E-Commerce Platform Utilization for Opportunity Recognition Among Business Education Postgraduate Students in Rivers State Universities

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Abstract

This study examined e-commerce platform utilization for opportunity recognition among Business Education postgraduate students in Rivers State Universities. The study adopted a descriptive survey research design. The population consisted of 159 postgraduate Business Education students in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE), while the entire population was used through census sampling. A self-structured questionnaire titled "Questionnaire on E-commerce Platform Utilization for Opportunity Recognition among Business Education Postgraduate Students" (QEPUORBEPS) was used for data collection. The instrument was validated by three experts and yielded a reliability coefficient aggregate of 0.84 using Cronbach Alpha. Out of 159 copies administered, 139 were retrieved and used for analysis. Mean and standard deviation were used to answer the research questions, while independent samples t-test was used to test the null hypotheses at 0.05 level of significance. Findings revealed that postgraduate Business Education students in both RSU and IAUE utilized Jumia to a moderate extent for opportunity recognition. The study also found moderate utilization of Jiji Nigeria for opportunity recognition. Furthermore, there was no significant difference between the mean ratings of RSU and IAUE students on the utilization of either Jumia or Jiji Nigeria for opportunity recognition. The study concluded that although students utilize e-commerce platforms moderately, greater practical integration of e-commerce into Business Education is required. It recommended that Business Education departments should incorporate practical e-commerce projects, market *analysis and digital entrepreneurial activities using Jumia and Jiji Nigeria to strengthen students' opportunity recognition competencies.*

Keywords: *E-commerce Platform, Jumia, Jiji Nigeria Opportunity Recognition, Business Education Postgraduate Students*

Introduction

E-commerce platforms skills play a crucial role in developing the e-commerce competency for entrepreneurship education. Entrepreneurship education, particularly in the field of E-entrepreneurship, equips students with the necessary knowledge and skills to pursue new business ideas in new media and technologies. This education is essential for improving students' perceived feasibility and intention to start a business in the digital domain. The advancement of recent technologies has created a new business model in the form of online buying and selling known as e-commerce as a compromise between traditional business, creativity and innovation in the digital era (Wogboroma & Gabriel, 2025). Therefore, it is considered to have contributed significantly to the country's economic development through innovation activities to create new value propositions, especially in emerging markets. E-Commerce platforms is a process of buying and selling products electronically by customers and from company to company using computers as intermediaries for business transactions (Pradana, 2019). E-Commerce is a place for distributing, buying, selling, and marketing goods and services using electronic systems such as the internet, applications, or other computer networks. The ease of operating e-commerce features makes the trend of online shopping increasingly make buying and selling easier and faster (Ingaldi & Ulewicz, 2019). In Nigeria, the use of E-commerce is quite very popular because people order products online at a cheaper rate and at their convenience and the product is delivered through dispatch riders to their door step which makes life convenient (Park, Bang & Ahn, 2020). E-Commerce is an abbreviation of Electronic Commerce which means electronic media used as a marketing system (Rehatalanit, 2021). E-commerce is not a product or service but a combination of goods and services. According to Mordor Intelligence (2026) Nigeria's overall E-commerce market was valued at roughly USD 9.35 billion in 2025 as at January and continues to grow with mobile phones dominating orders (over 80% of online purchases on mobile) as internet adoption expands, Internet penetration was about 45–50% in early 2025 (107 million users), with e-commerce still expanding as more people get connected (Rakhmawati, Permana, Reyhan & Rafli, 2021). E-Commerce platforms cut across different state in Nigeria as buying and selling remains the livewire of human existence. During the COVID-19 pandemic, businesses experienced a significant shift in their operations as e-commerce platforms emerged as a vital channel for buying and selling goods and services. The restrictions on physical movement and social interactions accelerated the adoption of digital commerce, enabling businesses to maintain operations, reach customers, and improve overall performance. Business performance reflects the extent to which employees achieve organizational goals by meeting expected standards of quality, quantity, timeliness, and teamwork in carrying out their assigned responsibilities (Widarko & Anwarodin, 2022). Sustained high performance is a key indicator of business sustainability, as it enhances an organization's ability to survive, remain competitive, and grow over the long term. Furthermore, the rapid expansion of e-commerce has created numerous opportunities for entrepreneurial development and opportunity recognition, particularly among students. By leveraging digital marketplaces, students can identify market needs, establish online businesses, and access broader customer bases with relatively low start-up costs. Prominent e-commerce platforms that facilitate these opportunities include Jumia, Konga, AliExpress, Jiji, and Amazon (Okiridu & Godpower, 2020). The growing popularity of e-commerce has resulted in the emergence of several digital marketplace platforms that facilitate online commercial transactions. These platforms differ in their business models, operational strategies, product offerings, and technological capabilities, yet they all provide opportunities for individuals and businesses to participate in digital commerce. Understanding the characteristics and operations of these platforms is essential because they serve as practical tools through which students can acquire entrepreneurial competencies, recognize business opportunities, and engage in online business activities. Consequently, the following discussion examines some of the major e-commerce platforms operating in Nigeria and internationally. Jumia Technologies Aktiengesellschaft also known as AG (hereafter "Jumia") is a pan-African e-commerce company, often described as the "Amazon of Africa". Founded in 2012 in Lagos, Nigeria, it operates as a marketplace connecting sellers and consumers and provides integrated logistics and payment services. Jumia's core business model is a digital marketplace that links third-party sellers with consumers, supported by its own or partner logistics and its payment arm (JumiaPay) (Jumia Technology Aktiengesellschaft, 2025). According to Kene-Okafor (2025) Jumia remains a central actor in Africa's e-commerce ecosystem. Its recent strategic recalibration shifting from rapid geographic/vertical expansion to strengthening core markets, logistics, and supply partnerships is well-timed amid global trade shifts and African digital growth. Nonetheless, the company must still navigate structural impediments (infrastructure, consumer income, competition) and demonstrate a credible path to sustainable profitability. For educational institutions in Nigeria (or Africa generally) interested in e-commerce, Jumia's journey offers rich case-material: from marketplace model, fintech integration, logistics solutions, to cybersecurity and rural digital access. Emphasising interdisciplinary curricula (business + logistics + IT + cybersecurity) will be vital in training the next generation ready for Africa's evolving e-commerce era which Jiji Nigeria is one of it (Kene-Okafor, 2025).

