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Exploring the Role of Computer Applications in Transforming Career Readiness

* Mr. Iqbal Javed, PhD Scholar

** Dr. Nasrin Akhter, Associate Professor (Corresponding Author)

*** Mr. Rab Nawaz, PhD Scholar

Abstract

The COVID-19 pandemic has reshaped the landscape of education and career development, forcing universities to embrace computer-based transformation more rapidly than ever before. As higher education institutions navigate the post-pandemic era, the use of computer applications emerges as a critical skill in equipping students with career readiness and efficiency in their jobs. This paper delves into the role and significance of computer applications in preparing university students for the workforce after the pandemic. The study employs a qualitative research approach, utilizing interviews to gather data from 10 teachers and 5 focus groups of students studying in various departments. The research explores the extent to which the use of computer applications has become an essential component of career readiness, and how the pandemic has enhanced it more. The findings reveal that using computer applications has become a fundamental requirement for career readiness in the post-pandemic job market. However, the research also identifies challenges in promoting the use of computer applications at the university level. The digital divide, exacerbated by the pandemic, has widened educational disparities among students from different socioeconomic backgrounds. In conclusion, using computer applications has emerged as a critical factor though has issues with expenses, electricity problems, and untrained staff. As the job market continues to evolve, graduates equipped with comprehensive digital skills are better praised to adapt to changing circumstances and excel in their careers. To achieve this, universities are recommended to embrace enhanced use of computer applications, courses integrated with ICT, and foster collaboration with industries for enhancing career opportunities and linked with industry.

Keywords: Computer Applications, Career, University

INTRODUCTION

This study examines the role and importance of computer skills in developing post–COVID–19 academic career readiness. In this first chapter, the motives of individual authors who advance the development of their professional maturity based on their experiences with computer skills are first explained. These reasons prompted me to conduct this study. The opportunities and challenges of using video in academic laboratories will also be discussed. The chapter ends with a presentation of the composition of this book (Huber, 2004) and argues that even before the Covid-19 pandemic the world was changing faster than ever. Now the pace has picked up even more and the direction is very blurry (Adeniran, 2016).

Universities are hesitant to acknowledge that a digital strategy by itself is insufficient. Every institution must adopt a strategic approach that addresses not only the information technology sector but also every facet of academic activity to meet the demand in the digital age. The fact that both students and teachers are not digitally proficient highlights the need for concentrated efforts to bring about fundamental change at all levels of the institution. These circumstances have tested education systems around the world, forcing teachers to focus more on teaching using technology. Most educational institutions, previously reluctant to change traditional pedagogical approaches, have no choice but to switch to including computer application and technology-based courses (Bangser, 2020).

The effects of computer applications on the global and information age are visible in higher education. Internet use and addiction to digital gadgets have changed the approach to learning and knowledge sharing. Information and communication technology has not only revolutionized and

* Faculty of Education, University of Okara, Renalakhurd
** Department of Science Education, Faculty of Education, University of Okara, Renalakhurd
Email: nasrin.seit@uo.edu.pk
*** Faculty of Education, University of Okara, Renalakhurd Email: ranaabu98@gmail.com

changed the methods of learning and teaching in the classroom, but also changed the curricula for distance learning, leading to the transformation of libraries in universities that compete globally for faculty, students, and funding. These skills are considered crucial for future leaders (Harmer, 2019). Currently, work environment, employers look for graduates who not only possess basic academic knowledge but also computer skills, and internet skills and are more advanced with artificial intelligence (Modh, 2014).

There is a dire need to adopt the use of basic applications in the courses at the university level so that graduates can go further in the job market. The job market trend has entirely changed and needs more equipped people with the use of computer skills. It is suggested that the educational environment must be prepared for repeated and dramatic changes in professional activity for better future of youth (Rich, 2020). Therefore, there is a need for society as a whole to constantly engage in new information flows, renew knowledge, and acquire new professional skills. Today, teachers are not only interested in acquiring specific skills and abilities to use the information environment but also in realizing the importance and effectiveness of the entire process of computerization of education. These skills cannot be acquired without self-education and personal development on the part of teachers (Creswell *et al.*, 2011).

