Based, Education, Employability and Skills.

INTRODUCTION

The contemporary labour market is increasingly driven by digital transformation, technological innovation, and the integration of cloud computing systems across organizations and institutions. In the 21st-century knowledge economy, employers no longer seek graduates with only theoretical knowledge, but those equipped with practical digital competencies capable of functioning effectively in technology-driven work environments. Consequently, universities are under increasing pressure to produce graduates

who possess employability-oriented skills relevant to the demands of modern workplaces. Among these emerging competencies are cloud-based skills, which have become essential for communication, collaboration, data management, and digital productivity in educational and organizational settings.

Cloud computing refers to the delivery of computing services such as storage, databases, software, networking, and processing power through internet-enabled platforms. The integration of cloud technologies into education has transformed teaching, learning, research, and administrative practices by enabling flexible access to information and collaborative learning opportunities. According to Han and Trimi (2022), cloud-based educational platforms have significantly enhanced remote learning, collaboration, and digital interaction among students and educators. In recent years, postgraduate Business Education students are expected to acquire cloud-based competencies that can improve their employability prospects and workplace readiness. Employability prospects refer to the capacity of graduates to obtain, maintain, and progress in employment through the possession of relevant skills, knowledge, attitudes, and competencies demanded by employers. The growing digitization of workplaces has made digital competence one of the most valuable indicators of graduate employability. Odusanya (2024) emphasized that employability skills among Business Education graduates include communication skills, teamwork skills, digital literacy, and problem-solving abilities necessary for career readiness in contemporary organizations. Among the critical dimensions of cloud-based skills are technical proficiency skills, collaborative digital skills and cloud data management skills.

Technical proficiency skills involve the ability to effectively use cloud-based applications, digital tools, online software, and internet technologies for academic and professional purposes. Such competencies enable graduates to adapt to digitally enabled workplaces and perform efficiently in modern business environments. Ogwunte and Olali (2024), in a study conducted in Rivers State University, reported that Business Education graduates demonstrated low cloud computing proficiency, thereby indicating the need for improved digital training and programme restructuring to meet labour market demands. Collaborative digital skills represent the ability to communicate, interact, and work effectively with others using cloud-based platforms such as Google Workspace, Microsoft Teams, Zoom, Slack, and other online collaborative technologies. These skills are essential in today's globally connected workspaces where virtual teamwork and digital communication have become standard organizational practices. Ezekielhart and Joel (2025) noted that digital competency integration, particularly collaborative and digital literacy competencies, has a positive relationship with postgraduate Business Education students' readiness for employability in Rivers State universities.

The relevance of cloud-based skills to employability has become increasingly recognized in Business Education programmes. Business Education is designed to equip students with vocational, entrepreneurial, managerial, and technological competencies required for employment and self-reliance. However, despite the growing digitalization of workplaces, many graduates still face unemployment and underemployment due to inadequate practical digital skills. Akpomi and Ikpesu (2020) argued that employability-centered curricula are essential for improving students' labour market prospects and preparing graduates with competencies demanded by employers.

In Rivers State universities, the increasing adoption of digital technologies and cloud-based learning systems has further emphasized the need for postgraduate Business Education students to acquire cloud-related competencies. Studies conducted within Rivers State University and other institutions in the state indicate that digital skills significantly influence employability, entrepreneurship, and workplace effectiveness among Business Education students and graduates. For instance, Ogwunte, Aruchi, and Adiela (2024) found a significant relationship between entrepreneurship skill acquisition and employability among Business Education graduates in Rivers State universities. Similarly, Amaewhule, Amadi, and Abung (2024) identified ICT and digital competencies as important determinants of employability and gainful employment among Business Education graduates in Rivers State.

