

Social Media Entrepreneurship Skills and Business Education Students' Entrepreneurial Start-Up in Rivers State Universities

Ajuru, Ernest

Department of Business Education,
Faculty of Education,
Rivers State University, Port Harcourt

Ogwunte, Peter Clinton PhD

Department of Business Education,
Faculty of Education, Rivers State University,
Port Harcourt
peter.ogwunte@ust.edu.ng

Godpower, Yiraodi Joel (Ph.D)

Department of Accountancy,
School of Financial Studies,
Captain Elechi Amadi Polytechnic Rumuola,
Port-Harcourt
joel.godpower@porthrcourtpoly.edu.ng

<https://doi.org/10.56201/wjeds.v11.no8.2026pg1.11>

Abstract

This study examined the relationship between social media entrepreneurship skills and entrepreneurial start-up among Business Education students in Rivers State Universities. The study adopted a correlational research design. Two research questions were posed and two corresponding null hypotheses were formulated to guide the study. The population consisted of 1,072 level 300 and 400 undergraduate Business Education students of the 2025/2026 academic session in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE), while 712 students participated in the study. Two self-structured questionnaires titled “Questionnaire on Social Media Entrepreneurship Skills” (QSMES) and “Questionnaire on Business Education Students’ Entrepreneurial Start-Up” (QBESES) were used for data collection. The instruments were validated by three experts and reliability coefficients of 0.84, 0.87, 0.71, 0.86, 0.79 and 0.82 were established using Cronbach Alpha. Pearson Product Moment Correlation Coefficient was used to answer the research questions and test the null hypotheses at 0.05 level of significance. Findings revealed a positive, very strong and significant relationship between social media marketing skills and entrepreneurial start-up ($r = 0.833$, $p = 0.002$). Also, a positive, strong and significant relationship existed between digital communication skills and entrepreneurial start-up ($r = 0.704$, $p = 0.001$). The study concluded that social media entrepreneurship skills are significantly associated with entrepreneurial start-up among Business Education students. Based on the findings, the researchers recommended practical integration of social media marketing and

digital communication training through workshops, hands-on activities and digital business projects.

Keywords: *Social Media Entrepreneurship Skills, Social Media Marketing, Digital Communication, Entrepreneurial Start-up, Business Education students*

Introduction

Social media has become an integral part of modern communication, transforming how individuals, organizations, and institutions interact, share information, and build relationships. It refers to interactive digital technologies that enable users to create, share, and exchange content through virtual communities and networks (American Psychological Association, 2023). Social media platforms such as Facebook, Instagram, TikTok, and Twitter support both user-generated content and real-time interaction, making them powerful tools for communication, collaboration, and information dissemination. In recent years, social media usage has expanded rapidly across different sectors, including education, business, and governance. Studies indicate that social media platforms are web- and mobile-based systems that facilitate interaction, content sharing, and engagement among users globally (Fatima, Ahmed & Khan, 2025). This widespread adoption has made social media a central medium for networking, marketing, learning, and socialization. For instance, in educational contexts, it enhances peer interaction, supports collaborative learning, and provides access to diverse information sources (Findyartini, Greviana & Werdhani, 2024).

Social media plays a vital role in developing entrepreneurial competence and engagement, especially among students and young entrepreneurs who rely on these platforms for networking, learning, and business promotion. Research indicates that social media contributes to the development of entrepreneurial skills by enhancing creativity, awareness, and innovation, thereby motivating individuals to engage in entrepreneurial activities. In today's dynamic business environment, mastering social media entrepreneurship skills is no longer optional but essential for achieving business success, sustainability, and competitive advantage. Social media entrepreneurship skills have emerged as a critical component of success in the contemporary digital economy, where business activities are increasingly conducted online. Social media entrepreneurship skills refer to the competencies required to effectively utilize social media platforms for opportunity identification, business creation, marketing, networking, and value delivery. These skills combine traditional entrepreneurial abilities such as innovation, risk-taking, and resource management with digital competencies like content creation, online branding, audience engagement, and data-driven decision-making. Entrepreneurial skills generally involve the ability to recognize opportunities, innovate, and mobilize resources to create value (Mitchelmore & Rowley, 2020; Morris, Webb, Fu & Singhal, 2019), while social media expands how these capabilities are applied in a digital context. There are many social media entrepreneurship skills for entrepreneurial start-up of Business Education students which are Social media marketing, Digital communication, E-commerce, Innovation, Branding.