Jiji Nigeria (operating via the website jiji.ng) is a leading online marketplace in Nigeria, connecting buyers and sellers across a broad range of categories from vehicles, mobile phones and electronics to real estate, services and jobs. According to its "About" page, the platform describes itself as "the best place to sell anything to real people" and "the biggest free online classified with an advanced security system (Jiji Business Model, 2025). Founded in 2014, the platform has grown significantly and now operates in multiple African markets as part of a larger group. Jiji Nigeria has established itself as a major player in Nigeria's e-commerce platforms and marketplace space for buying and selling. Its growth, local adaptation, and large user base make it an important component of Nigeria's e-commerce ecosystem. While it differs from full-scale "retail-e-commerce" platforms (in that logistics and fulfilment are less integrated), its strengths in peer-to-peer selling and broad category coverage give it a strong niche. For stakeholders in education, cybersecurity, digital commerce, and policy, Jiji offers a rich case study of how an African-market-focussed platform can scale including the risks around trust, fraud, infrastructure, and monetisation (Jiji Business Model, 2025). In today's digital economy, opportunity recognition has become increasingly dependent on technological awareness and the ability to leverage digital platforms. The expansion of e-commerce has created numerous opportunities for aspiring entrepreneurs to identify customer needs, introduce innovative products and services, and establish sustainable online businesses. For postgraduate Business Education students, these competencies are essential because they enhance entrepreneurial preparedness and strengthen their capacity to compete effectively in an increasingly technology-driven business environment.

Opportunity Recognition is the process of identifying and evaluating situations that have the potential to generate new value, whether through launching a new business, creating a new product or service, improving existing processes, or solving a problem**.** Opportunity recognition is often considered the first and most critical step in the entrepreneurial process. Successful entrepreneurs are typically good at recognizing opportunities before others do, giving them a competitive edge. Opportunity recognition is crucial for business growth as it allows companies to identify and capitalize on new avenues for expansion and improvement, by actively seeking out and analyzing market gaps, trends, and customer needs, businesses can develop innovative products, services, and strategies that drive revenue growth and increase market share. It is essential to recognize that opportunity recognition, entrepreneurial social networks, and risk-taking propensity are crucial elements of the entrepreneurial process (Wogboroma & Gabriel, 2025).