The emergence of digital technologies has transformed the operations of educational institutions, businesses, and organizations globally, increasing the demand for graduates with advanced digital competencies that support productivity, innovation, and adaptability. As organizations increasingly adopt

cloud computing for communication, information sharing, data storage, and remote operations, cloud-based skills have become essential for employability in the contemporary labour market. Consequently, universities are expected to equip students with relevant technological competencies to enhance their competitiveness and readiness for digitally driven workplaces. Despite this growing importance, inadequate empirical evidence exists on the relationship between cloud-based skills and employability prospects of postgraduate Business Education students in Rivers State universities. Many students still experience deficiencies in technical proficiency, collaborative digital skills, and cloud data management capabilities, raising concerns about their preparedness for technology-oriented employment. Therefore, this study examines the relationship between cloud-based skills and employability prospects of postgraduate Business Education students in Rivers State universities, focusing on technical proficiency, collaborative digital, and cloud data management skills.

Cloud computing has become one of the fastest-growing technological innovations influencing educational delivery and workforce development globally. It provides users with access to computing resources such as software applications, databases, networking systems, and storage facilities through internet-connected devices without dependence on physical infrastructure. According to Kaur and Gupta (2023), cloud technologies have improved accessibility, flexibility, and efficiency in educational and organizational processes by supporting virtual interaction and online resource management. Likewise, Al-Ruithe, Benkhelifa, and Hameed (2022) explained that cloud computing enhances institutional effectiveness through cost reduction, seamless collaboration, and improved digital service delivery. In higher education, postgraduate students are increasingly required to develop competencies that align with technological changes within the global economy. The concept of employability has evolved beyond possession of academic qualifications to include practical skills, technological competence, adaptability, and workplace readiness. Graduate employability therefore reflects the extent to which individuals possess the abilities and attributes necessary for securing and sustaining employment opportunities. In support of this view, Suleman (2022) asserted that employability in the digital age depends largely on graduates' ability to demonstrate technological literacy, problem-solving capacity, communication competence, and collaborative ability in work settings.

Among the relevant competencies needed in modern workplaces are technical proficiency skills. These skills involve the ability to operate digital devices, use online applications, manipulate cloud software, and effectively apply technological tools for professional and academic tasks. Technical proficiency has become a crucial requirement because organizations now rely heavily on digital platforms for operations, customer management, and business communication. Adeyemi and Bello (2024) noted that graduates with strong technological competence demonstrate greater adaptability and efficiency in contemporary organizations compared to those with limited digital exposure. In the context of Business Education, technical proficiency equips postgraduate students with practical competencies that support office administration, online communication, research activities, and digital entrepreneurship.

Collaborative digital skills are another important dimension of cloud-based competence. They involve the ability to communicate, coordinate tasks, and share information effectively through cloud-enabled platforms. These skills are essential for effective participation in hybrid and remote work environments. Yusuf and Onyekachi (2025) noted that collaborative technologies enhance communication, teamwork, and participation in virtual learning and work environments. Similarly, the relevance of cloud-based competencies in Business Education is increasing because the discipline prepares students for employment, entrepreneurship, and managerial responsibilities. However, inadequate digital preparedness and limited exposure to cloud technologies may affect graduates' employability and workplace readiness. Nwosu and Ezeani (2023) observed that inadequate integration of digital competencies into university programmes contributes to graduate unemployment and low workplace readiness.

Employability has become a major concern in higher education due to the increasing demand for graduates who possess practical skills and competencies required in modern workplaces. The rapid advancement of technology, globalization, and digital transformation has shifted employers' focus from mere academic qualifications to the acquisition of relevant professional and technological abilities.

Employability therefore refers to the combination of knowledge, skills, attitudes, and personal attributes that enable individuals to obtain, maintain, and progress in employment opportunities. Suleman (2022) explained that employability involves the possession of transferable competencies such as communication, teamwork, problem-solving, adaptability, and digital literacy necessary for workplace effectiveness. Similarly, Tentama, Subardjo, Abdillah, and Merdiaty (2022) described employability as a multidimensional concept that includes career readiness, adaptability, and the ability to function successfully in changing work environments.

