

Influence of Digital Entrepreneurial Skill Training on the Employability of Business Education Students for 21st Century Economy in Universities in Delta State, Nigeria

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Abstract

This study examined the extent to which Business Education students are trained in digital entrepreneurial skills relevant to the 21st-century industrial economy in South-South Nigeria. A descriptive survey research design was adopted. Three research questions guided the study, and three hypotheses were tested at a 0.05 level of significance. The population consisted of 107 final-year (2024/2025 academic session) Business Education students from public universities in Delta State offering Business Education programmes. The entire population was used since the size was manageable, making the study a census. Data were collected through a structured questionnaire based on a four-point Likert scale. The instrument's validity was confirmed by three experts, while reliability was established through a test-retest procedure using the Pearson Product Moment Correlation method, yielding a coefficient of 0.73. Mean and standard deviation were employed to address the research questions, while the null hypotheses were tested with an independent sample t-test at a 0.05 significance level. Findings revealed that the exposure of Business Education students to digital entrepreneurial skills training and its influence on their readiness for participation in the 21st-century economy remain low. Based on these findings, it was recommended that Business Education lecturers in universities should intensify efforts to equip students with practical digital entrepreneurial competencies, such as digital marketing, content creation, data analytics, and social media management—to enhance their employability in the 21st-century workforce.

Keywords: Digital, Entrepreneurial Skills, Business Education, Training, 21st Century, Economy

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INTRODUCTION

The persistently high rate of graduate unemployment in Nigeria has generated widespread concern and motivated stakeholders to re-evaluate how education can prepare young people better for gainful employment. This challenge prompted the integration of entrepreneurship education into tertiary institutions across the country. Today, entrepreneurship is widely acknowledged as a cornerstone of national economic development and a driver of job creation in the modern economy. It involves recognizing, creating, and exploiting opportunities to generate economic or social value—often through innovation and resourcefulness. According to Shane (2018), entrepreneurship is the process of identifying and utilizing opportunities to create value through creativity and risk-taking. It stimulates economic growth, fosters innovation, and contributes significantly to job creation, ranging from small enterprises to large corporations. Hisrich and Peters (2020) defined entrepreneurship as the act of establishing and managing new ventures to create value by leveraging innovative ideas and effective management practices.

Entrepreneurship plays a critical role in industrialization and national development, particularly in developing economies. Entrepreneurial initiatives foster employment,

innovation, and competition, ultimately benefiting consumers and stimulating broader economic activity. Gartner (2021) described entrepreneurship as the pursuit of opportunities regardless of currently available resources, often yielding groundbreaking solutions and new enterprises. Shannon (2023) emphasized that entrepreneurship directly generates employment by creating new jobs and indirectly through increased demand for goods and services in related industries such as manufacturing and logistics. Entrepreneurs, therefore, serve as catalysts of change by recognizing and exploiting opportunities through creativity and innovation (Okute, 2020). The essence of entrepreneurship lies in generating new value that contributes to societal progress through creative and innovative actions.

In recent years, entrepreneurial activity has increasingly evolved within digital spaces, requiring a new range of competencies known as digital entrepreneurial skills. These skills have become indispensable in the global economy, as technology now drives virtually every aspect of business operations. Digital entrepreneurial skills include competencies such as digital marketing, e-commerce, data analytics, and social media management—all essential for competitiveness in the contemporary business landscape. Mastery of these skills enables aspiring entrepreneurs not only to launch but also to sustain successful ventures. Thus, equipping Business Education students with digital entrepreneurial competencies is vital for their participation in the emerging digital industrial economy.

Training in these skills, prepares students to effectively navigate and leverage digital tools and platforms. Digital competencies are vital for improving productivity, innovation, and competitiveness. Digital marketing, for example, is a fundamental skill encompassing online advertising channels such as search engine optimization (SEO), pay-per-click (PPC), email marketing, and social media promotion. Chaffey and Ellis-Chadwick (2019) noted that students should be trained to design digital marketing strategies, analyze performance data, and adjust campaigns to reach specific audiences effectively. Kotler and Keller (2016) observed that digital marketing enables businesses to reach global audiences efficiently and economically.