Business Education remains a core aspect of vocational and technical education aimed at equipping learners with relevant competencies, knowledge, and skills for economic empowerment and sustainable development. As the business world continues to evolve with digital technology reshaping commercial transactions, Business Education at the postgraduate level now emphasizes digital business literacy, particularly in the use of e-commerce platforms for entrepreneurial and professional advancement (Ademiluyi, Bello & Akande, 2020).

Statement of the Problem

Business Education equips learners with the competencies required to function as entrepreneurs, business managers, consultants, and administrators. In today's digital economy, entrepreneurial activities increasingly rely on e-commerce platforms, where transactions, marketing, and customer interactions occur online. Platforms such as Jumia and Jiji, enable individuals to identify market opportunities, assess customer needs, and establish profitable ventures. Consequently, effective utilization of these platforms is essential for enhancing students' opportunity recognition and participation in the digital marketplace.

Despite these opportunities, many Business Education postgraduate students may not fully utilize e-commerce platforms for opportunity recognition due to limited awareness, inadequate practical skills, and insufficient knowledge of digital market analysis, consumer behaviour, and online business management. In addition, inadequate integration of digital commerce into Business Education curricula, limited technological infrastructure, and insufficient training in digital entrepreneurship may hinder their ability to exploit emerging business opportunities.

Given these challenges, there is a need to examine the extent to which Business Education postgraduate students utilize e-commerce platforms for opportunity recognition. This study therefore seeks to assess their level of utilization, identify the challenges affecting effective use, and propose strategies for improving digital entrepreneurial competencies. Addressing these issues will better prepare graduates to identify and exploit online business opportunities, thereby promoting self-reliance and reducing unemployment in Nigeria's digital economy.

Purpose of the Study

The purpose of this study is to examine E-commerce platform utilization for opportunity recognition among Business Education postgraduate students in Rivers State Universities. Specifically, the study sought to;

1. Determine the extent to which postgraduate Business Education students utilize Jumia for opportunity recognition in Rivers State Universities
2. Determine the extent to which postgraduate Business Education students utilize Jiji Nigeria

for opportunity recognition in Rivers State Universities

Research Questions

The following research questions guided the study:

1. To what extent does postgraduate Business Education students in Rivers State University and Ignatius Ajuru University utilize Jumia for opportunity recognition in Rivers State Universities?
2. To what extent does postgraduate Business Education students in Rivers State University and Ignatius Ajuru University utilize Jiji Nigeria for opportunity recognition in Rivers State Universities

Hypotheses

The following null hypotheses formulated were tested at 0.05% level of significance

1. There is no significant difference in the mean ratings of Rivers State University and Ignatius Ajuru University of Education postgraduate Business Education students on the extent to which Jumia is utilize for opportunity recognition in Rivers State Universities.
2. There is no significant difference in the mean ratings of Rivers State University and Ignatius Ajuru University of Education postgraduate Business Education students on the extent to which Jiji Nigeria is utilize for opportunity recognition in Rivers State Universities.

Methodology

The study adopted a descriptive survey research design. The design was considered appropriate because it enabled the researcher to collect and systematically describe data obtained through a questionnaire from Business Education postgraduate students on e-commerce platform utilization for opportunity recognition in Rivers State Universities. The population comprised 159 postgraduate Business Education students in the 2024/2025 academic session, consisting of 63 students from Rivers State University (RSU) and 96 from Ignatius Ajuru University of Education (IAUE). The entire population of 159 students was used as the sample through census sampling technique. The respondents were considered suitable because of their knowledge and exposure to e-commerce platforms and entrepreneurial activities.

Data were collected using a self-structured questionnaire titled "Questionnaire on E-commerce Platform Utilization for Opportunity Recognition among Business Education Postgraduate Students" (QEPUORBEPS). The instrument had two sections: Section A collected demographic information, while Section B contained items on the subject of the study. Items were structured on a five-point rating scale: Very High Extent (VHE) = 5, High Extent (HE) = 4, Moderate Extent (ME) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1.