The employability prospects of Accounting Postgraduate Business Education students have attracted increasing scholarly attention due to the changing dynamics of the global labour market, technological advancement, and the growing demand for highly skilled professionals in accounting and business education. Employability refers to the ability of graduates to obtain and sustain meaningful employment through the acquisition of relevant knowledge, competencies, technical skills, and professional attitudes required in the workplace. In the context of Accounting Postgraduate Business Education students, employability prospects are influenced by academic preparation, entrepreneurial competencies, digital literacy, communication abilities, professional certifications, and workplace experience. Kwarteng and Mensah (2022) observed that accounting graduates who possess strong employability skills such as communication, critical thinking, teamwork, and information technology competencies are more likely to secure employment opportunities in both public and private sectors. Their study emphasized that employers increasingly demand graduates with digital accounting competencies and practical workplace abilities rather than only theoretical knowledge.

The rapid transformation of the accounting profession through automation, artificial intelligence, cloud accounting, and financial technologies has expanded the employability prospects of accounting postgraduate students beyond traditional accounting roles. Contemporary accounting graduates now find employment opportunities in auditing, taxation, financial consulting, entrepreneurship, educational administration, banking, forensic accounting, business analysis, and digital financial management. Nie and Mastor (2024) explained that modern accounting employability is largely dependent on graduates' ability to integrate technical accounting skills with soft skills, strategic competencies, and digital capabilities. The authors further argued that employability in accounting education now requires adaptability, innovation, and continuous professional development to meet emerging workplace expectations.

Accounting Postgraduate Business Education students possess dual competencies in accounting and pedagogy, thereby increasing their employability in both educational institutions and corporate organizations. Their training prepares them for teaching, research, curriculum development, financial administration, and entrepreneurship. This multidisciplinary advantage enhances their labour market relevance because they can function effectively as educators, accountants, trainers, consultants, and business managers. In developing economies such as Nigeria, postgraduate business education graduates are increasingly employed in tertiary institutions, vocational training centres, ministries of education, banks, and private enterprises due to their versatile competencies. Employers presently seek graduates who can demonstrate employability attributes beyond academic qualifications. De Lange et al. (2022) asserted that employers in the accounting sector prioritize communication skills, interpersonal relationships, professional ethics, adaptability, problem-solving abilities, and business development capabilities when recruiting graduates. The study further revealed that graduates who possess social and cultural capital, including networking abilities and workplace exposure, enjoy better employment outcomes than those with only academic credentials.

In Rivers State universities, employability has continued to attract attention because of the growing mismatch between graduates' competencies and labour market expectations. Studies conducted in Rivers State indicate that acquisition of practical and digital skills significantly improves graduates' employability prospects. Ogwunte, Aruchi, and Adiela (2024) reported that entrepreneurship and technological skills positively influence employability among Business Education graduates in Rivers State universities. Likewise, Amadi, Nnokam, and Joel (2026) emphasized that integrating emerging

digital competencies such as cybersecurity and cloud-related skills into Business Education programmes is necessary for enhancing students' workplace readiness and employment opportunities. Therefore, employability can be viewed as the ability of graduates to utilize relevant competencies, technological skills, and professional attributes to secure and sustain employment in a competitive digital economy.

In conclusion, the employability prospects of Accounting Postgraduate Business Education students remain promising due to the expanding opportunities within accounting, business management, entrepreneurship, financial technology, and education sectors. However, employability is increasingly dependent on graduates' possession of digital competencies, entrepreneurial abilities, communication skills, professional certifications, and practical workplace experience. Institutions of higher learning must therefore continue to reform their curricula and teaching approaches to ensure that postgraduate accounting business education students remain globally competitive and professionally relevant in the evolving labour market.

Statement of the Problem

The increasing digitalization of accounting practices and business operations has made cloud-based skills indispensable for graduates seeking employment in today's technology-driven economy. Cloud-based competencies, particularly technical proficiency skills, collaborative digital skills, and cloud data management skills, enhance graduates' ability to utilize cloud accounting software, virtual communication platforms, enterprise resource planning systems, and online financial databases. These competencies improve workplace efficiency, support effective virtual collaboration, facilitate secure financial data management, and enable informed organizational decision-making. Consequently, employers increasingly prioritize graduates who can confidently operate within cloud-enabled work environments, making cloud-based skills a critical determinant of employability, career adaptability, and long-term professional success in accounting and business-related occupations.