E-commerce training introduces students to online business management, covering key aspects such as setting up virtual stores, integrating payment systems, managing inventory, and handling logistics (Laudon & Traver, 2021). Likewise, understanding business models like drop-shipping and subscription services has become crucial in the modern marketplace. In today's data-driven economy, proficiency in data analytics empowers future entrepreneurs to make evidence-based decisions. Through training in analytics tools—such as Google Analytics and Microsoft Power BI—students can derive insights into consumer behaviour and market trends (Davenport & Harris, 2017).

Similarly, financial technology (FinTech) is transforming Nigeria's financial system, providing innovative payment and funding solutions. Therefore, training students in FinTech applications enhances their employability and entrepreneurial readiness. With the Central Bank of Nigeria's Cashless Policy and the rise of mobile money platforms, digital finance literacy has become indispensable. Cybersecurity knowledge is equally essential, as students must understand how to protect digital assets from breaches and threats (Andress, 2019). Exposure to emerging technologies, such as artificial intelligence, blockchain, and the Internet of Things further prepares students to create technology-driven business solutions (Brynjolfsson & McAfee, 2014).

Successful implementation of digital entrepreneurship training requires integrating these components into the Business Education curriculum. This integration may take the form of industry collaborations, workshops, and project-based learning. According to Kuratko (2016),

seminars and workshops with industry experts provide valuable experiential learning. Kolb (2014) emphasized that project-based learning allows students to apply theoretical concepts to real-world business scenarios, while Morris et al. (2015) suggested that partnerships with technology-driven enterprises provide mentorship and practical exposure.

Business Education is widely regarded as a vital component of educational delivery through which entrepreneurial skills and competencies can be developed. It represents a field of study concerned with imparting the knowledge, skills, and practices essential to effective participation in the business world. According to Egajivwie (2024), Business Education forms a crucial aspect of vocational and technical learning designed to produce graduates who are competent in both technical and interpersonal abilities. The discipline encompasses various components that mirror the diverse sectors within the business industry. Consequently, the structure and focus of Business Education curricula differ across countries and institutions, reflecting variations in economic needs and educational priorities. Career development remains a central focus of Business Education, as it exposes learners to a broad range of courses aimed at equipping them with the knowledge and practical competencies required for entrepreneurial and managerial success. As Akeke et al. (2022) observed, Business Education plays an indispensable role in preparing individuals for business-related careers, particularly those involving the creation, management, and growth of enterprises.

Digital entrepreneurial competencies among Business Education students play a vital role in advancing economic development by enhancing innovation and productivity across sectors. These competencies are primarily cultivated through entrepreneurship education, which provides learners with functional knowledge and skills for self-employment and economic independence. Entrepreneurship education is designed to curb rural–urban migration and to equip individuals with practical abilities that foster creativity, innovation, and the identification of viable business opportunities (Akeke & Eyo, 2018). Through Business Education, students acquire essential entrepreneurial and managerial competencies such as creativity, innovation, strategic planning, marketing, accounting, and decision-making which are indispensable skills for success in both self-employment and organizational settings. The inclusion of digital entrepreneurial skills within Business Education programmes has, therefore, become imperative in preparing students for the realities of a technology-driven global economy. Although challenges persist in effectively embedding digital entrepreneurship in academic curricula, its potential impact on students is profound, as it enhances their entrepreneurial orientation, adaptability, and market responsiveness. Consequently, continuous innovation in teaching practices and the integration of evolving digital tools are essential for empowering future entrepreneurs with the competencies needed to thrive in the 21st-century industrial landscape

Although the integration of digital entrepreneurial competencies into Business Education programmes provides vast opportunities for innovation and skill enhancement, it also introduces notable challenges for educators and institutions. These challenges arise from the ever-evolving nature of digital technologies, the rapid pace of technological advancement, and the constant need to update curricula and instructional practices. The process of embedding emerging technologies into teaching and learning has frequently been hindered by structural and contextual limitations. Otamiri and Odu (2022) highlighted several persistent issues affecting the management of Nigerian education in the digital era, including inadequate government policies, low technological advancement, uncertainty about the nation’s readiness for educational digitalization, and widespread illiteracy—both general and computer-related. In a similar vein, Ertmer et al. (2015) identified obstacles such as the digital divide, poor

technological infrastructure, and educators' resistance to change as key factors impeding the effective use of Information Communication Technology in Business Education. . López-Nicolás and Meroño-Cerdán (2011) posited that Business education students often enter the entrepreneurial space with limited experiences in digital tools and strategies, which poses a significant challenge for their ability to successfully launch and sustain businesses in a digital economy. This deficiency in digital skills can hinder their ability to leverage on emerging opportunities and effectively compete in the digital marketplace (Parker, 2018). Furthermore, Kuratko and Morris (2018) lamented that many traditional Business education programmes had not adequately integrated digital entrepreneurship training into their curricula, resulting in a mismatch between the skills students acquire and the requirements of modern digital enterprises. The seeming problem is further compounded by the rapid pace of technological advancement and the growing complexity of digital business models.