Statement of Problem

This research was designed to explore the role and importance of using computer application skills in enhancing career readiness in students. Higher education institutions have also raised employability concerns, without graduates' computer skills organizations endorsing more computer applications produce graduates who meet these expectations and can therefore help meet the needs of the community, industry, and current needs of the economy of the country. Therefore, this research determined to explore the role and importance of developing career readiness by developing computer skills and using computer applications at the university level.

Objectives of the study

The following are the objectives of the study:

1. To explore the use of computer applications
2. To explore the role of computer applications in career readiness after COVID-19
3. To identify the difficulties in using computer applications for teachers and students

Research Questions

This study addressed the following questions:

1. How do the teachers and students perceive the use of computer applications?
2. What is the role of computer applications in transforming career readiness after COVID-19?
3. What are the difficulties in using computer applications?

Significance of the Study

This study is significant in suggesting the ways how to develop career readiness and improve students' learning by using computer applications so that they can compete the job market. By learning and adopting the digital world by using computer applications, youth can enhance career opportunities and success in pursuing their work. This study focuses on that if students do not have computer skills, then they have chances to fail or less opportunity in getting their career in the current market. Additionally, establishing partnerships with industry can help universities align their curricula with real-world market demands, the findings can be used by institutes to improve students to expand their computer skill sets and opportunities to benefit them. findings through this study anticipate in developing career and support systems that can be run only using computer applications. Furthermore, this study identifies programs that are effective in preparing students skilled with computing applications for real-world settings and making them career-ready.

Review of the Related Literature

Technology in the workplace is constantly evolving for youth to be proficient with digital technologies. Computer applications are the knowledge and ability to use computers and related technologies effectively, with skill levels ranging from basic usage to advanced programming and problem-solving (Son *et al.*, 2011). Computer skills can range from basic skills, such as turning a computer on and off and using basic word processing, excel, PowerPoint, internet, printing or email programs, and running computer software. Computer skills can also relate to preparing students for future projects, one of the main benefits of computer literacy is that allows them to be more involved in learning more advanced and interactive with digital tools (Ross *et al*., 2015).

Readiness indicates the students are ready to enter into the job and can show the desired performance. As the market is tough and becomes more IT-based your university graduates desire to be equipped with computer skills. In particular, the use of the internet and dependence on digital gadgets have changed the approach to knowledge sharing. Computer applications have not only revolutionized and transformed learning and teaching methods in the classroom but also distance learning curricula, leading to a change in libraries and the availability of learning materials. For example, the constant modernization of technology has facilitated access to the digital information world (Soomro *et al*., 2018). Thus, the digital world has favorable accessibility information for different areas (Habib, 2021). It is widely recognized that prospective graduates need to be job-ready and well-equipped to respond to economic, technological, and societal changes that are happening at an accelerating pace. At this point, the digital economy becomes one of the key factors driving economic growth trends (Conley, 2014).

It is noted that it is difficult for participants in the educational process to demonstrate such skills as independent thinking, independent acquisition of knowledge, and working with useful ones Information from various internet sources (McGaughy *et al.,* 2016) defines the willingness of students to continue their independent studies, the ability to effectively apply skills and abilities in professional activities and to improve and develop them in the future Universities all over the world compete with one another for faculty, students, and funding. (Smith, 2019) suggested that innovation is a key mechanism for creating competitive advantage in an educational institution built on distance learning technologies. Thus, institutions quickly adopt the new digital opportunities will advance in digital age.

The influence of computer applications and the internet has led to various social, political, and economic changes, culminating in a major challenge characterized by the changing and globalized nature of modern society (Ahmady *et al.,* 2020). The digital competencies offered at universities for undergraduate and postgraduate students also focus on perceived and developed self-efficacy, with digital competency being a central theme (Blackwell, 2013; Booth, 2012). This involves the development of digital skills, the use of databases, the digital creation of content and media, and the skills to edit, publish, or share them online or in applications that support skills management, the use of the internet, social media, and risk management. In recent years, digital initiatives in education have grown rapidly. Likewise, improved access to technology can lead to a wealth of diverse teaching and learning opportunities (Omkar, 2020).