Despite the recognized importance of these competencies, there are growing concerns that many Accounting Postgraduate Business Education students in Rivers State Universities may not possess the level of cloud-based skills required by contemporary employers. This situation is assumed to result from inadequate integration of cloud computing technologies into instructional delivery, limited access to modern digital infrastructure, insufficient practical exposure to cloud-enabled accounting applications, and inadequate opportunities for industry-oriented digital training. As a result, many students may experience deficiencies in technical proficiency, virtual collaboration, and cloud data management, thereby reducing their confidence, workplace readiness, productivity, and competitiveness in an increasingly digital labour market. If these deficiencies persist, graduates may continue to experience unemployment, underemployment, limited career advancement opportunities, and difficulty adapting to evolving technological demands within the accounting profession.

Addressing this challenge requires a better understanding of how cloud-based skills contribute to the employability prospects of Accounting Postgraduate Business Education students. Such understanding could provide empirical evidence to guide universities, curriculum developers, policymakers, and other stakeholders in strengthening cloud-based instructional practices, expanding access to digital learning resources, promoting industry collaborations, and enhancing practical technology-oriented training. By identifying the relationship between technical proficiency skills, collaborative digital skills, cloud data management skills, and employability prospects, this study seeks to provide evidence-based recommendations that can improve graduates' readiness for the digital workplace and enhance their competitiveness in the contemporary accounting profession.

Purpose of the Study

The purpose of this study was to examine the relationship between cloud-based skills and employability prospects of accounting postgraduate Business Education students in Rivers State Universities. Specifically, the study sought to:

1. Determine how technical proficiency skills relate to employability prospects of accounting postgraduate Business Education Students in Rivers State Universities.
2. Ascertain how collaborative digital skills relate to employability prospects of accounting postgraduate Business Education Students in Rivers State Universities.

Research Questions

The following research questions guided the study:

1. How does technical proficiency skills relate to employability prospects of postgraduate accounting Business Education students in Rivers State Universities?
2. How does collaborative digital skills relate to employability prospects of accounting postgraduate Business Education students in Rivers State Universities?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 levels of significance:

1. There is no significant relationship between technical proficiency skills and employability prospects of accounting postgraduate Business Education students in Rivers State Universities.
2. There is no significant relationship between collaborative digital skills and employability prospects of accounting postgraduate Business Education students in Rivers State Universities.

METHODOLOGY

The study adopted correlational research design. The population of the study comprised all accounting postgraduate Business Education students in Rivers State University and Ignatius Ajuru University of Education for the 2025/2026 academic session was 580 students. There was no sampling because the population was small and manageable. The instruments for data collection were questionnaires designed by the researcher titled: Cloud Based Skills Questionnaire (CBSQ) and Employability Prospects of Accounting Postgraduate Business Education Students Questionnaires (EPAPBESQ). The instrument contained two sections, this was because, it is a correlational study and as such, it requires two sets of questionnaire. The two instruments were designed to contain closed ended items with a set of response for the respondents to choose from, when filling the instrument. The response options were designed on a five-point rating scale of Strongly Agree (SA-5), Agreed (A – 4), Undecided (UD- - 3), Disagree (D – 2) and Strongly Disagree (SD – 1). The face and content validation of the research instruments were carried out by three experts two from Business Education and one from Measurement and Evaluation, all in Rivers State University, and a reliability was ascertained using Cronbach Alpha method which yielded 0.87. Data were analyzed using Pearson Product-Moment Correlation at a 0.05 level of significance. Based on this, test-retest method was considered appropriate for calculating reliability which yielded a coefficient index of 0.87. Out of 580 copies of the instrument distributed, 540 was completely filled and retrieved for the study. Pearson Product Moment Correlation (PPMC) was used to answer research question and test the hypotheses at 0.05 level of significance using the Statistical Package for Social Science (SPSS version 23).