Overcoming these barriers demands collaborative action among educators, policymakers, institutions, and industry stakeholders to ensure that Business Education programmes are responsive to the needs of the digital economy. Without continuous updates and adaptations in training programmes, Business education students may find themselves inadequately prepared to address challenges occasioned by digital technologies such as digital marketing, e-commerce management, data analytics, and cybersecurity (Davis & Wong, 2020).

Statement of the Problem

In the contemporary digital economy, the possession of digital entrepreneurial skills has become a crucial determinant of employability and self-reliance among graduates. However, it is not yet clear whether Business Education students in Nigerian universities are sufficiently trained to acquire these competencies. Although entrepreneurship education has long been a component of tertiary curricula, the integration of digital entrepreneurial skills such as data analytics, e-commerce, and digital marketing appears inconsistent and often theoretical. As technology rapidly transforms business operations, there are growing concerns that Business Education programmes may not be adequately aligned with the realities of the 21st-century labour market. Many graduates appear to be struggling to translate their entrepreneurial knowledge into practical digital ventures or employment opportunities, suggesting a possible gap between curriculum content and industry expectations. This situation raises critical questions about the nature, adequacy, and impact of digital entrepreneurial skills training provided to Business Education students. Hence, this study examined the extent of Business Education students' exposure to such training, the influence of digital entrepreneurial competencies on their employability, and the challenges that constrain their acquisition in universities in Delta State, Nigeria.

Research Questions

The following research questions were raised to guide the study

1. To what extent Business Education students are exposed to digital entrepreneurial skills training?
2. To what extent do digital entrepreneurial skills training enhance the preparedness of Business Education students for participation in the 21st century economy?
3. What challenges do Business Education students encounter in acquiring digital entrepreneurial skills

Hypotheses

HO₁: There is no significant difference in the mean ratings of Business Education students in Delta State University (DELSU) and University of Delta (UNIDEL) regarding their exposure to digital entrepreneurial skills training.

HO₂: There is no significant difference in the mean ratings Business Education students in Delta State University (DELSU) and University of Delta (UNIDEL) regarding the influence of digital entrepreneurial skills training on their preparedness for the 21st century economy in universities in Delta State.

HO₃: There is no significant difference in the mean ratings of Business Education students in Delta State University (DELSU) and University of Delta (UNIDEL) regarding the challenges they encounter in acquiring digital entrepreneurial skills.

METHODOLOGY

The study adopted descriptive survey research design. This research design is considered appropriate for this study because it aims at collecting data for the purpose of describing systematically the characteristics, features and facts about a given population the way they are without manipulating the variables (Nworgu, 2015). This study was conducted in Delta State of Nigeria. The population of the study comprised 107 Business Education students (final year students, 2024/2025 academic session) in Delta State University, Abraka; and University of Delta, Agbor that offer Business Education programme. The study adopted census sampling technique because the population was of manageable size. The instrument for data collection was a structured questionnaire. The questionnaire was partitioned into two sections. Section A was for respondents' Bio-data while section B was to elicit information from the respondents regarding the questions posed and which was structured on four point Likert rating scale of Strongly Agreed (4), Agreed (3), Disagreed (2), and Strongly Disagreed (1). The instrument was face and content validated by three experts. The reliability of the instrument was established through test retest method, using Person Product Moment Correlation, and reliability coefficient 0.73 was obtained. Mean and standard deviation were used to answer the research questions with a criterion mean of 2.50 above and 2.49 below for agreed and disagreed respectively. The null hypothesis was tested using independent t-test at 0.05 level of significance. The null hypothesis would be rejected if the t-calculated is greater than the t-critical value while it would be accepted if the t-calculated is less than the t-critical value.