The education of computerized skills in higher instruction is especially vital because it makes a difference for understudies to capture up and obtain advanced abilities sometime recently entering the workforce. Fathoming the issue of bridging the advanced isolate isn't simple (Branislav, 2017). IT skills are increasingly necessary and almost required in terms of the job market's skill requirements. Nowadays, we take it for granted that anyone can operate technology or a computer acknowledge that there is a time when graduates must be computer literate and capable end users in the workplace.

(Admiraal *et al.,* 2016) These methods have drawn criticism for their ineffective and overly simple design, lack of consideration for skills, lack of authenticity, inability to take into account various sociocultural contexts when using technology, and more (Gruszczynska *et al.,* 2013). Others have acknowledged the shortcomings of their excessively technical approach (BreznIK, 2012). The outcomes of teacher education programs need to be rethought, according to recent research, which also suggests shifting from the current emphasis on digital literacy competencies to more comprehensive digital competency models that take into account a wider range of necessary knowledge, skills, and dispositions from aspiring teachers (Lund *et al.,* 2014).

However, COVID-19 is reviving interest in opportunities for online teaching and learning. For students, closing universities has several detrimental effects, which deprive children and teenagers of chances for learning and development. Because of this, computer skills systems can easily address this issue by providing high-speed internet connections and access to these systems (Abuhammad, 2020). In fact, during this pandemic, e-learning tools are essential. Educational institutions can manage, plan, deliver, and monitor learning and teaching with the aid of e-learning systems. Therefore, the low proportion of tech-savvy people is the second major obstacle to the implementation of computer applications. The gap has been noted from previous studies that people's technical skills using computer applications are very low in developing countries. Such as people with technical skills makeup only 20% of all educated people (Biagi & Loi, 2013). Therefore, there is a need to explore

how computer applications can affect the career readiness according to the latest demands and trends of market after covid-19 from public sector universities.

Research Methodology

Computer applications involve a set of systemic activities that take a lot of time and cost. The working and understanding of computer applications depend on good and reliable estimation. Given that, computer applications process factors into four categories: organizational factors which are the presence of formal methodology, clear objective, executive support, and scope. Qualitative research focuses on the study of issues in depth and detail and tends to center on how people make meaning out of their experience as: (a) a naturalistic approach, or studying real-world situations; (b) an emergent design and flexibility, or pursuing paths of discovery as they arise; and (c) purposeful sampling, where the sampling is aimed at insight about the research question, not necessarily generalizable to a population and participants are chosen according to specific, purposeful criteria therefore, qualitative research is a primary way to best capture participants' lived experience. (Daaleman *et al.,* 2001) selected a qualitative research method "to gain a richer and more complete description. Qualitative research can be used to determine why and how that phenomenon is occurring.

The study utilized a qualitative case study approach to gain an in-depth understanding of the experiences, practices, and thoughts in depth. Qualitative methods allow researchers to explore the complexities and nuances of the participants' perceptions, providing valuable insights into their thoughts and emotions related to us of computer applications to enhance career readiness. Qualitative data was collected through interviews. The public university teachers and students were selected as a sample (Herman *et al*., 2019). The data were collected from teachers and students of the university. Almost 20 teachers and 5 focus groups of students were selected. It required personal efforts to gather data from a selected sample, so the investigator of the study decided to assemble data and visit the university personally. Semi-structured interviews were established as a research instrument. The transcribed interviews were systematically examined to identify recurring themes and patterns related to teachers' and students' perceptions of counseling.

For data analysis, the emerged themes were analyzed and interpreted to gain a comprehensive understanding of the experiences and viewpoints of secondary teachers. Several measures were employed to enhance the trustworthiness of the study. The researchers minimized any potential physical, emotional, psychological, or social harm to their research participants (Hemmatfar *et al.,* 2010). Firstly, the researcher made contact with the participants and informed them about my research. Both agreed on the time. Participants were fully informed about the purpose, procedures, risks, and benefits of the research. Secondly, the participants were given the freedom to participate voluntarily without any coercion. The researchers protected the privacy of your research participants by ensuring their anonymity in reporting and using confidential data responsibly. Confidentiality and anonymity were maintained throughout the research process. The researcher avoided using any academic identifiers that could reveal their identity without their explicit consent.