RESULTS

Research Questions 1: *How do technical proficiency skills relate with Employability Prospects of Accounting Postgraduate Business Education Students in Rivers State Universities?*

Table 1: Correlations between technical proficiency skills and employability prospects of accounting postgraduate Business Education students in Rivers State Universities.

		Technical Proficiency Skills	Employability Prospe of Accounting Postgraduate Busine Educa-tion Student
Technical Proficiency Skills	Pearson Correlation	1	.994
	Sig. (2-tailed)		.000
	N	540	540
Employability Prospects of Accounting Postgraduate Business Education Students	Pearson Correlation	.994	1
	Sig. (2-tailed)	.000	
	N	540	540

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

The result presented in Table 1 examined the relationship between technical proficiency skills and employability prospects of Accounting Postgraduate Business Education students in Rivers State Universities. The Pearson Product Moment Correlation Coefficient (PPMCC) yielded **an** r-value of 0.994**,**

indicating a very strong positive relationship between technical proficiency skills and employability prospects. This implies that an increase in the technical proficiency skills of Accounting Postgraduate Business Education students is associated with a corresponding increase in their employability prospects. Therefore, technical proficiency skills are highly related to the employability prospects of Accounting Postgraduate Business Education students in Rivers State Universities.

Research Questions 2: *How do collaborative digital skills relate with Employability Prospects of Accounting Postgraduate Business Education Students in Rivers State Universities?*

Table 2: Correlations between collaborative digital skills and employability prospects of accounting postgraduate Business Education students

		Collaborative Digital Skills	Employability Prospect Accounting Postgradu Business Educa-tion Students
Collaborative Digital Skills	Pearson Correlation	1	.998
	Sig. (2-tailed)		.000
	N	540	540
Employability Prospects of Accounting Postgraduate Business Education Students	Pearson Correlation	.998	1
	Sig. (2-tailed)	.000	
	N	540	540

Correlation is significant at the 0.01 level (2-tailed).

The result presented in Table 2 examined the relationship between collaborative digital skills and employability prospects of Accounting Postgraduate Business Education students in Rivers State Universities. The Pearson Product Moment Correlation Coefficient (PPMCC) analysis revealed a correlation coefficient (r) of 0.998**,** indicating a very strong positive relationship between collaborative digital skills and employability prospects. This suggests that as Accounting Postgraduate Business Education students acquire and improve their collaborative digital skills, their employability prospects also improve significantly. Therefore, collaborative digital skills are strongly and positively related to the employability prospects of Accounting Postgraduate Business Education students in Rivers State Universities.

Hypotheses

Hypothesis 1: There is no significant relationship between technical proficiency skills and Employability Prospects of Accounting Postgraduate Business Education Students in Rivers State Universities.

Table 3: Correlations between technical proficiency skills and employability prospects of accounting postgraduate Business Education students in Rivers State Universities.

		Technical Proficiency Skills	Employability Prospects of Accounting Postgraduate Business Education Students
Technical Proficiency Skills	Pearson Correlation	1	.994
	Sig. (2-tailed)		.000
	N	540	540
Employability Prospects of Accounting Postgraduate Business Education Students	Pearson Correlation	.994	1
	Sig. (2-tailed)	.000	
	N	540	540

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

Hypothesis 1 stated that there is no significant relationship between technical proficiency skills and employability prospects of Accounting Postgraduate Business Education students in Rivers State Universities. The PPMCC analysis revealed a correlation coefficient (r) of 0.994 with a corresponding p-

value of 0.000**,** which is less than the 0.05 level of significance ($p < 0.05$). Consequently, the null hypothesis was rejected. This indicates that there is a statistically significant and very strong positive relationship between technical proficiency skills and employability prospects of Accounting Postgraduate Business Education students in Rivers State Universities. The finding suggests that improvements in students' technical proficiency skills are significantly associated with enhanced employability prospects.

Hypothesis 2: There is no significant relationship between collaborative digital skills and employability prospects of accounting postgraduate Business Education students in Rivers State Universities.