RESULTS

Research Question 1:

To what extent are Business Education students exposed to digital entrepreneurial skills training?

Table 1: Mean and Standard Deviation Responses of Business Education Students on the Extent they are exposed to Digital Entrepreneurial Skills Training

S/N	Extent of exposure to Digital Entrepreneurial Skills Training	X	SD	Decision
1	Exposure to the use of online platforms for selling and promoting products/services.	2.33	0.81	Low Extent
2	Exposure to the use of digital communication tools (e.g., email, video conferencing, instant messaging) in business transactions.	2.41	0.78	Low Extent
3	Exposure to digital payment systems and online transaction platforms.	2.35	0.85	Low Extent
4	Exposure to market research and trend analysis using online tools.	2.43	0.74	Low Extent

5	Exposure to search engine optimization (SEO) techniques for online visibility.	2.32	0.72	Low Extent
6	Exposure to content creation for online business promotion (e.g., graphics, videos, blogs).	2.36	0.77	Low Extent
7	Exposure to online advertising tools such as Google Ads and Facebook Ads.	2.39	0.73	Low Extent
8	Exposure to idea generation and innovation using digital platforms.	2.41	0.63	Low Extent
9	Exposure to the use of data analytics to inform entrepreneurial decisions.			
10	Exposure to problem-solving approaches through technology-driven solutions.	2.35	0.83	Low Extent
Average Mean and Standard Deviation		2.41	0.76	Low Extent

Source: field survey 2024

The data on table 1 above shows Business Education students’ mean responses on the extent are Business Education students exposed to digital entrepreneurial skills training. The mean scores ranged from 2.32- 2.43 showing that all the items listed were answered in a low extent. The grand mean score of 2.41 shows that the extent Business Education students are exposed to digital entrepreneurial skills training is low.

Research Question 2

To what extent do digital entrepreneurial skills training enhance the preparedness of business education students for participation in the 21st century economy?

Table 2: Mean and Standard Deviation Responses of Business Educators on the Extent Digital Entrepreneurial Skills Training Enhance the Preparedness of Business Education Students for Participation in the 21st Century Economy.

S/N	Item	X	SD	Decision
11	Digital entrepreneurial skills training enhance my ability to effectively use digital tools for business purposes.	2.28	0.61	Low Extent
12	Ability to utilize online platforms to promote and manage business activities.	2.41	0.68	Low Extent
13	Training how to set up and manage e-commerce platforms effectively.	2.34	0.55	Low Extent
14	Ability to apply digital marketing strategies to promote products and services	2.16	0.72	Low Extent
15	The training has boosted my ability to generate innovative business ideas using digital tools.	2.31	0.67	Low Extent
16	The training has improved my confidence in launching technology-based business ventures.	2.21	0.57	Low Extent
17	I can work effectively in virtual and remote work settings.	2.24	0.63	Low Extent
18	The training has strengthened my capacity for self-directed learning in the digital economy.	2.27	0.70	Low Extent
19	I have developed critical thinking and problem-solving skills through digital entrepreneurship tasks.	2.31	0.74	Low Extent
Average Mean and Standard Deviation		2.37	0.65	Low Extent

Source: field survey 2024

The data on table 2 above shows Business Education students’ mean responses on the extent digital entrepreneurial skills training enhance the preparedness of Business Education students for participation in the 21st century economy. The mean scores ranged from 2.16- 2.41

showing that all the items listed were answered in low extent. The average mean score of 2.37 shows that the respondents agreed that digital entrepreneurial skills training is crucial to enhancing the preparedness of business education students participation in the 21st century economy.

Research Question 3

What challenges do Business Education students encounter in acquiring digital entrepreneurial skills?

Table 3: Mean and Standard Deviation Responses of Business Educators on the challenges Business Education Students Encounter in Acquiring Digital Entrepreneurial Skills

