

**EXTENT INTERNET INFORMATION SEARCH COMPETENCIES ARE
REQUIRED OF BUSINESS EDUCATION GRADUATES FOR BETTER
PRODUCTIVITY IN ANAMBRA STATE**

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Abstract

The need to ensure better productivity of business education graduates necessitated this study. The study determined extent internet information search competencies are required of business education graduates for better productivity in Anambra State. Two research questions and two null hypotheses guided the study. The design of the study was descriptive survey with a population of 268 managers of business organizations in Anambra State studied without sampling. A structured questionnaire containing 21 items validated by three experts in the field of business education and measurement and evaluation were used for data collection. Trial testing was used to establish the reliability of the instrument and Cronbach alpha formula was used to calculate the internal consistency of the instrument in providing positive information to the study, the result was .84 and .87 for clusters B1 and B2. Two Hundred and fifty five duly completed copies of the instrument were retrieved and used for data analysis. Mean and standard deviation were used to answer the research questions and to determine the homogeneity of the respondents' ratings respectively while the t-test was used to test the hypotheses at .05 level of significant. Findings revealed that internet information search and internet safety competencies are highly required of business education graduates for better productivity by employers of labour in Anambra State. The findings also showed that ownership of business organization and business location were not significant factors on ratings of employers of labours on internet information search and internet safety competencies required of business education graduates for better productivity. Based on the findings of this study, the researchers concluded that the two internet- related competencies covered are very important for better productivity in business organizations. It was recommended among others that, federal and state governments should seriously support tertiary institutions to procure internet technologies for business education departments to aid effective teaching of internet competencies to business education students.

Key Words: internet information search competencies, Internet Safety Competencies, Business Education Graduates, Better Productivity

Introduction

In today's business world, one of the things that make organizations unique is the use of information and communication technologies (ICTs). ICTs have brought efficiency and effectiveness in the operations of business organizations, effectiveness in decision-making and increased productivity of business organizations. According to Ian (2018), ICTs allow business organizations to store, process, analyze and share vast amounts of data. ICTs according to Nwaukwa (2015) are new technologies used for accessing, gathering, manipulating and communicating information for an enhanced learning. ICTs are made up of computers, internet, multimedia and telecommunication technologies with varying capacities for information processing, which has become today's office managers' management tool. Okoro (2013) stated that ICT has replaced the traditional equipment used by business organizations. Office functions are today being undertaken using computer-based technologies leading to a paperless office. Akawu (2010) posited that business organizations are spending huge amount of resources in training their staff to acquire different ICT competencies for improved job performance.

Internet Competency (IC) is an aspect of ICT competencies that involves the ability to use the internet correctly (Azizi and Yeshodhara, 2013). It is a mixture of skills and knowledge of using the internet to improve performance. Competencies are essential knowledge and skills obtainable in a profession and those which the professionals in the field must possess and be able to demonstrate at optimal level of acquisition and functioning (Ente, Amusa and Eze, 2009). Internet competencies include; information search competencies and internet safety competencies among others (Eze, Okorafor and Obi, 2013; Azizi, 2014).

Internet information search competencies are the abilities of individuals to connect to the internet using computer terminals, computers, and other devices, open websites by entering the *Uniform Resource Locator (URL)* in the browser's location bar; navigate forward and backward between pages using the browser buttons, and save files on the hard disk (Mohamed, 2019). Other internet information search competencies are open various common file formats (e.g., PDF); bookmark websites; and change the browser's preferences, enter keywords in the proper field; executing the search operation; and open search results in the search result lists. Aliyu and Zakari (2017) stated that internet information searching competencies include; ability to recognize and click links that are embedded indifferent formats such as text, images, menus and website lay-outs, maintaining a sense of location while navigating on the internet. Others are ability to recognize when information is needed and ability to locate, evaluate and use the needed information effectively (Correia and Teixeira, 2013).