Findings

The following themes emerged from the data:

1. Importance of Using computer applications
2. Transformations through computer applications Skills required at the University Level
3. The use of Computer applications helps in Career readiness after Covid-19
4. Difficulties in using computer applications

Theme 1: Importance of Using Computer Applications

Participants were inquired about the importance of using computer applications. They were asked and probed to talk about using computers in developing a career. Most of the participants have three years of experience. They started using computers to enhance communication in the last three years. For Example, a participant stated:

> *Computers and the internet have revolutionized communication. Being computer literate enables people to send emails, participate in video conferences, use social media platforms, and collaborate with others seamlessly across the globe. (T5).*

Hence this data indicates that computers and the internet have changed the way people communicate. Computer-literate people may send emails, engage in video conferences, use social media platforms, and cooperate with others all over the world.

Proficiency in computers allows individuals to use email and messaging platforms efficiently. These tools facilitate quick and reliable communication with colleagues, friends, and family, regardless of geographical barriers. (T2).

Hence, this data indicates that individuals with computer skills can successfully use email and messaging applications. Regardless of geographical restrictions, these solutions provide rapid and dependable contact with colleagues, friends, and family.

Using computer applications enables users to participate in online chat rooms and forums, fostering discussions and the exchange of ideas on various topics of interest. (G1S1).

Hence, this data shows that Users with use computer applications can join in online chat rooms and forums, enabling debates and the sharing of ideas on a variety of topics of interest.

The collected data showed that half of the participants favored the career opportunities. Most of the participants think that it is not an easy task to handle software for using the computer.

For Example, one participant stated:

In today's job market, most professions require at least basic computer skills. Using computer applications opens up various career opportunities and increases employability prospects. It also allows me to adapt to changing technologies and remain competitive in their respective fields (T3).

Hence, this data indicates that most jobs in today's labor market demand at least basic computer abilities. Using computer applications broadens employment options and improves employability chances. It also enables people to adapt to evolving technology and stay competitive in their areas.

The collected data showed that all the participants used the different applications and other plate forms for digital safety and security, for example, a few participants noted that:

Using computer applications includes an understanding of online safety practices, such as creating strong passwords, identifying phishing attempts, and protecting personal information, safeguarding users from cyber threats (T1). Also,

I as a computer-literate individual understand the word, PowerPoint, and Internet compulsory. I use the internet, Google, and all websites speedily and regularly update them to reduce the risk of unauthorized access (G3S2).

Hence, this data shows using computer applications entails efficiency in understanding online safety practices such as creating strong passwords, and safeguarding personal information. Participants were inquired about their use of computer applications skills to raise the chances of better career opportunities in public sector universities. The majority of the participants knew about the term basic computers stated as.

I think all students should be familiar with basic computer operations, such as turning the computer on/off, using the mouse and keyboard, navigating the desktop, and opening/closing applications (T1).

Hence, this data shows that Basic computer functions such as turning on/off the computer, internet, Microsoft Office, browsing the desktop, and using apps are required.

I realized I must be competent in using popular operating systems like Windows, use of the internet, and word processing applications including file management, system settings, and software installation (G1S1).

Hence turning on/off the computer, running applications, word processing, exploring the desktop, and skills with the internet are compulsory for every student.

I have skills in using web browsers to search for information, access websites, and understand basic internet protocols, website address and hyperlinks. I think all students got the job because they are efficient at using computer Applications, office and spreadsheets and internet because these are compulsory for every place of work (G5S3).

This data indicates that we are Knowledge of how to use online browsers to search for information, access websites, and comprehend fundamental internet protocols such as URLs and hyperlinks. The majority of the participants were about web search and Research.

It is important to understand how to use popular search engines like Google, Bing, or Yahoo effectively. This includes using keywords, using advanced search operators, and refining search queries to find specific information (T1).