The instrument was subjected to face and content validation by two experts in Business Education and one expert in Measurement and Evaluation from Rivers State University. Their observations and suggestions were incorporated into the final instrument. Reliability was established through a pilot test involving 15 postgraduate Business Education students from the University of Port Harcourt, who were excluded from the study population. Cronbach Alpha produced an aggregate reliability coefficient of 0.84, indicating that the instrument was reliable. Three research assistants assisted in administering and retrieving the questionnaires. Of the 159 copies distributed, 139 were retrieved and found usable, while 20 were not retrieved. At RSU, 57 of 63 copies were retrieved, while at IAUE, 82 of 96 copies were retrieved.

The collected data were coded and analyzed according to the research questions and hypotheses. Mean and standard deviation were used to answer the two research questions, while the two null hypotheses were tested using the t-test at the 0.05 level of significance with SPSS version 2023. The null hypothesis was accepted when the calculated t-value was less than the critical t-value and rejected when the calculated t-value was greater than or equal to the critical t-value. The research questions were interpreted using the five-point rating scale.

Analyses of Data and Results

Research Question 1: To what extent does postgraduate Business Education students in Rivers State University and Ignatius Ajuru University utilize Jumia for opportunity recognition in Rivers State Universities?

Table 1.1: Mean and Standard Deviation on postgraduate Business Education students in Rivers State University and Ignatius Ajuru University utilize Jumia for opportunity recognition in Rivers State Universities.

S/N	Statements	RSU =57 Mean $\bar{X}$	Standard Deviation Sd_1	Remarks	IAUE =82 Mean $\bar{X}$	Standard Deviation Sd_2	Remarks
1	Using Jumia exposes me to trending products, pricing strategies, and customer preferences, helping them identify viable business opportunities	4.00	0.92	High Extent	4.29	0.97	High Extent
2	Interaction with customer reviews and ratings enables me to recognize gaps in the market and unmet consumer demands.	3.11	0.93	Moderate Extent	3.32	0.78	Moderate Extent
3	Observing successful sellers and product niches on the platform inspires me to be innovative business ideas and entrepreneurial thinking.	3.81	1.02	Moderate Extent	3.00	0.88	Moderate Extent
4	Practical engagement with online selling processes (product listing, digital payments, logistics) improves my ability to spot and evaluate online business opportunities	3.95	1.11	Moderate Extent	3.02	1.05	Moderate Extent
5	I learn to analyze competitors' pricing, branding, and promotions, which sharpens their opportunity evaluation skills.	3.12	0.77	Moderate Extent	3.07	1.07	Moderate Extent
6	Exposure to real e-commerce operations helps me realistically assess the	3.09	1.06	Moderate Extent	2.95	0.94	Low extent

profitability and risks of potential ventures.						
Total Mean/Std Dev.=	20.08	5.81		19.65	5.69	
Grand Mean/Std Dev.=	3.35	0.97	Moderate Extent	3.43	0.95	Moderate Extent

Source: Researcher's Field Survey (2026)

The results presented in Table 1.1 indicate the extent to which postgraduate Business Education students in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) utilize Jumia for opportunity recognition in Rivers State Universities.

The findings show that postgraduate Business Education students in Rivers State University (RSU) had a grand mean of 3.51 with a standard deviation of 0.97, indicating a moderate extent of utilizing Jumia for opportunity recognition. Specifically, respondents indicated a high extent that using Jumia exposes them to trending products, pricing strategies, and customer preferences, thereby helping them identify viable business opportunities (Mean = 4.00, SD = 0.92). They also indicated a high extent that practical engagement with online selling processes such as product listing, digital payments, and logistics improves their ability to identify and evaluate online business opportunities (Mean = 3.95, SD = 1.11). However, respondents reported a moderate extent that customer reviews and ratings enable them to recognize market gaps and unmet consumer demands (Mean = 3.11, SD = 0.93), that observing successful sellers inspires innovative business ideas (Mean = 3.81, SD = 1.02), that analyzing competitors' pricing, branding, and promotions enhances opportunity evaluation skills (Mean = 3.12, SD = 0.77), and that exposure to real e-commerce operations assists them in assessing profitability and business risks (Mean = 3.09, SD = 1.06). Similarly, postgraduate Business Education students in Ignatius Ajuru University of Education (IAUE) recorded a grand mean of 3.28 with a standard deviation of 0.95, also indicating a moderate extent of utilizing Jumia for opportunity recognition. The respondents indicated a high extent that Jumia exposes them to trending products, pricing strategies, and customer preferences (Mean = 4.29, SD = 0.97) and that engagement with online selling processes enhances their opportunity recognition skills (Mean = 3.02, SD = 1.05). They reported a moderate extent that customer reviews help identify market gaps (Mean = 3.32, SD = 0.78), that observing successful sellers stimulates entrepreneurial thinking (Mean = 3.00, SD = 0.88), and that competitor analysis improves opportunity evaluation (Mean = 3.07, SD = 1.07). However, respondents indicated a low extent that exposure to real e-commerce operations enables them to assess the profitability and risks of potential ventures (Mean = 2.95, SD = 0.94).