In thesearch for information on the internet, individuals need to possess internet safety competencies in order not to fall prey to internet attacks. Internet safety competencies include ability to: recognize ownership of digital information and guard against digital theft and plagiarism, use antivirus and spywares to protect computer from network attacks –

virus, Trojan horse, worm etc, apply safety principles in protecting the computer from virus attack e.g. scan every incoming document/programme before opening or running, block students' access to irrelevant websites and materials, prevent opportunities for online abuse and exploitation, and prevent unauthorized network connections being created (Eze, Okorafor and Obi, 2013). Internet safety competencies employees of every business organizations should possess according to Zohar (2020) include ability to: back up business' data and website, secure security devices and website, install security software on the computer, set up a firewall, turn on sperm filters, turn network encryption on and encrypt data when stored or sent online, and use strong passwords to protect access to computer devices that hold important business information. Similarly, the Technology Informatics (2018) listed internet safety competencies as; ability to: implement IP and security protocols, design and administer the security of information management systems, and implement IP and maintain operational standard.

Internet competencies are taught as part of ICT competencies in business education programmes. Business education is a type of education that inculcates in its recipients attitudes, knowledge, skills and competencies required for gainful employment in business organizations (Sani, Mohammed and Aliyu, 2017). It is an aspect of vocational and technical education designed to provide individual with knowledge, skills and attitude leading to employability and teaching of business subjects. Babalola, Dambo and Omoni (2019) stated that the primary aim of business education is to produce competent, skilful and dynamic graduates that will compete effectively in the world of work.

Graduates from different fields of study are produced annually the world over by Higher Education Institutions (HEIs). Almost half of them become frustrated or desolate because they cannot secure jobs and those who manage to secure one are derided for their inefficiency (Kelebogile, 2014). Similarly, in Nigeria, given the country's fierce business competitive environment, there is high demand for graduates (business education graduates inclusive) with internet competencies. Recent shifts from business organization policies have resulted in universities being placed under increasing pressure to produce graduates with internet competencies for better productivity. However, contention exists regarding exactly what constitutes better productivity and which graduate attributes are required to foster better productivity (Bridgestock, 2009). Business education graduates require competencies that can help them to add value to any business organization that employs them.

Despite the importance of internet competencies on productivity of graduates in Nigerian business organizations, it is unfortunate that responses of employers of labour revealed that these competencies are lacking among graduates from Anambra State tertiary institutions (Ike, 2012). In agreement, Nwazor and Nwaukwa (2015) are of the view that employers of labour are worried that business education graduates in South East Nigeria (Anambra State inclusive) are not adequately equipped with ICT competencies to perform job functions. Ofili and Idris (2015) also reported that business education students in Nigeria did not possess adequate ICT skills for employment on graduation. This supports the earlier assertion by Tymon (2011) that employers are worried that graduates are not yet ready to

enter and face the complexities and challenges of the world of work. Employers of labour in this study are managers of private and public organizations where business education graduates are expected to be employed on graduation. These managers carry out day-to-day activities to ensure business productivity.

Productivity refers to efficient use of resources, labour, capital, land, materials, energy, information, in the production of various goods and services (Fuller, 2016). Better productivity means achieving higher output in terms of volume and quality from the same input. Better productivity can be attained when employees of an organization possess required internet information search and internet safety competencies.

Internet information search and internet safety competencies required of business education graduates may vary on account of location. Location refers to rural and urban. Employers of labour in rural areas may not view these competencies as important for business education graduates for better productivity when compared to their counterparts in urban areas. This could be due to inadequate internet facilities in rural areas which hinder their level of utilization for business purposes in rural areas. Additionally, employers in rural areas may not possess adequate internet competencies when compared to those in urban areas, and as such, they may not overly know the relevance of internet competencies in today's technological driven workplaces. In support of this view point, Akanisi (2012) discovered that employers in rural and urban areas differed in the various competencies graduates require for gaining employment and better productivity. Based on this background, this study was carried out to determine the extent internet information search competencies are required of business education graduates for better productivity by employers of labour in Anambra State.

