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The Impact of Digital Literacy on Job-Seeking Behavior of African International Students

Maseray Bah

School of Economic and Management, Hubei University of Technology, Wuhan, China
Email: seraymariamabah@gmail.com

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Abstract

In an increasingly digitalized global labor market, digital literacy has emerged as a critical determinant of employability, particularly among university graduates. This study explores the impact of digital literacy on the job-seeking behavior of African international students, a demographic that often faces unique academic, cultural, and economic challenges while studying abroad. With growing numbers of African students enrolled in universities across Asia, Europe, and North America, their transition from education to employment is increasingly influenced by their ability to navigate digital platforms and tools essential for job searching. This research investigates the relationship between digital competencies—such as online job search skills, professional networking, digital content creation, and use of job-matching technologies—and the job-seeking strategies employed by African international students. Drawing on data collected from a survey of 150 African students enrolled in postgraduate programs in China, the study also incorporates qualitative interviews to gain deeper insights into personal experiences, perceived barriers, and strategies used in digital job markets. The findings indicate that while most students possess basic digital skills, significant gaps remain in critical areas such as personal branding, online networking (e.g., LinkedIn), and algorithm-based job platform navigation. These deficiencies limit their ability to compete effectively with local students and peers from other regions. Additionally, the results highlight how institutional support, language proficiency, and prior digital exposure in home countries mediate the effectiveness of digital job-seeking efforts. This study contributes to the growing body of literature on global employability and digital transformation in higher education by focusing on an underrepresented group. It offers practical recommendations for universities, policymakers, and career development services to design inclusive, targeted interventions aimed at improving digital literacy and employability outcomes for African international students. By addressing these gaps, host institutions can play a pivotal role in promoting equitable career opportunities and enhancing the global

talent pipeline.

Subject Areas

Human Resource Management, Sociology

Keywords

Digital Literacy, Job, Seeking Behavior, African International Students, Employability, Higher Education

1. Introduction

In today's globalized and technology-driven job market, digital literacy has become a fundamental skill set that directly influences employability and career progression. For international students, particularly those from developing regions such as Africa, navigating the transition from academic life to professional employment in a foreign country is increasingly mediated by digital tools and platforms. From job search engines and online application portals to professional networking sites like LinkedIn and portfolio-building tools, the ability to effectively engage with digital technologies is no longer optional, but essential.

African international students represent a rapidly growing population in higher education institutions across the world, especially in countries such as China, the United States, the United Kingdom, and Canada. These students often face a unique intersection of challenges, including adapting to new academic systems, overcoming language barriers, and integrating into unfamiliar social and cultural environments. Among these challenges, one that is frequently overlooked—but critically important—is their level of digital literacy and its influence on their ability to compete in host-country labor markets.

Digital literacy extends beyond basic computer use; it encompasses a broad spectrum of competencies, including information retrieval, digital communication, online collaboration, content creation, digital identity management, and understanding digital ethics. For students navigating job-seeking processes in unfamiliar contexts, these skills play a pivotal role in how they search for opportunities, present their qualifications, build professional networks, and respond to the evolving demands of employers who increasingly rely on algorithmic systems to screen candidates.

Despite its importance, there is a noticeable gap in the academic literature examining the specific relationship between digital literacy and job-seeking behavior among African international students. Most existing research tends to generalize international student experiences or focuses primarily on linguistic, academic, or psychological adaptation. Little attention has been paid to how digital competencies—or the lack thereof—affect African students' employment trajectories post-graduation.

This study seeks to fill that gap by exploring how digital literacy shapes the job-seeking behavior of African international students. Specifically, it investigates the types of digital skills these students possess, how they apply them in job-search activities, the platforms and tools they rely on, and the barriers they encounter in digital employment environments. The study also examines the role of host institutions in supporting the development of these skills and considers how pre-arrival digital education in students' home countries impacts their adaptability.

The primary objectives of this research are to:

- Assess the level of digital literacy among African international students;
- Analyze how digital skills influence their job-search strategies and outcomes;
- Identify systemic and individual barriers to digital engagement in job markets;
- Provide recommendations for enhancing digital employability through policy and institutional support.

By addressing these objectives, the study contributes to a broader understanding of global employability, international student integration, and the evolving role of digital competency in higher education and labor markets. The findings are expected to have practical implications for universities, career services, and policymakers seeking to support the professional success of international students in increasingly competitive and digital job environments.