The findings reveal that postgraduate Business Education students in both Rivers State University and Ignatius Ajuru University of Education utilize Jumia to a moderate extent for opportunity recognition. Although students acknowledged that Jumia provides valuable exposure to market trends, pricing strategies, and practical online selling experiences, they demonstrated relatively lower utilization of the platform for conducting market analysis, evaluating business risks, identifying unmet consumer needs, and assessing venture profitability. The relatively close standard deviation values for both universities (0.97 for RSU and 0.95 for IAUE) suggest that respondents' opinions were fairly consistent regarding the extent to which Jumia supports opportunity recognition.

Research Question 2: To what extent does postgraduate Business Education students in Rivers State University and Ignatius Ajuru University utilize Jiji Nigeria for opportunity recognition in Rivers State Universities?

Table 1.2: Mean and Standard Deviation on postgraduate Business Education students in Rivers State University and Ignatius Ajuru University utilize Jiji Nigeria for opportunity recognition in Rivers State Universities.

S/N	Statements	RSU = 57 Mean $\bar{X}$	Standard Deviation Sd_1	Remarks	IAUE = 82 Mean $\bar{X}$	Standard Deviation Sd_2	Remarks
1	Using Jiji Nigeria exposes me to frequently demanded goods and services in their immediate environment, helping them spot viable local business opportunities.	4.79	1.27	High Extent	3.22	0.95	Moderate Extent
2	By observing items with high demand but limited supply, I can identify underserved niches suitable for entrepreneurial ventures.	3.26	0.81	Moderate Extent	3.59	0.58	Moderate Extent
3	Regular interaction with listings, negotiations, and buyer–seller dynamics enhances my ability to notice emerging opportunities quickly	3.80	0.91	Moderate Extent	3.02	0.90	Moderate Extent
4	Observing how sellers differentiate through delivery options, product bundling, or promotions inspires my creative approaches to new business ideas.	3.21	0.87	Moderate Extent	3.27	1.08	Moderate Extent
5	Practical engagement with the platform strengthens my ability to evaluate risks, demand trends, and potential returns before pursuing an opportunity.	3.07	1.07	Moderate Extent	3.49	1.11	Moderate Extent
6	Observing how sellers differentiate through delivery options, product bundling, or promotions inspires my creative approaches to new business ideas.	3.77	0.89	Moderate Extent	3.98	0.85	Moderate Extent
	Total Mean/Std Dev.=	**21.90 3.65**	**5.82 0.97**	**Moderate extent**	**20.57 3.43**	**5.47 0.91**	**Moderate extent**

Grand Mean/Std Dev.=

Source: Researcher's Field Survey (2026)

The results presented in Table 1.2 indicate the extent to which postgraduate Business Education students in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) utilize Jiji Nigeria for opportunity recognition in Rivers State Universities.

The findings reveal that postgraduate Business Education students in Rivers State University (RSU) obtained a grand mean of 3.26 with a standard deviation of 0.99, indicating a moderate extent of utilizing Jiji Nigeria for opportunity recognition. Specifically, respondents indicated a high extent that using Jiji Nigeria exposes them to frequently demanded goods and services within their immediate environment, thereby helping them identify viable local business opportunities (Mean = 4.79, SD = 1.27). However, respondents indicated a moderate extent that observing products with high demand but limited supply enables them to identify underserved market niches suitable for entrepreneurial ventures (Mean = 3.26, SD = 0.81). They also reported a moderate extent that regular interaction with listings, negotiations, and buyer–seller dynamics enhances their ability to recognize emerging opportunities (Mean = 3.80, SD = 0.91), that observing sellers' use of delivery options, product bundling, and promotional strategies inspires innovative business ideas (Mean = 3.21, SD = 0.87), that practical engagement with the platform strengthens their ability to evaluate risks, market demand, and potential returns before pursuing business opportunities (Mean = 3.07, SD = 1.07), and that observing sellers' differentiation strategies further stimulates creative entrepreneurial thinking (Mean = 3.77, SD = 0.89).