Statement of the Problem

The curriculum of business education is geared towards equipping students with broader requisite knowledge and competency attributes for employability and productivity as emphasized by the philosophy of business education programme in Nigeria. Despite the philosophy of business education programme in Nigeria, business education graduates do suffer poor productivity when employed. In view of this, business education curriculum seems to be inadequate and has very little capacity to develop students' competencies for job performance in the country.

Currently, the advent of internet has revolutionized the operations of business organizations. It therefore, means that for any organization to survive, employees of such organization must possess internet competencies. However, most graduates seems to lack internet information search and internet safety competencies required for better productivity in the workplace where employers are looking for well rounded employees, instead of the traditional graduate with only basic theoretical knowledge. In support, Ike (2012) noted that employers in Anambra State often complain that most of the graduates (business education graduates inclusive) lack necessary ICT competencies (internet information search and internet safety competencies inclusive) needed for better productivity in business organizations. As a result, unemployment rate of Anambra State

graduates continues to rise while employability rate continues to decline. The problem assumed here is that, employers are concerned that there is a gap between competencies taught to business education graduates and the ones required by them for better productivity. However, this gap seems not yet been addressed. Therefore, the researcher sought to find out from the perception of employers of labour the extent (1) internet information search competencies are required of business education graduates for better productivity in Anambra State, (2) internet safety competencies are required of business education graduates for better productivity in Anambra State.

Research Questions

The following research questions guided this study:

1. To what extent are internet information search competencies required of business education graduates for better productivity by employers of labour in Anambra State?
2. To what extent are internet safety competencies required of business education graduates for better productivity by employers of labour in Anambra State?

Hypotheses

The following null hypotheses were tested at .05 level of significance;

1. There is no significant difference in the mean ratings of private and public employers of labour on the extent internet information search competencies are required of business education graduates for better productivity in Anambra State.
2. Employers of labour in rural and those in urban areas do not differ significantly in their mean ratings on the extent internet safety competencies are required of business education graduates for better productivity in Anambra State.

Methodology

The design that was adopted for this study is the descriptive survey design. This study was carried out in Anambra State Nigeria. The population for this study consisted of managers of 268 (174 private and 94 public) business organizations in Anambra State (Ministry of Commerce and Industry, Awka). The instrument for data collection is a structured questionnaire designed titled "Extent Internet Competencies are Required of Business Education Graduates for Better Productivity (EICRBEGBP)". The questionnaire was divided into two parts: A and B. Part A is designed to elicit demographic information of the respondents such as ownership of business and location of business while Part B contains 21 items in two clusters of B1 and B2, and structured on a five point rating scale of Very Highly Required (VHR) = 5 point, Highly Required (HR) = 4 Point, Moderately Required (MR) = 3 Point, Fairly Required (FR) = 2 Point and Not Required (NR) = 1 Point. The face validity of the instrument was established based on the opinions of three experts from Business Education and Measurement and Evaluation Unit. Trial test was used to determine the reliability of the instrument and analysis using Cronbach Alpha reliability co-efficient yielded co-efficient values of .84 and .87 for clusters B1 and B2. The researcher and three research assistants administered copies of the questionnaire to the managers of public and private business organizations in the area of the study in their

offices. Mean scores and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at .05 level of significance. The decision rule is that a null hypothesis was rejected where the p-value is less than the level of significance; otherwise the null hypothesis was accepted. The analysis was carried out using Statistical Package for Social Sciences (SPSS) version 23.0.

Results

Research Question 1

To what extent are internet information search competencies required of business education graduates for better productivity by employers of labour in Anambra State?