Social media marketing skills have become essential in the contemporary digital environment, where businesses increasingly rely on online platforms to reach and engage their target audiences. Social media marketing skills refer to the abilities required to effectively use social media platforms such as Facebook, Instagram, TikTok, and X (formerly Twitter) to promote products and services, build brand awareness, and drive customer engagement. These skills include content creation, digital communication, audience analysis, online branding, and the strategic use of analytics to improve marketing performance. As noted by Kotler and Keller (2023), modern

marketing emphasizes creating value and building strong customer relationships, a process that is significantly enhanced through the use of interactive digital platforms. Social media marketing skills play a crucial role in entrepreneurial development, particularly among students and small business owners who often operate with limited resources. These platforms provide cost-effective opportunities for advertising, market research, and customer relationship management, thereby lowering barriers to entry and enabling wider market reach. For Business Education students, acquiring social media marketing skills enhances their capacity to initiate and sustain business ventures, improve customer engagement, and achieve competitive advantage. However, despite these benefits, many individuals still lack the necessary competencies to fully utilize social media for marketing purposes, highlighting the need for improved training and integration of these skills into educational. Digital communication skills have become a fundamental requirement in the 21st-century knowledge economy, where interaction, information exchange, and collaboration are increasingly mediated through digital technologies. Digital communication skills refer to the ability to effectively use digital tools and platforms such as email, social media, video conferencing applications, and collaborative software to convey information clearly, engage audiences, and maintain professional relationships in virtual environments. Digital communication skills encompass competencies such as online writing, multimedia communication, digital etiquette, information sharing, and the use of communication technologies for both personal and professional purposes. The growing reliance on digital platforms for education, business, and social interaction has made digital communication skills essential for effective participation in modern society. According to the Organisation for Economic Co-operation and Development (2023), digital communication is a core component of digital literacy, enabling individuals to interact, collaborate, and share content responsibly in digital environments. Similarly, the United Nations Educational, Scientific and Cultural Organization (2024) emphasizes that digital communication competence is critical for lifelong learning, employability, and active citizenship in a technology-driven world. Digital communication skills play a vital role in enhancing productivity, teamwork, and innovation across various sectors. In educational settings, these skills facilitate online learning, peer collaboration, and access to global knowledge resources. In the business environment, they support remote work, customer engagement, and organizational communication, thereby improving efficiency and competitiveness. Studies indicate that individuals with strong digital communication skills are better equipped to adapt to changing technological environments and to participate effectively in digital economies (European Commission, 2023).

Entrepreneurial start-ups, on the other hand, are newly established business ventures initiated by individuals with the aim of creating value, solving problems, and generating income under conditions of uncertainty. According to Blank (2019) start-ups are temporary organizations designed to search for scalable and sustainable business models. For Business Education students, the ability to initiate and manage start-ups is a key outcome of their training, as it equips them with practical skills for self-reliance, innovation, and job creation in a competitive labor market. In recent years, the integration of social media into entrepreneurial activities has created new opportunities for Business Education students to launch and grow start-ups with minimal capital. Social media platforms provide cost-effective channels for advertising, market research, and direct interaction with customers, thereby reducing traditional barriers to entry. Scholars such as Graham (2018) emphasize that start-ups thrive on rapid growth and innovation, both of which are enhanced by the strategic use of digital tools like social media. As a result, students who possess strong social media entrepreneurship skills are better positioned to identify business opportunities, promote their ventures, and sustain competitive advantage.