2. Literature Review

2.1. Understanding Digital Literacy in the 21st Century

Digital literacy is increasingly recognized as a core life and employability skill in the 21st century. It encompasses more than basic computer use, extending to critical skills such as digital communication, content creation, cybersecurity awareness, and the ethical use of digital platforms. Eshet-Alkalai categorizes digital literacy into various domains, including photo-visual literacy, information literacy, and socio-emotional digital literacy. The European Commission's Digital Competence Framework (DigComp) has been widely used to assess these competencies and guide educational curricula aimed at enhancing digital skills across diverse populations.

In professional contexts, digital literacy includes capabilities such as creating resumes and portfolios online, engaging in digital interviews, using artificial intelligence-enhanced job platforms, and participating in professional networks like LinkedIn. These skills are essential not only for tech-specific jobs but across almost every industry.

2.2. African International Students in Global Higher Education

African international students have become a growing demographic in the global education landscape, particularly in countries such as China, Germany, Türkiye, the United States, and the United Kingdom. According to UNESCO, African students face distinct challenges that are both systemic and situational, such as limited funding, racial and cultural biases, immigration hurdles, and unfamiliar academic

systems.

Many African students come from regions with historically limited access to digital infrastructure. This gap can create a disconnect between the technological expectations of host countries and the digital readiness of incoming students. Studies by Maringe and Ojo suggest that while African students often exhibit strong motivation and adaptability, their digital confidence and proficiency may lag behind those of their peers from more digitally developed nations.

2.3. Job-Seeking Behavior in the Digital Era

Modern job-seeking behavior is deeply intertwined with digital tools and technologies. Candidates are expected to utilize online job portals, develop professional digital identities, engage in virtual networking, and manage algorithmic screenings through applicant tracking systems (ATSs). Digital literacy enhances a job seeker's ability to explore a wider range of opportunities, tailor applications, and respond promptly to digital job postings.

Job seekers lacking these competencies are often excluded from competitive opportunities, not because of their professional qualifications, but because they cannot effectively present themselves in digital environments. The pressure to adapt to such digital norms can be particularly daunting for international students unfamiliar with local expectations and systems.

2.4. The Digital Divide and Its Implications for African Students

The term digital divide refers to disparities in access to digital tools, the internet, and the knowledge necessary to utilize them effectively. For many African international students, this divide begins in their home countries, where educational systems may lack adequate technological integration. According to the International Telecommunication Union [1], Sub-Saharan Africa has some of the lowest internet penetration and digital training rates globally.

When African students arrive in technologically advanced educational environments, the sudden expectation to operate confidently in digital systems for academic and professional purposes can lead to significant stress and underperformance. This digital disadvantage not only affects academic success but also impairs career readiness and employability.

2.5. Institutional Support and Career Services

Universities play a critical role in bridging the digital literacy gap for international students. Career development centers, digital workshops, peer mentoring, and online resource hubs can significantly enhance students' job-seeking skills. However, studies show that many African international students do not fully utilize these services due to lack of awareness, cultural barriers, or language limitations [2].

Moreover, not all career services are tailored to meet the unique needs of African students. Programs may focus on general international student populations, overlooking the specific digital deficits or socio-cultural nuances that African students

encounter. Thus, there is a pressing need for more culturally responsive and digitally inclusive career support services in host institutions.

2.6. Cultural Dimensions of Digital Engagement

Digital engagement is not a culturally neutral activity. Students from different regions may approach technology, self-promotion, and digital networking in culturally distinct ways. For example, while Western norms encourage assertive self-branding on platforms like LinkedIn, many African students may find this behavior culturally unfamiliar or uncomfortable [3].

Additionally, concepts of professionalism, digital etiquette, and privacy expectations vary across cultures, influencing how African international students interact with digital job platforms. Misunderstanding these norms can lead to underperformance in online interviews or poor use of professional networking tools, further affecting job-seeking outcomes.

2.7. The Role of Pre-Departure Digital Education

Students' digital preparedness is often shaped before they ever arrive in their host country. Unfortunately, many African secondary and tertiary institutions do not integrate advanced digital training into their curricula, leaving students to develop such skills independently. As emphasized by Gakuru and Waema, digital readiness is uneven across African nations and often correlates with national investments in ICT infrastructure.

This pre-arrival digital exposure—or lack thereof—has significant implications for how African students navigate university systems and career preparation tools abroad. Those with little prior experience often face a steeper learning curve, affecting their self-efficacy and motivation in the job market.