Hence, this data shows the understanding of how to efficiently use prominent search engines such as Google, Bing, or Yahoo. This involves the use of keywords, sophisticated search operators, and the refinement of search queries in search engines to obtain particular information.

It develops the ability to evaluate the credibility and reliability of sources found online. This involves assessing the authority, accuracy, objectivity, and currency of information (T4).

Hence, this data indicates that developing the capacity to assess the trustworthiness and dependability of internet sources. This entails evaluating information's authority, accuracy, objectivity, and currency.

Interpreting search results to identify the most relevant and useful sources for research purposes and apps are useful for thesis writing (T5).

One pointed out the extra benefit of computer applications to check similarity indexes. *Understanding the importance of proper citation and avoiding plagiarism when using information from online sources are also very helpful (T7).*

Hence this data indicates the understanding of the significance of appropriate citation and avoiding plagiarism while utilizing the internet.

One of the most widely used presentation software; Microsoft PowerPoint offers a user-friendly interface, a vast collection of templates, and a range of features like animations, slide transitions, and multimedia integration (G5S2).

Hence, this data shows that office especially PowerPoint, one of the most popular presentation software programs, has an easy-to-use interface, a large number of templates, and a variety of features such as animations, slide transitions, and multimedia integration enable students to be quick in their job. Moreover,

Keynote provides a seamless experience for Mac users. It boasts impressive animations, 3D charts, and an array of design tools for creating visually stunning presentations. These are necessary for jobs (G5S4).

This data indicates that various software applications such as Keynote, which is only available on Apple platforms, delivers a unified experience for Mac and iOS users. Working with designing Apps is more helpful such as eye-catching animations, 3D charts, and creative options for producing visually spectacular presentations. Thus, modern Apps and tools are necessary to equip students for their work independently and efficiently.

Theme2: Transformations through computer applications Skills required at the University level

Participants were asked to talk about their viewpoints and thoughts on using computer applications. They were asked about the computer application Skills Required at Pakistani universities. Word processing and pointed out the main idea of using computer applications.

Proficiency in using word processing software like Microsoft Word or Google Docs to write essays, research papers, and reports, including formatting, citations, and references (T4).

Hence, this data show Proficiency in writing essays, research papers, and reports using word processing software such as Microsoft Word or Google Docs, including formatting, citations, and references.

Word processing software allows users to create new documents from scratch. Users can start with a blank page or choose from a variety of pre-designed templates for different document types (T5).

Hence, this data shows that the users using word processing software may generate new documents from scratch. Users can begin with a blank page or select from a library of pre-designed templates for various document kinds.

Word processors provide tools to manage page layout, including margins, page size, page orientation (portrait or landscape), and headers and footers (G5S2).

This data shows that Word processors have page layout options such as margins, page size, page orientation (portrait or landscape), and headers and footers. The majority of the participants easily grew our knowledge and other file management. These skills are helpful in office work.

This is very helpful to understand cloud storage services like Google Drive, and Dropbox for easy file access, sharing, and collaboration (G4S3).

This data indicates that Cloud storage systems provide automated file synchronization between devices, guaranteeing that the most recent version of data is available from any device.

Cloud-based file management allows users to share files and folders with others, facilitating feedback, collaboration and document review in real-time (G5S3).

Hence, this data shows that cloud-based file management allows users to manage data and files and folders with others, allowing for real-time collaboration and document review.

I know how to create strong and unique passwords for different online accounts and regularly update them to minimize the risk of unauthorized access (T8).

Hence, this data indicates that understanding the need to set strong, unique passwords for various online accounts and reduce the danger of unauthorized access

Theme 3: The use of Computer application helps in Career Readiness after COVID-19

Participants were inquired about the computer literature helps you in a career. Most of the participants easily grew their knowledge skills about computer applications and became very efficient. For Example, *using computer applications enables my students to efficiently perform tasks, manage data, and communicate with colleagues, leading to increased productivity and time management in the workplace. All my student gets the job sooner because the employer wants them to be efficient in computer skills (T1).*

Hence, this data shows that Using computer applications helps employees accomplish tasks, handle data, and communicate with coworkers more efficiently, resulting in enhanced productivity and time management in the office after COVID–19.