Similarly, postgraduate Business Education students in Ignatius Ajuru University of Education (IAUE) recorded a grand mean of 3.12 with a standard deviation of 0.92, indicating a moderate extent of utilizing Jiji Nigeria for opportunity recognition. Respondents indicated a moderate extent across all the measured items. They reported that Jiji Nigeria exposes them to frequently demanded goods and services in their locality, thereby assisting them in identifying business opportunities (Mean = 3.22, SD = 0.95). They also indicated a moderate extent that observing products with high demand but limited supply helps them identify underserved market opportunities (Mean = 3.59, SD = 0.58), that interaction with listings and buyer–seller negotiations enhances their ability to recognize emerging business opportunities (Mean = 3.02, SD = 0.90), that sellers' promotional and differentiation strategies stimulate entrepreneurial creativity (Mean = 3.27, SD = 1.08), that practical engagement with the platform improves their evaluation of business risks and returns (Mean = 3.49, SD = 1.11), and that observing sellers' innovative marketing approaches inspires new business ideas (Mean = 3.98, SD = 0.85).

The findings indicate that postgraduate Business Education students in both Rivers State University and Ignatius Ajuru University of Education utilize Jiji Nigeria to a moderate extent for opportunity recognition. Although the platform provides students with opportunities to observe local market demand, identify underserved niches, and learn from seller practices, its utilization for recognizing entrepreneurial opportunities has not reached a high level among the respondents. The standard deviation values of 0.99 for RSU and 0.92 for IAUE suggest relatively close responses among the students, indicating a reasonable level of consistency in their perceptions regarding the use of Jiji Nigeria for opportunity recognition.

Hypotheses

Hypotheses 1: There is no significant difference in the mean ratings of Rivers State University and Ignatius Ajuru University of Education postgraduate Business Education students on the extent to which Jumia is utilize for opportunity recognition in Rivers State Universities.

Table 1.3: Computation of difference in mean ratings between Rivers State University and Ignatius Ajuru University of Education postgraduate Business Education students on the extent to which Jumia is utilize for opportunity recognition in Rivers State Universities.

Respondents	N	$\overline{x}$	SD	Df	SE	α	t-cal.	t. crit.	Decision
RSU	**57**	**3.65**	**0.97**						
				137	**0.165**	**0.05**	**1.214**	**±1.977**	**Accept Ho**
IAUE	**82**	**3.43**	**0.95**						

Source: Researcher's Field Survey (2026)

The results presented in Table 1.3 show the independent samples t-test conducted to determine whether there is a significant difference in the mean ratings of postgraduate Business Education students in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent to which Jumia is utilized for opportunity recognition in Rivers State Universities.

The findings indicate that postgraduate Business Education students in Rivers State University had a mean rating of 3.65 with a standard deviation of 0.97, while their counterparts in Ignatius Ajuru University of Education recorded a mean rating of 3.43 with a standard deviation of 0.95. Although the mean score of RSU students is slightly higher than that of IAUE students, the computed t-value (t-cal = 1.214) is less than the critical t-value (t-crit = ±1.977) at 137 degrees of freedom and 0.05 level of significance. Since the calculated t-value is lower than the critical t-value (1.214 < ±1.977), the difference in the mean ratings of the two groups is not statistically significant. Therefore, the null hypothesis was accepted, indicating that there is no significant difference between the mean ratings of postgraduate Business Education students in Rivers State University and Ignatius Ajuru University of Education regarding the extent to which they utilize Jumia for opportunity recognition. This result implies that students from both universities have similar perceptions about the use of Jumia as a platform for recognizing entrepreneurial opportunities. Despite the slight difference in their mean ratings, the variation is insufficient to conclude that one group utilizes Jumia significantly more than the other. Consequently, the respondents from both institutions share a comparable level of utilization of Jumia for identifying business opportunities in Rivers State Universities.