2.8. Gender and Digital Literacy among African International Students

Gender plays a significant role in shaping digital literacy outcomes. Female African international students may face dual challenges of gender-based digital exclusion from their home contexts and systemic biases in host countries. Studies have shown that in many African regions, women have less access to digital tools, fewer opportunities for technical training, and lower confidence in using technology [4].

When studying abroad, these patterns may persist, leading to lower participation in digital job-seeking platforms and reduced visibility in professional online spaces. Understanding how gender intersects with digital access is critical for creating equitable support strategies within universities and job-preparation programs.

2.9. Summary and Research Gaps

While the current literature offers valuable insights into digital literacy and employability, significant gaps remain—particularly regarding African international students as a distinct subgroup. Most existing studies aggregate international student

populations or focus on Asian or European cohorts, leaving African students underrepresented in both academic inquiry and institutional policy.

Key gaps identified include:

- A lack of empirical data on the digital job-seeking behaviors of African students.
- Limited understanding of how cultural identity shapes digital engagement.
- Insufficient analysis of the role of universities in addressing digital inequities.
- Overlooked gender disparities in digital skill acquisition and application.

This study seeks to address these gaps by exploring the lived experiences of African international students in navigating digital platforms for employment, the institutional support available to them, and the individual strategies they adopt to overcome digital challenges. In doing so, it contributes to more inclusive and globally representative discussions around digital literacy and international student employability.

3. Methodology

3.1. Research Design

This study adopts a mixed-methods research design to examine the impact of digital literacy on job-seeking behavior among African international students. A mixed-methods approach is particularly suited for exploring complex social phenomena, as it integrates the statistical generalizability of quantitative methods with the contextual richness of qualitative inquiry [5]. Digital literacy and job search behavior are influenced by both measurable skills and personal experiences, necessitating a combination of data sources [6].

3.2. Research Objectives and Questions

The main objectives of this study are to:

1) Assess the digital literacy levels of African international students;

2) Examine how digital skills influence their job-seeking strategies;

3) Identify challenges they face in digital job searches;

4) Evaluate the support provided by host institutions to enhance digital employability.

These objectives frame the following research questions, consistent with scholarly recommendations for applied social research [7]:

- What are the digital literacy profiles of African international students?
- How does digital literacy affect their job-seeking behavior?
- What challenges do they encounter in using digital platforms for employment purposes?
- How effective are host institutions in supporting their digital and career readiness?

3.3. Study Population and Sampling

The target population comprises African international students enrolled in postgraduate programs in China. China has become a significant destination for African

students in recent years, with enrollment growing rapidly [8]. These students navigate a unique context shaped by language, digital adaptation, and unfamiliar job-market structures.

A stratified purposive sampling method was employed to ensure representation across gender, field of study, nationality, and level of study, which is in line with best practices for qualitative-rich sampling in applied research [9]. The study includes 150 survey participants and 15 interview participants, chosen based on variation in their digital experiences.

3.4. Data Collection Methods

3.4.1. Quantitative Data Collection (Survey)

A structured online questionnaire was used to collect quantitative data. The survey was distributed through WeChat groups and university mailing lists—platforms commonly used by African international students in China [10]. The questionnaire included four key sections:

- Demographics: Gender, age, academic program, home country;
- Digital literacy: Assessed using items adapted from the DigComp 2.1 framework [11];
- Job-seeking behavior: Based on indicators from Nikolaou's job search behavior model;
- Digital barriers: Including access, confidence, and institutional support [7].

A 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) was used for standardized response measurement.

3.4.2. Qualitative Data Collection (Interviews)

Semi-structured interviews were conducted with 15 students selected from the survey pool. This approach allows for deep exploration of personal experiences, motivations, and contextual barriers. Interviews were conducted in English via Zoom or in-person (depending on the student's preference) and lasted 30 - 45 minutes.

Interview questions addressed:

- Pre-arrival digital preparedness;
- Platforms and tools used in job searches;
- Experience with university career services;
- Cultural perceptions of digital job-seeking [3].

All interviews were audio-recorded with consent, transcribed, and anonymized.

3.5. Data Analysis

3.5.1. Quantitative Analysis

Quantitative data were analyzed using SPSS version 26. Descriptive statistics (means, standard deviations, frequencies) summarized the digital literacy and job-seeking behavior data. Inferential techniques, including Pearson correlation and multiple regression analysis, were used to explore associations between digital skills and job-seeking outcomes. This statistical approach mirrors prior research linking digital

competence to employability.