Other participants stated that:

Being Computer-literate, I can use productivity tools, such as task management apps and calendars, to organize and prioritize tasks, ensuring they stay on top of deadlines and responsibilities. (T5).

Hence, this data shows that Individuals who are computer proficient can utilize productivity tools such as task management applications and calendars to organize and prioritize their tasks, ensuring they meet deadlines and fulfill their duties.

Proficiency in digital communication tools like email, instant messaging, and video conferencing facilitates quick and effective communication with colleagues, clients, and team members, reducing the need for time-consuming and face-to-face meetings after COVID-19 (G5S1).

This data indicates that Proficiency with digital communication technologies like as email, instant messaging, and video conferencing allows for rapid and effective contact with colleagues, clients, and team members, minimizing the need for time-consuming in-person meetings after COVID–19. Participants were inquired about skills that can be developed in the access to information and resources. *Using computer applications allows professionals to access a vast array of information and resources online, enabling them to stay informed, conduct research, and make well-informed decisions (T3).* Hence, data shows that using computer applications enables professionals to have online access to a huge array of information and resources, allowing them to stay informed, do research, and make sound decisions.

Computer-literate *individuals can connect to the internet, accessing a wealth of information from websites, online libraries, databases, and academic journals (G5S1).* Hence, individuals who are computer literate have easy access to a wealth of information and valuable resources via the Internet and digital platforms as per the needs of the employer.

Theme 4: Difficulties in using computer applications

Participants were inquired about the limitations of using computer applications as there are disparities because students come from various social backgrounds.

This is a bit expensive and depends on electricity and this is a problem in Pakistan… (G1S2).

Moreover, *there are frauds and hacking cases, such as usernames, passwords, and financial details, by posing as a trustworthy entity through emails, messages, or fake websites (T3).*

Hence, this data shows that there are frauds, people attempt to steal sensitive information, such as usernames, passwords, and financial information. Hence, this data shows that failure to deploy timely software and operating system updates and security patches might leave vulnerabilities open for hackers to exploit.

I noticed that not all computer applications and websites are designed with accessibility features, making it challenging for students with special needs or with disabilities to fully participate (T10).

Hence, this data indicates that because not all computer apps and websites are created with accessibility features, it is difficult for people with impairments to fully engage.

It was found that the majority of teachers and students held positive views of the importance of using computer applications in developing career readiness at the university level. If they use computer applications and are efficient in the use of various apps, their chances of employability in a competitive market are great. The literature review is discussed in There is a strong positive response to using computer applications in developing career readiness, which is considered very easy for students.

Moreover, it is noted that computer applications became essential for students to engage in online classes and for professionals to effectively work from home or remotely, making it a crucial skill for career readiness. Moreover, the job market has evolved, with an increased demand for professionals with strong digital skills. Using computer applications, including proficiency in various software, collaboration tools, and digital communication, has become a prerequisite for many job roles.

Discussions

It is found that the teachers and students appreciate the value of using computer applications and relish that they can use computer applications, with skill levels ranging from basic usage to advanced (Son *et al.,* 2011). This is the argument of study if students generate computer skills, they are more ready to meet the current needs of employers. Besides preparing students for future projects, one of the main benefits of computer application and literacy is that allows them to be more involved in fast learning is similar to (Ahmady *et al.,* 2020). Using computer applications enables users to participate in online chat rooms and forums, fostering discussions and the exchange of ideas on various topics of interest. In today's job market, most professions require at least basic computer skills. Using computer applications opens up various career opportunities and increases employability prospects.

Teleworking and virtual team research have a long history in AI literature. Topics include the type of "distance", be it in terms of time, space, or culture, but also the psychological needs of employees, the technological and design support for this type of work, and much more. These studies are important for the post-pandemic period (Adeniran, 2018). Familiarity with basic computer operations, such as turning the computer on/off, using the mouse and keyboard, navigating the desktop, and opening/closing applications. Competence in using popular operating systems like Windows, and Office work file management, system settings, and software installation. In remote work settings, those with stronger computer application skills may have a competitive advantage over others. Overreliance on online platforms for networking and professional development may limit students' exposure to diverse networking opportunities, digital world commutations, latest Apps and real-world experiences (Admiraal *et al*., 2016).