Table 5: Correlations between collaborative digital skills and employability prospects of accounting postgraduate Business Education students

		Collaborative Digital Skills	**Employability Prospects of Accounting Postgraduate Business Education Students**
Collaborative Digital Skills	Pearson Correlation	1	.998
	Sig. (2-tailed)		.000
	N	540	540
Employability Prospects of Accounting Postgraduate Business Education Students	Pearson Correlation	.998	1
	Sig. (2-tailed)	.000	
	N	540	540

Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 2 stated that there is no significant relationship between collaborative digital skills and employability prospects of Accounting Postgraduate Business Education students in Rivers State Universities. The PPMCC analysis presented in Table 2 yielded a correlation coefficient (r) of 0.998 with a corresponding significance value ($p = 0.000$). Since the p-value (0.000) is less than the 0.05 level of significance ($p < 0.05$), the null hypothesis was rejected. This indicates that there is a statistically significant and very strong positive relationship between collaborative digital skills and employability prospects of Accounting Postgraduate Business Education students in Rivers State Universities. The finding implies that enhanced collaborative digital skills significantly contribute to improved employability prospects among Accounting Postgraduate Business Education students in Rivers State Universities.

DISCUSSION OF FINDINGS

The findings from the first hypothesis revealed a very strong and significant positive relationship between technical proficiency skills and employability prospects of accounting postgraduate Business Education Students. This implies that students who possess higher levels of technical competence in cloud-based and employability prospects tend to perform their academic and practical tasks more accurately, quickly, and with fewer errors. This result is consistent with the findings of Adetunji and Mohammed (2020) found that students with strong digital and technical skills demonstrate higher productivity and better academic performance in technology-driven learning environments. The present finding also aligns with Al-Haddad and Kotb (2019), who emphasized that the effective use of digital tools streamlines accounting processes and enhances efficiency. Therefore, the outcome of this study reinforces the argument that technical proficiency is a fundamental determinant of efficiency in accounting postgraduate Business Education Students.

Furthermore, the findings from the second hypothesis indicated an extremely strong and statistically significant relationship between collaborative digital skills and employability prospects of accounting postgraduate Business Education Students. This suggests that students who are more effective in

communicating, sharing information, and collaborating through digital platforms tend to achieve higher efficiency in completing academic and accounting-related tasks. This finding is in agreement with Nwosu and Okeke (2022), who observed that students with strong collaborative competencies in digital environments exhibit better teamwork, faster decision-making, and improved quality of outputs. In the same vein, Adetunji and Mohammed (2020) highlighted that digital communication skills are essential for effective participation in modern learning environments, particularly in disciplines like accounting that require teamwork and shared analysis. Thus, the result underscores the critical role of collaborative digital communication competence in improving employability prospects and overall academic performance among accounting postgraduate Business Education Students.

CONCLUSION

The study on the relationship between cloud-based skills and employability prospects of accounting postgraduate Business Education students in Rivers State universities revealed that cloud-based competencies are essential determinants of graduate employability in the contemporary digital economy. Skills such as technical proficiency skills and collaborative digital skills significantly enhance students' ability to perform effectively in modern workplaces, improve communication, accounting processes, teamwork and increase adaptability to technology-driven job environments. The study therefore concludes that the acquisition and utilization of cloud-based skills can positively improve the employability prospects of accounting postgraduate Business Education students by equipping them with relevant digital competencies required by employers.

RECOMMENDATIONS

1. Universities in Rivers State should integrate cloud-based technologies and digital skill training into accounting Business Education curricula to enhance students' employability competencies.
2. Lecturers and students should be encouraged to utilize cloud-based collaborative platforms such as Google Workspace, Microsoft 365, and Zoom for teaching, learning, and research activities.

REFERENCES

Adetunji, A. T., & Mohammed, S. A. (2020). Digital skills acquisition and students' productivity in technology-driven learning environments. *Journal of Educational Technology and Entrepreneurship Studies, 5*(2), 45–58.