3.5.2. Qualitative Analysis

Interview transcripts were analyzed using thematic analysis following Braun and Clarke's six-phase model. This method facilitates the identification of themes based on patterns across data without requiring adherence to a pre-existing theory. Coding was aided by NVivo 12 software to manage data and visualize thematic relationships.

Emergent themes included: digital self-confidence, platform navigation issues, university-level support, and cultural influences on online job engagement.

3.6. Validity and Reliability

To ensure content and construct validity, the survey instrument was pre-tested with 10 African international students and reviewed by two experts in digital literacy and international education. Feedback was incorporated to enhance clarity and cultural sensitivity.

Reliability was tested using Cronbach's alpha, with values of 0.82 for the digital literacy items and 0.78 for the job-seeking behavior scale—both exceeding the 0.70 threshold for internal consistency.

For qualitative validity, methodological triangulation was used, comparing survey and interview results to verify consistency across data sources.

3.7. Ethical Considerations

The study received formal approval from the university's Institutional Review Board. All participants provided informed consent after being briefed on the study's purpose, procedures, and voluntary nature, which was in line with the Declaration of Helsinki. Participants were assured of confidentiality, and pseudonyms were used in reporting results.

Data were securely stored and encrypted on a password-protected device, adhering to ethical guidelines on research involving human subjects.

3.8. Limitations of the Methodology

This study has several limitations. First, the sample is limited to African international students in China, which may affect the generalizability of findings to other regions. Second, the reliance on self-reported data in surveys introduces a risk of social desirability bias. Third, although interviews were conducted in English, some participants may have been restricted by limited language proficiency, potentially affecting the richness of qualitative data.

Future research could employ longitudinal or comparative cross-national studies to explore the evolution of digital literacy over time and across cultural contexts.

4. Results

This section presents the findings from the quantitative survey (n = 150) and

qualitative interviews (n = 15) with African international postgraduate students in China. The data are organized around the key research questions: digital literacy profiles, job-seeking behaviors, perceived challenges, and institutional support.

4.1. Demographic Profile of Participants

Among the 150 survey respondents, 60% were male and 40% female, representing 12 African countries, with the majority from Nigeria (28%), Kenya (16%), Ghana (12%), Cameroon (10%), and Ethiopia (9%). The average age was 24.7 years, and most were enrolled in master's programs (78%) across engineering, business, and social sciences. A total of 15 interviewees were purposefully selected to reflect this demographic distribution.

4.2. Digital Literacy Level

Survey responses revealed moderate overall digital literacy across participants. Based on the DigComp 2.1 scale [11], the mean score for general digital literacy was 3.4 out of 5.

Key strengths:

- Basic IT operations (e.g., using Word, Excel): 4.1;
- Searching for online information: 3.8;
- Using email and job platforms (e.g., 51job, LinkedIn): 3.6.

Weak areas:

- Digital content creation (e.g., e-portfolios, personal websites): 2.9;
- Online self-branding: 2.7;
- Cybersecurity awareness: 2.5.

A regression analysis showed a positive and significant relationship between digital literacy scores and self-reported confidence in applying for jobs online ($\beta = 0.42$, $p < 0.001$).

4.3. Job-Seeking Behavior

Respondents reported varying levels of engagement with digital job-seeking tools:

- LinkedIn usage: 68% had accounts, but only 34% actively used the platform for networking.
- Chinese platforms (e.g., 51job, Boss Zhipin): 53% had tried them, though 66% faced language barriers.
- Digital CV/resume preparation: 74% had used online templates or design tools (e.g., Canva, Zety).
- University career portals: Only 29% had used them, citing lack of promotion or relevance.

Frequency of digital job search activity was positively correlated with digital literacy levels ($r = 0.51$, $p < 0.01$), consistent with findings by Nikolaou.

4.4. Challenges in Digital Job Searching

Participants reported several barriers affecting their ability to use digital tools

effectively:

Challenge % Reporting;

Lack of knowledge of local platforms: 72%;

Language barriers (Mandarin): 66%;

Limited digital self-confidence: 58%;

Poor access to career guidance in English: 47%;

Cultural discomfort with self-promotion: 39%.

These findings are consistent with Selwyn's (2004) [7] theory of digital exclusion, especially among marginalized or transitional populations.

In interviews, students often expressed frustration:

"Back home, I never had to make a CV online or network with strangers. Here, everything is digital and in Chinese—it's overwhelming sometimes." (Interviewee 3, Male, Kenya)

4.5. Institutional Support and Gaps

Only 36% of respondents indicated that their university had offered digital skills training relevant to employability. Career centers were perceived as underutilized and not well-adapted to international students.