Table 1: Respondents' mean ratings on extent internet information search competencies are required of business education graduates for better productivity (N= 255)

S/N	Internet Information Search Competencies	$\bar{X}$	SD	Remarks
Ability to:				
1	open websites by entering the URL in the browser's location bar	4.38	.65	Highly Required
2	enter keywords in the proper field for search operation	4.29	.62	Highly Required
3	execute the search operation	4.67	1.13	Very Highly Required
4	save downloaded files on the Hard Disk	3.67	.96	Highly Required
5	make effective use of a wide array of search engines (Google, yahoo, Bing, Ask.com etc.)	4.13	.68	Highly Required
6	download files from the website	4.58	.72	Very Highly Required
7	create and add hyperlinks in homepages	4.70	1.22	Very Highly Required
8	upload files	3.71	1.12	Highly Required
9	open search results in the search result lists	3.83	1.37	Highly Required
10	use different types of fields and buttons, and submit a form	4.79	1.32	Very Highly Required
Grand Mean		4.38		Highly Required

Data in Table 1 show that out of the 10 items listed on internet information search competencies, respondents indicated that items 3, 6, 7 and 10 are very highly required of business education graduates for better productivity with mean scores ranged between 4.58 to 4.79. Items 1, 2, 4, 5, 8, and 9 are highly required with mean scores ranging from 3.67 to 4.38. The grand mean score of 4.38 shows that on the whole, employers of labour indicated that internet information search competencies are highly required of business education graduates for better productivity. The standard deviations for all the items are within 0.62 to 1.37. This shows that the respondents are not wide apart in their ratings.

Research Question 2

To what extent are internet safety competencies required of business education graduates for better productivity by employers of labour in Anambra State?

Table 2: Respondents' mean ratings on extent internet safety competencies are required of business education graduates for better productivity (N= 255)

S/ N	Internet Safety Competencies Ability to:	$\bar{X}$	S D	Remarks
1	back up business's data when on internet	4.1 3	.7 4	Highly Required
2	prevent unauthorized network connections being created	4.6 0	.7 2	Very Highly Required
3	install security software on the computer	3.9 7	.9 1	Highly Required
4	apply safety principles in protecting the computer or network from virus attack (eg. scan every incoming document/program before opening or running, block access to irrelevant websites and materials)	4.6 8	.6 5	Very Highly Required
5	use antivirus and spywares to protect computer from network attacks – virus, Trojan horse, worm	4.0 8	.5 8	Highly Required
6	change privacy settings to protect privacy of organization's information online	4.1 7	.4 8	Highly Required
7	detect deception for e-mails, web, social networking, downloads (visual spoofing, phishing cues, hoaxes, malware, viruses, worms, spyware)	4.1 2	.6 8	Highly Required
8	implement organizations' IP and security protocols	3.8 3	.7 7	Highly Required
9	use intrusion detection software to detect malware threatening to penetrate computer systems	3.7 1	.8 3	Highly Required
10	carry out malware analysis	3.8 3	.8 1	Highly Required
11	carry out malware reversing	4.0 0	.7 2	Highly Required
Grand Mean		4.1 0		Highly Required

Table 2 shows that two out of 11 internet safety competencies listed have mean ratings between 4.60 and 4.68 which means that they are very highly required of business education graduates for better productivity. The remaining nine items have mean ratings between 3.71 and 4.17 showing that they are highly required. The grand mean score of 4.10 shows that on the whole, employers of labour rated internet safety competencies highly required of business education graduates for better productivity. Standard deviations for all

the items are within the same range showing that the respondents are not wide apart in their ratings.

Null Hypothesis 1

There is no significant difference in the mean ratings of private and public employers of labour on the extent internet information search competencies are required of business education graduates for better productivity in Anambra State.

Table 3: Summary of t-test analysis of private and public employers of labour on extent internet information search competencies are required of business education graduates for better productivity

Ownership of Business organization	N	X	SD	df	t-value	P-value	Decision
Private	174	38.17	6.04	.23	Not Significant		
	253	.18					
Public	81	38.40	6.30				

Table 3 shows a t-value of .18 at 253 degree of freedom with a p-value of .23. Since the p-value of .23 is greater than the criterion value of .05 ($P > .05$), the null hypothesis is accepted. This means that there is no significant difference in the mean ratings of private and public employers of labour on the extent internet information search competencies are required of business education graduates for better productivity.

Hypothesis 2

Employers of labour in rural and those in urban areas do not differ significantly in their mean ratings on the extent internet safety competencies are required of business education graduates for better productivity in Anambra State.