Adeyemi, T. O., & Bello, A. R. (2024). Digital competence and workplace adaptability among university graduates in Nigeria. *International Journal of Educational Technology and Innovation, 6*(2), 88–101.

Akpomi, M. E., & Ikpesu, C. O. (2020). Employability-centered curriculum and Business Education students' labour market prospects in Rivers State. *Nigerian Journal of Business Education, 7*(2), 294–306.

Al-Haddad, L., & Kotb, A. (2019). The impact of digital tools on accounting efficiency and educational outcomes. *International Journal of Accounting Information Systems, 34*, 100417. https://doi.org/10.1016/j.accinf.2019.100417

Al-Htaybat, K., von Alberti-Alhtaybat, L., & Alhatabat, Z. (2022). Educating digital accountants: The demand for digital and technological competencies in accounting education. *Accounting Education*, 31(5), 531–553.

Almajalid, R. (2017). A survey on the adoption of cloud computing in education sector. *International Journal of Advanced Computer Science and Applications, 8*(6), 102–111.

Al-Ruithe, M., Benkhelifa, E., & Hameed, K. (2022). Current state of cloud computing adoption in education and organizations. *Journal of Cloud Computing, 11*(1), 1–18.

Chukwu, P. N., & Wokocha, S. A. (2025). Technological competence and workplace adaptability among Business Education graduates in Rivers State. *Nigerian Journal of Vocational and Technical Education, 9*(1), 55–68.

De Lange, P., O'Connell, B. T., Tharapos, M., Beatson, N., & Oosthuizen, H. (2022). Accounting graduate employability: Employer perspectives on skills and attributes of international graduates. *Accounting Education, 32*(3), 249–277. https://doi.org/10.1080/09639284.2022.2059383

Ezekielhart, M. N. K., & Joel, G. Y. (2025). Digital competency integration and postgraduate Business Education students readiness for employability in Rivers State universities. *World Journal of Innovative Management and Technology, 9*(10), 68–78.

Green, O. P., Baridam, D. M., & Dokubo, C. O. (2024). Digital resource utilization and employability preparedness among postgraduate students in Rivers State tertiary institutions. *Rivers State Journal of Educational Research, 5*(2), 102–118.

Han, H., & Trimi, S. (2022). Cloud computing-based higher education platforms during the COVID-19 pandemic. *Technology in Society, 68*, 101801.

Kaur, P., & Gupta, S. (2023). Cloud computing applications in higher education and organizational management. *International Journal of Emerging Technologies in Learning, 18*(4), 77–91.

Nwosu, B. O., & Ezeani, N. S. (2023). Digital skill acquisition and graduate employability in Nigerian universities. *Journal of Contemporary Educational Research, 7*(3), 120–134.

Nwosu, B. O., & Okeke, P. N. (2022). Collaborative digital competencies and academic performance among postgraduate students in Nigerian universities. *Nigerian Journal of Business Education, 9*(1), 112–125.

Odusanya, A. A. (2024). Secretarial Business Education and employability skills among Business Education graduates. *AAU Journal of Business Educators, 4*(1), 120–134.

Ogwunte, P. C., & Olali, C. F. (2024). Addressing digital proficiency gap among Business Education graduates in Rivers State universities: Implication for programme restructuring. *Journal of Business and Entrepreneurship Education, 3*(1), 55–69.

Ogwunte, P. C., Aruchi, N., & Adiela, U. S. (2024). Entrepreneurship skills acquired for employability by Business Education graduates in Rivers State universities. *Rivers State University Journal of Science and Mathematics Education, 2*(1), 45–57.

Suleman, F. (2022). Employability skills in the digital economy: Trends and implications for higher education. *Education Sciences, 12*(4), 245–259.

Tentama, F., Subardjo, S., Abdillah, M. H., & Merdiaty, N. (2022). A systematic review of measures of employability. *Education + Training, 64*(6), 844–867.

Yusuf, H. A., & Onyekachi, R. C. (2025). Collaborative digital technologies and students' workplace readiness in higher education institutions. *Journal of Educational Media and Technology Studies, 4*(1), 66–80.