Hypothesis 2: There is no significant difference in the mean ratings of Rivers State University and Ignatius Ajuru University of Education postgraduate Business Education students on the extent to which Jiji Nigeria is utilize for opportunity recognition in Rivers State Universities

Table 1.4: Computation of difference in mean ratings between of Rivers State University and Ignatius Ajuru University of Education postgraduate Business Education students on the extent to which Jiji Nigeria is utilize for opportunity recognition in Rivers State Universities.

Respondents	N	$\bar{x}$	SD	Df	SE	α	t-cal.	t. crit.	Decision
RSU	57	3.26	0.97						
				137	0.165	0.05	0.834	±1.977	Accept Ho
IAUE	82	3.12	0.95						

Source: Researcher's Field Survey (2026)

The results presented in Table 1.4 show the independent samples t-test conducted to determine whether there is a significant difference in the mean ratings of postgraduate Business Education students in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE) on the extent to which Jiji Nigeria is utilized for opportunity recognition in Rivers State Universities. The findings indicate that postgraduate Business Education students in Rivers State University had a mean rating of 3.26 with a standard deviation of 0.97, while their counterparts in Ignatius Ajuru University of Education recorded a mean rating of 3.12 with a standard deviation of 0.95. Although the mean rating of RSU students is slightly higher than that of IAUE students, the calculated t-value of 0.834 is less than the critical t-value of ±1.977at 137 degrees of freedom and 0.05 level of significance. Since the calculated t-value is less than the critical t-value (0.834 < 1.977), the difference in the mean ratings of the two groups is not statistically significant. Therefore, the null hypothesis was accepted, indicating that there is no significant difference in the mean ratings of postgraduate Business Education students in Rivers State University and Ignatius Ajuru University of Education regarding the extent to which they utilize Jiji Nigeria for opportunity recognition in Rivers State Universities. This finding implies that postgraduate Business Education students in both universities have similar perceptions about the use of Jiji Nigeria as a platform for recognizing entrepreneurial opportunities. Although RSU students reported a slightly higher mean score than IAUE students, the difference is not statistically significant. Consequently, both groups demonstrate a comparable level of utilization of Jiji Nigeria for identifying business opportunities.

Discussion of findings

Utilization of Jumia for Opportunity Recognition among Business Education Postgraduate Students

The findings of research question 1 revealed that postgraduate Business Education students in Rivers State University and Ignatius Ajuru University of Education utilized Jumia to a moderate extent for opportunity recognition, with Rivers State University students reporting a slightly higher level of utilization than their counterparts in Ignatius Ajuru University of Education. The hypothesis tested further revealed no significant difference in the mean ratings of students in the two universities regarding the extent to which Jumia is utilized for opportunity recognition. This suggests that although students in both institutions recognize the value of Jumia as a digital marketplace for identifying entrepreneurial opportunities, product trends, customer preferences, and business ideas, their level of engagement remains moderate and relatively comparable.

The moderate utilization observed may be attributed to increasing awareness of e-commerce platforms among postgraduate students, coupled with growing internet accessibility and smartphone penetration in Nigeria. However, the findings also indicate that students have not fully integrated Jumia into entrepreneurial learning and opportunity identification activities. This may be due to inadequate practical training in digital entrepreneurship, limited exposure to online business operations, and insufficient curriculum emphasis on e-commerce applications.

The finding agrees with Maishera and Christopher (2025), who reported that Jumia provides an effective digital environment through which students and young entrepreneurs can identify market trends, customer needs, pricing patterns, and emerging business opportunities. Similarly, Kene-Okafor (2025) observed that Jumia has evolved into one of Africa's leading digital marketplaces, offering practical opportunities for entrepreneurial learning, innovation, logistics management, and digital business development. Likewise, Wogboroma and Gabriel (2025) maintained that opportunity recognition among entrepreneurs is enhanced when individuals actively interact with digital marketplaces that expose them to changing consumer demands and market gaps. The finding is also consistent with Obimgbo and Abanyam (2022), who asserted that e-commerce platforms provide practical environments where students develop entrepreneurial competencies required for identifying and exploiting business opportunities.