S/N	Item	X	SD	Decision
20	Limited access to computers and digital devices hinders my ability to acquire digital entrepreneurial skills.	2.53	0.71	Agreed
21	Insufficient practical training opportunities reduce my ability to apply digital entrepreneurial skills.	2.64	0.78	Agreed
22	Lack of well-equipped ICT laboratories affects my ability to practice digital entrepreneurship.	2.61	0.95	Agreed
23	Limited availability of qualified instructors in digital entrepreneurship affects my learning.	2.58	0.82	Agreed
24	Overloaded academic schedules leave me with little time to focus on digital entrepreneurial skills development.	2.72	0.76	Agreed
25	Inadequate availability of relevant software and applications limits my learning experience.	2.67	0.87	Agreed
26	The absence of updated training materials limits my ability to learn current digital entrepreneurial practices.	2.83	0.63	Agreed
27	Unstable electricity supply disrupts my learning process	2.61	0.73	Agreed
Average Mean and Standard Deviation		2.63	0.78	Agreed

Source: field survey 2024

The data on table 3 above shows Business Education lecturers' mean responses on the challenges Business Education students encounter in acquiring digital entrepreneurial skills. The mean scores ranged from 2.55 - 2.83 showing that all the items listed were answered in affirmative. The average mean score of 2.63 shows that the respondents agreed that all the items listed here are the challenges Business Education students encounter in acquiring digital entrepreneurial skills.

Hypotheses

HO₁: There is no significant difference in the mean ratings of Business Education students in Delta State University (DELSU) and University of Delta (UNIDEL) regarding their exposure to digital entrepreneurial skills training

Table 4: Independent t-test comparison of the Mean Responses between Business Education Students in Delta State University (Delsu), Abraka; and University of Delta (Unidel), Agbor regarding their Exposure to Digital Entrepreneurial Skills Training.

Respondents	N	\bar{X}	SD	DF	Level of Sig.	p-value	Decision
Delsu	99	2.61	0.57	105	0.05	0.17	Not Rejected
Unidel	8	2.82	0.70				

Source: Field survey, 2024

Data in table 4 above shows the t-test analysis of difference in the mean response of Business Education students in Delta state university, Abraka and university of Delta, Agbor on their exposure to digital entrepreneurial skills training. The table showed that the p-value of 0.17 is greater than 0.05 level of significance, thus, the null hypothesis was not rejected. This implies that there is no significant difference in the opinion of Business Education students in the two universities as it relates to their exposure to digital entrepreneurial skills training.

HO₂: There is no significant difference in the mean rating Business Education students in Delta State University (Delsu) and University of Delta (Unidel) regarding the influence of digital entrepreneurial skills training on their preparedness for the 21st-century economy in universities in Delta State.

Table 5: Independent t-test Analysis Responses the Influence of Digital Entrepreneurial Skills Training for students' Preparedness for Participation in the 21st Century Economy in Universities in Delta State

Respondents	N	\bar{X}	SD	DF	Level of Sig.	P-value	Decision
Delsu	99	2.65	0.55	105	0.05	0.19	Not Rejected
Unidel	8	2.72	0.71				

Source: Field survey, 2024

Data in table 5 above shows the t-test analysis of difference in the mean responses of Business Education Students in Delta State University (Delsu), Abraka; and University of Delta (Unidel), Agbor on the influence of digital entrepreneurial skills training on their preparedness for their participation in the 21st century economy. The table showed that the p-value of 0.19 is greater than 0.05 level of significance, thus, the null hypothesis was not rejected. This implies that there is no significant difference in the opinion of Business Education students in both institutions as it relates to the influence of digital entrepreneurial skills training on their preparedness for their participation in the 21st century economy.

HO₃: There is no significant difference in the mean rating of Business Education students in Delta State University (Delsu) and University of Delta (Unidel) regarding the challenges they encounter in acquiring digital entrepreneurial skills.

Table 6: Independent t-test comparison of the Mean Responses of Business Education Students in Delta State University (Delsu) and University of Delta (Unidel) Regarding the Challenges they encounter in Acquiring Digital Entrepreneurial Skills.

Respondents	N	\bar{X}	SD	DF	Level of Sig.	P-value	Decision
Delsu	99	2.67	0.74	105	0.05	1.15	Not Rejected
Unidel	8	2.72	0.63				

Source: Field survey, 2024

Data in table 6 above shows the t-test analysis of difference in the mean response of Business Education students in Delta state university, Abraka and university of Delta, Agbor on the challenges they encounter in acquiring digital entrepreneurial skills. The table showed that the p-value of 0.15 is greater than 0.05 level of significance, thus, the null hypothesis was not rejected. This implies that there is no significant difference in the opinion of Business Education students in the two universities as it relates to their exposure to digital entrepreneurial skills training. This implies that there is no significant difference in the opinion of Business Education students as it relates to the challenges they encounter in acquiring digital entrepreneurial skills in their respective university.