Statement of the Problem

Social media entrepreneurship has emerged as a powerful avenue for business start-ups, offering opportunities for creativity, digital marketing, online customer engagement, and low-cost venture creation. For Business Education students, possessing strong social media entrepreneurship skills such as digital communication, E-commerce, digital marketing, innovative branding, and online sales can significantly enhance their capacity to initiate and sustain entrepreneurial ventures. When properly developed, these skills help students identify business opportunities, build online visibility, and engage customers effectively, thereby increasing their likelihood of launching successful start-ups. However, despite the growing importance of social media as a tool for modern entrepreneurship, many Business Education students in Rivers State Universities lack the practical digital competencies required to leverage these platforms for business start-up. Much of the existing entrepreneurship education is still theoretical, offering limited exposure to hands-on learning such as content creation, social media marketing simulations, influencer collaboration, digital branding exercises, and real-time business management. This theoretical approach restricts students' ability to apply social media tools creatively and strategically in real-world business contexts. Furthermore, inadequate access to digital devices, limited mentorship in online business, insufficient training in social media advertising, and lack of exposure to successful digital entrepreneurs further weaken students' confidence and readiness to utilize social media for venture creation. As a result, many Business Education graduates struggle to convert social media platforms into viable entrepreneurial opportunities, contributing to persistent issues of unemployment and underemployment rather than becoming digital job creators.

The gap between the required social media entrepreneurship skills and what Business Education students currently possess raises concerns about their readiness for entrepreneurial start-up in a digital-driven economy. It is against this background that the researcher is motivated to investigate Social Media Entrepreneurship Skills and Business Education Students' Entrepreneurial Start-Up in Rivers State Universities.

Purpose of the Study

The purpose of this study was to examine the relationship between Social Media Entrepreneurship Skills and Entrepreneurial Start-Up among Business Education Students in Rivers State Universities. Specifically, the study sought to;

1. Determine the relationship between social media marketing skills and entrepreneurial start-up among Business Education students in Rivers State Universities.
2. Determine the relationship between digital communication skills and entrepreneurial start-up among Business Education students in Rivers State Universities.

Research Questions

The following research questions guided the study:

1. What is the relationship between social media marketing skills and entrepreneurial start-up among Business Education students in Rivers State Universities.
2. What is the relationship between digital communication skills and entrepreneurial start-up among Business Education students in Rivers State Universities.

Hypotheses

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

1. There is no significant relationship between social media marketing skills and entrepreneurial

start-up among Business Education students in Rivers State Universities.

2. There is no significant relationship between digital communication skills and entrepreneurial start-up among Business Education students in Rivers State Universities.