The researcher is of the view that although postgraduate Business Education students moderately utilize Jumia for opportunity recognition, there is considerable potential for greater exploitation of the platform through practical entrepreneurship education. Integrating Jumia-based business simulations, digital marketing exercises, and online market analysis into Business Education programmes would enable students to move beyond theoretical understanding to practical identification and exploitation of entrepreneurial opportunities in Nigeria's digital economy.

Utilization of Jiji Nigeria for Opportunity Recognition among Business Education Postgraduate Students

The finding in research question 2 showed that postgraduate Business Education students in Rivers State University and Ignatius Ajuru University of Education utilized Jiji Nigeria to a moderate extent for opportunity recognition, with Rivers State University students recording a marginally higher level of utilization. The study further established that no significant difference existed in the mean ratings of students in both universities regarding the utilization of Jiji Nigeria for opportunity recognition. This finding indicates that postgraduate students perceive Jiji Nigeria as a useful platform for identifying business opportunities through market observation, product demand analysis, customer interactions, and pricing comparisons. The similarity in utilization across the two universities suggests that students have comparable exposure to the platform and possess similar digital entrepreneurial experiences. The finding corroborates the work of Adelaiye, Achugo and Adetayo (2023), who found thatonline classified platforms such as Jiji Nigeria enhance entrepreneurial opportunity recognition by exposing students to consumer needs, market demand, and product commercialization opportunities. Similarly, Jiji Business Model (2025) reported that Jiji Nigeria has become one of Africa's largest online marketplaces, creating opportunities for entrepreneurs to recognize profitable market gaps while developing digital marketing competencies. The finding also supports Ezennia and Marimuthu (2020), who noted that digital marketplaces provide experiential learning opportunities that strengthen entrepreneurial orientation and business opportunity identification among students. Likewise, Bananda and Nwagwu (2021) observed that the extensive use of digital marketplace platforms enhances entrepreneurial awareness by exposing users to consumer behaviour and emerging market trends. The researcher believes that Jiji Nigeria provides an accessible and locally relevant digital marketplace capable of enhancing students' entrepreneurial awareness. The moderate utilization observed indicates that students recognize its usefulness; however, more structured instructional activities that incorporate Jiji into entrepreneurship and e-commerce courses are necessary to improve opportunity recognition skills and stimulate entrepreneurial intentions among postgraduate students.

Conclusion

The study concluded that e-commerce platform utilization plays an important role in enhancing opportunity recognition among Business Education postgraduate students. The findings revealed that postgraduate students in Rivers State University and Ignatius Ajuru University of Education utilized e-commerce platforms such as Jumia to a moderate extent for identifying business opportunities, market trends, customer needs, and entrepreneurial prospects. Although students demonstrated awareness and use of these platforms for opportunity recognition, the level of utilization indicates that there is still considerable room for improvement in maximizing the entrepreneurial benefits offered by e-commerce technologies.

The study further established that there was no statistically significant difference in the mean ratings of postgraduate Business Education students in Rivers State University and Ignatius Ajuru University of Education regarding their utilization of e-commerce platforms for opportunity recognition. This implies that students in both institutions exhibit similar patterns of engagement with e-commerce platforms, regardless of institutional differences. The similarity in utilization levels suggests that both universities provide comparable exposure to digital technologies and entrepreneurial learning experiences related to e-commerce.

The study concludes that while Business Education postgraduate students have embraced e-commerce platforms as valuable tools for opportunity recognition, their utilization remains at a moderate level and has not yet reached its full potential. Therefore, there is a need for Business Education programmes to strengthen the integration of e-commerce competencies, digital entrepreneurship training, and practical online business experiences into the curriculum. Such efforts will enhance students' capacity to recognize emerging market opportunities, develop innovative business ideas, and improve their entrepreneurial readiness in the increasingly digital economy

Recommendations

Based on the findings of the study the following recommendations were made:

1. Business Education departments in Rivers State University and Ignatius Ajuru University of Education should integrate practical training and entrepreneurial projects using Jumia into postgraduate programmes to enhance students' ability to recognize and exploit online business opportunities.
2. Jiji Nigeria: Lecturers should encourage postgraduate Business Education students to regularly use Jiji Nigeria for market analysis, customer demand assessment, and identification of underserved market niches through practical entrepreneurship activities.

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