Common critiques included:

- Workshops offered only in Mandarin;
- Focus on local labor markets;
- Lack of international alumni networks.

Nonetheless, 41% of students reported improved digital confidence since arriving in China, attributing this growth to peer support and self-directed learning (YouTube tutorials, online courses, etc.).

"My roommate taught me how to use LinkedIn. The university didn't help, but we help each other." (Interviewee 11, Female, Ghana)

4.6. Summary of Key Findings

- Most students possess basic digital skills, but lack advanced competencies needed for digital employability (e.g., online branding, platform optimization).
- Digital literacy positively correlates with active job-seeking behavior, supporting past research.
- Language, cultural unfamiliarity, and limited institutional support were major barriers.
- Informal peer support and self-learning strategies were crucial in building digital confidence.

5. Discussion

This section interprets the findings presented in Section 4 within the context of existing literature and the research questions that guided this study. The discussion is organized around four core themes: 1) the role of digital literacy in shaping

job-seeking behavior, 2) challenges in digital job engagement, 3) the influence of institutional support, and 4) cultural and contextual dynamics.

5.1. Digital Literacy as a Driver of Employability

The results affirm the critical role of digital literacy in enhancing employability among African international students. The observed positive correlation between digital literacy levels and job-seeking confidence ($r = 0.51$, $p < 0.01$) supports existing research asserting that digital competence is a foundational employability skill. Participants with higher digital literacy scores were significantly more active and diverse in their job search strategies, utilizing LinkedIn, online CV tools, and various job-matching platforms.

This finding is consistent with Nikolaou, who emphasized that job seekers with advanced digital skills demonstrate more effective search behaviors and enjoy greater success in competitive labor markets. It also aligns with DigComp 2.1's [11] framework, which outlines how digital skills are not only technical but also include creative and problem-solving abilities necessary for navigating modern employment environments.

5.2. Barriers to Digital Job-Seeking among African Students

Despite moderate to strong digital proficiency in basic areas (e.g., office applications, web browsing), the findings highlight significant gaps in advanced digital competencies, such as content creation, digital branding, and platform-specific navigation. These gaps mirror the digital divide described by Selwyn (2004) [7], where inequalities in access and training create long-term disadvantages even in digitally connected environments.

Notably, more than 60% of participants reported difficulty using Chinese job platforms due to language barriers and unfamiliar interface designs. This confirms earlier findings by Maringe and Ojo that African international students face a triple adaptation challenge: academic, cultural, and technological. While these students may be digitally literate within their home contexts, their skills may not easily translate to new labor market ecosystems—particularly those embedded in foreign languages and unfamiliar recruitment cultures.

Further, interview data revealed that many students were unaware of how to use professional platforms such as LinkedIn effectively, often viewing them as "foreign" or "irrelevant." This points to a lack of contextual digital education, where digital literacy programs in host universities fail to bridge the gap between general tech use and employment-focused digital engagement.

5.3. The Role of Institutional Support (and Its Shortcomings)

The findings clearly demonstrate that institutional support is insufficient for the digital employability needs of African international students. Only 36% of survey respondents indicated receiving any digital job-preparation assistance from their universities. This aligns with research by Arthur and Flynn, who note that many

universities still operate with a one-size-fits-all approach to career services, failing to consider the distinct challenges faced by international students—especially those from the Global South.

Workshops were reported as being offered predominantly in Mandarin and tailored more toward domestic labor markets, with little regard for the global or transnational job aspirations of African students. This institutional oversight not only limits digital engagement but also affects students' confidence and integration into the professional landscape of the host country.

A notable positive finding was the emergence of peer-led digital learning networks, where African students taught one another how to use tools such as LinkedIn, resume builders, and email etiquette. This informal knowledge sharing is in line with Adepoju and Ogunsola (2020) [1], who emphasized the cultural significance of collective learning within African student communities abroad.

5.4. Cultural and Contextual Dimensions of Digital Engagement

The data also highlight the cultural dimension of digital job engagement, a theme often underexplored in mainstream employability research. Many participants described discomfort with online self-promotion, particularly on platforms that emphasize personal branding and assertiveness (e.g., LinkedIn). This supports the argument made by Adepoju and Ogunsola that digital professionalism is culturally situated and not always aligned with the communicative norms of African students.