Discussion

This study determined the extent Business Education students are exposed to digital entrepreneurial skills training. The findings revealed that the extent Business Education students were exposed to digital entrepreneurial skills training is low. This implies that business education students are deficient in digital entrepreneurial training. The findings aligned with Parker (2018) reported that the deficiency in digital skills hinder students' ability to leverage on emerging opportunities and effectively compete in the digital marketplace. This finding is also in agreement with Kuratko and Morris (2018) who lamented that many traditional Business Education programmes had not adequately integrated digital entrepreneurship training into their curricula, resulting to a mismatch between the skills students acquire and the requirements of modern digital enterprises.

This study also examined the extent digital entrepreneurial skills training enhance the preparedness of Business Education students for participation in the 21st century economy. The findings of this study revealed that extent digital entrepreneurial skills training enhance the preparedness of Business Education students for participation in the 21st-century economy is low. This implies that Business Education students are not well prepared to participate competitively in the contemporary digital economy. The findings aligned with López-Nicolás and Meroño-Cerdán (2011) who posited that business education students often enter the entrepreneurial space with limited experiences in digital tools and strategies, which poses a significant challenge for their ability to successfully launch and sustain businesses in a digital economy. The finding is also in tone with Davis and Wong (2020) who asserted that without continuous updates and adaptations in training programmes, Business Education students may find themselves inadequately prepared to address challenges occasioned by digital technologies such as digital marketing, e-commerce management, data analytics, and cybersecurity. . The findings equally related to the study by Nambisan et al. (2019) who found out that students who received training in digital tools and strategies were better equipped to navigate the complexities of the digital marketplace.

The study equally sought to find out the challenges Business Education students encounter in acquiring digital entrepreneurial skills. It was revealed from the findings that poor internet connectivity; inadequate availability of relevant software and applications; insufficient practical training opportunities; lack of well-equipped ICT laboratories; limited availability of qualified instructors in digital entrepreneurship; and other challenges Business Education students encounter in acquiring digital entrepreneurial skills. The findings of this study affirmed the report of Otamiri and Odu (2022) who raised some issues bedeviling various efforts aimed at managing Nigerian education in a digital world amongst which are government policies; Nigeria technological level, confusion about how ripe or ready Nigeria is for educational digitalization, and high Level of Illiteracy (general education illiteracy and computer illiteracy). Similarly, the findings agreed with Ertmer, et al (2015) pointed out that the challenges such as the digital divide, technological infrastructure limitations, and resistance

to change among educators served as impediment to the effective integration of ICT in Business Education.

The null hypotheses tested showed no significant difference in the perception of Business Education students in the two universities in Delta State on the extent business education students were exposed to digital entrepreneurial skills training; and the challenges Business Education students encounter in acquiring digital entrepreneurial skills, as well as extent digital entrepreneurial skills training enhance the preparedness of Business Education students for participation in the 21st-century economy is low.

CONCLUSION

From the findings, it was concluded that the extent Business Education students were exposed to digital entrepreneurial skills training was low, the extent digital entrepreneurial skills training enhance the preparedness of Business Education students for participation in the 21st-century economy was low, as well as deluge of challenges such as poor internet connectivity; inadequate availability of relevant software and applications; insufficient practical training opportunities; lack of well-equipped ICT laboratories; limited availability of qualified instructors in digital entrepreneurship; and other Business Education students encounter in acquiring digital entrepreneurial skills.

RECOMMENDATIONS

Consequent upon the findings, the following recommendations were made:

1. University Business Education lecturers should adequately equip the students with the knowledge and skills in digital entrepreneurial such as digital marketing, content marketing, data analytic, and social media platform to enable the students fit into the current jobs expectancy in the 21st century economy.
2. Business Education curriculum should be constantly reviewed and updated to bridge the gap existing between the entrepreneurial skills taught in Business Education programmes and the digital entrepreneurial skills, and to accommodate current and emerging digital skills, and offers opportunities for students to collaborate with industry partners or professionals.
3. Government and other stakeholders should make adequate provision for relevant digital resources (e.g., software, online courses), practical hands-on experience opportunities in digital entrepreneurial and expert guidance and mentorship within the academic setting.

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