Table 4: Summary of t-test analysis of rural and urban employers of labour on extent internet safety competencies are required of business education graduates for better productivity

Location	N	X	SD	df	t-value	P-value	Decision
Rural	43	38.28	5.14	.06	Not Significant		
	253	.13					
Urban	212	38.50	4.93				

Table 4 shows a t - value of .13 at 25 degree of freedom with a p-value of .06. Since the p-value of .06 is greater than the criterion value of .05, the null hypothesis is accepted. This means that employers of labour in rural and those in urban areas do not differ significantly in their mean ratings on the extent internet safety competencies are required of business education graduates for better productivity in Anambra State.

Discussion of Findings

Findings of the study indicated that employers of labour in Anambra State rated internet information search competencies highly required of business education graduates for better employability. The findings of the study are in line with Aliyu and Zakari (2017) who revealed that internet competencies are needed by 21st century graduates for effective performance in business organizations. Agomou (2015) reported that internet competencies are needed by business education graduates for better productivity in modern business organizations. In support, Okoye (2017) reported that ICT competencies are required by business education graduates for effective job functions. Abanyam (2014) also disclosed that today's business environment demand that business-related students acquire internet competencies to enable them compete favourably with other counterparts within Nigeria and internationally. Similarly, the finding agrees with Eytayo (2012) who revealed that business-related students needed ICT competencies for self-employment upon graduation.

Furthermore, the finding revealed that Ownership of business organization did not significantly influence the opinions of employers of labour on the extent internet information search competencies are highly required of business education graduates for better productivity. This agrees with Oduma (2012) who found that no significant difference between the ratings of employers in manufacturing and those in commercial industries on competencies required of graduates in the labour market.

Findings of the study indicated that employers of labour in Anambra State rated internet safety competencies highly required of business education graduates for better productivity. The findings of this study is in line with the findings of Sharma (2016) which revealed that graduates of tertiary universities need to possess internet safety competencies to be able to prevent malicious entities present online to create a high risk to company and personal data. Muhammad (2012) noted that employers of labour are seeking graduates who have competencies of preventing internet fraudsters from hacking into the system and access company information. Roussey (2018) in agreement stated that every prospective employee requires internet safety competencies for better performance in business organization Zohar (2020) asserted that employees of every business organizations should possess internet safety competencies such as ability to: back up business's data and website, secure security devices and website, install security software on the computer, and set up a firewall among others.

Additionally, findings showed that location of business did not significantly influence employers of labours' mean ratings on the extent internet safety competencies are required of business education graduates for better employability. This findings aligns with the findings of Joo (2011) stated that managers of business organizations regardless of location views ICT competencies crucial to effective operation of business organizations.

Conclusion

The advent of internet technology has revolutionized how business organizations operate and interact with customers. In view of this, tertiary institutions around the world are under pressure to equip students with internet related competencies to enable them gain employment in modern business organizations upon graduation and perform better on the job. The findings of this study revealed that employers of labour rated internet information search and internet safety competencies are required of business education graduates for better productivity in Anambra State. In the light of the findings of this study, the researchers conclude that internet information search and internet safety competencies are very important for better productivity in business organizations. Therefore, their acquisition by business education students will enable them to perform effectively in their job functions when employed in business organizations upon graduation.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Business Education lecturers in tertiary institutions in Anambra State should emphasize more the teaching of internet information search and internet safety competencies to students so as to enhance students' employment opportunities and better productivity when employed upon graduation.
2. The curriculum of business education programme in tertiary institutions should be reviewed to incorporate internet information search and internet safety competencies. This will make the OTM curriculum to remain relevant to the needs of the ever dynamic labour market.
3. Administrators of tertiary institutions in Anambra State should provide regular training and re-training programmes for business education lecturers to improve their professional pedagogical competencies so as to adequately teaching students internet information search and internet safety competencies required for better productivity in business organizations.
4. Federal and State governments should seriously support tertiary institutions to procure internet technologies for business education departments to aid effective teaching of internet competencies.

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