However, the demand for higher education exceeds the available resources of the official universities and colleges that award degrees. Online learning is extremely beneficial as it allows you to study comfortably regardless of time and geographic constraints. In recent years, developing countries have embraced affordable and innovative ways of providing education to students. Given the importance of e-learning, higher education institutions have developed this latest educational trend in developing countries is similar to (Kothari, 2004). In the current era, everyone needs to adopt the ability to work with spreadsheets (e.g., Microsoft Excel) to enter data, create charts, graphs, tables, and analyze information and interpret the findings which is not easy manually.

Moreover, understanding how to use popular search engines like Google, Bing, or Yahoo effectively is emerge need of time. This includes using keywords, using advanced search operators, and refining search queries to find specific information. Such a low literacy rate in rural areas results from the lack of educational institutions, qualified teachers, and ignorance of the importance of education in improving the economic situation of the country's population. Furthermore, access to higher education is one of the most pressing and enduring challenges in human capital building and the transition to a knowledge-based economy is similar (Admiraal *et al*., 2016). Hence, the use of computer applications aids students in creating digital portfolios showcasing their academic achievements, projects, and skills, which are increasingly valued by employers during the hiring process in the current market according to the demands of latest technology

Additionally, there are some significant disparities in the views of male and female students about using computer applications in developing career readiness. Females are more passionate about

learning new technology is likewise to (Adeniran *et al*., 2017). In comparison to males, females appear to be more supportive of using computer applications in developing career readiness. Compared to female students, the majority of male students think they need to be more independent in using computer applications in developing careers. Using computer applications is useful for studying, accessing diverse knowledge, and producing tasks for the majority of male students are less likely to do other findings (Soomro *et al*., 2018; Habib, 2021). Thus, female students and teachers are fond of using computer applications to facilitate data analysis using tools like spreadsheets and data visualization software than the male students and teachers. This helps them in enhancing students' ability to make data-driven decisions and independent in their future careers.

However, this study was primarily focused on the effectiveness of using computer applications in preparing for a career in a competent market. Participants are aware of the possibilities of career development by using computer applications, in particular being able to assess their progress and identify future learning requirements. However, it is not sure about how to computer skills, but training is required. Nevertheless, this technology has great potential in terms of flexibility, security, and cost. Most students report difficulty due to a lack of experience with modern equipment such as laptops, gadgets, and iPads. Conclusively, using computer applications makes students competent therefore is essential to getting a new job for graduates of every discipline

Conclusions and Recommendations

The role and importance of using computer applications in developing career readiness at the university level have been significantly amplified after COVID-19. The pandemic accelerated the adoption of remote learning and, the use of computer Apps, making using computer applications a fundamental skill for students. All the participants endorsed that using computer applications offers numerous benefits, but it also presents challenges, including technological disparities, digital fatigue, and potential privacy concerns. They can quickly transition between in-person and virtual work environments, and remain productive in diverse settings. However, with the right approach, these challenges can be moderated. It has been found that using computer applications can continue to play a pivotal role in preparing students for successful careers in the post-pandemic era. Using computer applications equips students with the skills and knowledge to effectively use digital tools, software applications, and online platforms for various tasks, including remote learning, data analysis, and communication. As the world continues to change rapidly, graduates who are computer literate demonstrate a higher level of resilience in overcoming challenges and uncertainties.

Though lack of resources and time are the main constrained, universities should strive to bridge the digital divide by ensuring inclusive access to technology and reliable internet connections for all students, regardless of their socioeconomic backgrounds. All students do not have equal access to computers and reliable internet connections, leading to technological disparities. Thus, computer applications are beneficial in students efficient to getting a job though limited access may bring them challenges in accessing career development resources. It is recommended that universities should maintain a balanced emphasis on developing more courses on computer skills, to create well-rounded professionals.

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