Moreover, differences in pre-departure digital exposure influenced how easily students adapted to foreign digital systems. Those with prior training or experience using international platforms transitioned more smoothly into online job markets, while those from rural or under-resourced educational systems struggled significantly more.

The intersectionality of gender and digital exclusion also emerged, as several female students reported both less confidence and fewer opportunities to develop digital job-seeking skills. This supports Gillwald, who found that digital exclusion in many African contexts is gendered, with structural and social factors limiting women's access to ICT training.

5.5. Summary and Theoretical Implications

Overall, the findings of this study reinforce the view that digital literacy is a multidimensional construct, deeply embedded in social, institutional, and cultural contexts. While digital proficiency facilitates more proactive job-seeking behavior, it cannot be separated from the structural and contextual factors that shape students' opportunities to develop and apply such skills.

The study contributes to theoretical discourse by:

- Expanding the concept of digital literacy beyond technical ability to include contextual usability in foreign job markets.
- Demonstrating the social construction of employability, where culture, access,

language, and peer networks all mediate the effectiveness of digital tools.

- Challenging the universality of Western-centric digital engagement models by introducing African perspectives on adaptation, self-presentation, and community-driven learning.

6. Conclusions and Recommendations

6.1. Conclusions

This study investigated the impact of digital literacy on the job-seeking behavior of African international students in China, combining quantitative and qualitative methods to provide a comprehensive analysis. The findings confirm that digital literacy is a critical enabler of employability, empowering students to engage confidently and effectively with online job search tools and platforms. However, this potential is often hindered by a combination of structural, linguistic, cultural, and institutional barriers.

While most participants demonstrate competence in basic digital operations, significant gaps remain in more advanced employability-oriented digital skills, particularly in online branding, content creation, and platform-specific job navigation. These limitations were further compounded by language barriers, lack of localized training, and limited institutional support.

The study also revealed the adaptive strategies employed by students, particularly the use of peer networks and self-directed learning to compensate for institutional shortcomings. These findings underscore the importance of contextualizing digital literacy within the lived experiences of international students, recognizing that digital engagement is shaped not only by technical capacity but also by cultural, educational, and social capital.

Overall, this research adds to the growing literature on global graduate employability by centering the voices of African international students—a group often underrepresented in mainstream digital education and workforce development studies.

6.2. Recommendations

Based on the study's findings, several practical and policy-oriented recommendations are proposed for stakeholders in higher education, career services, and international student support.

1) *Tailored Digital Literacy Programs*

Universities hosting international students should design and implement targeted digital literacy workshops focused on employability skills, such as:

- Creating digital CVs and portfolios;
- Navigating platforms like LinkedIn and local job sites;
- Developing online personal brands;
- Recognizing phishing, scams, and cybersecurity threats.

These programs should be offered in English, culturally inclusive, and reflect the technological realities of both local and international labor markets.

2) *Multilingual Career Support*

Career centers should adapt their services linguistically and culturally, offering multilingual resources (especially in English and French) and hiring culturally competent staff who understand the unique challenges faced by African students.

3) *Integration of Peer Mentorship Models*

Institutions should formalize peer-led digital mentoring programs, pairing newly arrived international students with digitally experienced peers. This not only bridges digital gaps but also fosters inclusion, support, and intercultural exchange.

4) *Strengthen Collaboration with Employers and Platform*

Universities should collaborate with global employers and job platforms to provide training and live demonstrations tailored to international job seekers. Partnerships with organizations like LinkedIn Learning or local HR firms could facilitate student access to real-world digital job-seeking skills.

5) *Pre-Arrival Digital Orientation*

Sending countries and scholarship bodies (e.g., African Union, national ministries) should incorporate digital literacy training into their pre-departure orientation programs, ensuring that students arrive with a foundation in global job-search technologies.

6) *Further Research*

Future studies should:

- Expand the geographic scope beyond China to compare cross-cultural digital employability patterns;
- Explore gendered dimensions of digital exclusion in greater detail;
- Conduct longitudinal research to trace the evolution of digital literacy and employment outcomes over time.

6.3. Final Thought

Digital literacy is no longer an optional asset—it is a fundamental requirement for navigating global job markets. For African international students, the ability to engage digitally is not only a technical skill but a gateway to agency, opportunity, and career development. Ensuring equitable access to digital employability resources is thus both a matter of inclusion and a strategic imperative for higher education institutions worldwide.

Conflicts of Interest

The author declares no conflicts of interest.

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