Methodology

This study adopted the correlational research design. The design is meant to determine the relationship between Social Media Entrepreneurship Skills and Business Education Students' Entrepreneurial Start-Up in Rivers State Universities. Correlational research design involves the collection of information from respondents for the purpose of determining the degree of relationship existing between two or more variables without manipulating the variables under investigation. According to Kingsley (2021), correlational design determines the degree of relationship existing between two or more variables. The design is appropriate for this study because the researcher is interested in determining the relationship between social media entrepreneurship skills and entrepreneurial start-up among undergraduate Business Education students in Rivers State Universities. The population of the study consisted of 1,072 level 300 and 400 undergraduate Business Education students of the 2025/2026 academic session in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The population comprised 200 students from Rivers State University, made up of 86 level 300 and 114 level 400 students, and 872 students from Ignatius Ajuru University of Education, made up of 407 level 300 and 465 level 400 students. The justification for selecting level 300 and 400 undergraduate Business Education students is that the students have taken more entrepreneurship-related courses and are considered to have greater exposure and experience to provide the researcher with the needed information for the study. The sample size for the study consisted of 712 level 300 and 400 undergraduate Business Education students of the 2025/2026 academic session in Rivers State University and Ignatius Ajuru University of Education, Port Harcourt. The selection of level 300 and 400 students was considered appropriate because they have acquired substantial knowledge of Business Education and entrepreneurship courses and are more likely to have adequate exposure to social media platforms and entrepreneurial activities. The respondents therefore provided relevant information on social media entrepreneurship skills and entrepreneurial start-up among Business Education students. The instruments used for data collection in this study were self-structured instruments titled "Questionnaire on Social Media Entrepreneurship Skills" (QSMES) and "Questionnaire on Business Education Students' Entrepreneurial Start-Up" (QBESES). The questionnaires were made up of two sections, Sections A and B. Section A consisted of items seeking personal information of the respondents, such as institution and gender, while Section B contained the substantive questionnaire items designed to obtain responses on the variables under investigation. The responses on the questionnaires were structured on a 4-point rating scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. The instruments were subjected to face and content validity. The instruments were validated by two experts from the Department of Business Education and one Measurement and Evaluation expert, all from Rivers State University, Port Harcourt. Each of the experts was given a copy of the instruments to examine the relevance, clarity, adequacy and appropriateness of the items in relation to the objectives of the study. The experts identified irrelevant statements and made suggestions for improvement where necessary. The suggestions made by the experts were incorporated into the final copies of the questionnaires used for data collection.

To establish the reliability of the instruments, copies of the questionnaires were administered to fifteen (15) level 300 and 400 Business Education students in the University of Port Harcourt, which was not part of the population of the study. Cronbach Alpha was used to determine the internal consistency of the questionnaire items. The reliability coefficients obtained for the respective dimensions of the instruments were 0.84, 0.87, 0.71, 0.86, 0.79 and 0.82. The reliability coefficients indicated that the instruments had acceptable internal consistency and were considered suitable for collecting data for the study. The researcher engaged the services of two (2) research assistants who assisted in administering the instruments to the respondents. The research assistants were adequately enlightened on the purpose of the study and instructed on how to administer and retrieve copies of the questionnaires from the respondents. A total of 1,072 copies of the instruments were administered to level 300 and 400 undergraduate Business Education students in Rivers State University and Ignatius Ajuru University of Education. Out of the instruments administered, 712 copies were retrieved and found usable for data analysis in Chapter Four.

The data collected from the respondents were organized, coded and analyzed in accordance with the research questions and hypotheses formulated for the study. Pearson's Product Moment Correlation Coefficient (PPMCC) was used to answer the two (2) research questions and to test the two (2) null hypotheses formulated for the study at 0.05 level of significance with the aid of the Statistical Package for the Social Sciences (SPSS). The decision rule was that the null hypothesis was accepted when the critical r-value was greater than the calculated r-value and rejected when the critical r-value was less than the calculated r-value. The interpretation of the correlation coefficients for the research questions was based on the parameters given by Salkind (2010), where 0.80–1.00 represents a very strong relationship, 0.60–0.79 represents a strong relationship, 0.40–0.59 represents a moderate relationship, 0.20–0.39 represents a weak relationship, and 0.00–0.19 represents a very weak or no relationship.

Data Presentation and Analysis

Research Question 1 and Hypothesis 1

What is the relationship between social media marketing skills and entrepreneurial start-up? among Business Education students in Rivers State Universities?

Table 1.1: Calculated r of the Relationship that exists between social media marketing skills and entrepreneurial start-up among Business Education students in Rivers State Universities (N= 712)

		Social media marketing skills	Entrepreneurial start-up among Business Education students
Social media marketing skills	Pearson Correlation	1	0.833**
	Sig. (2-tailed)		0.002
	N	712	712
Entrepreneurial intent among Business Education students	Pearson Correlation	0.833**	1
	Sig. (2-tailed)	0.002	
	N	712	712

Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 21.0 Data Output, 2026

Table 1.1 presents the calculated coefficient (r) value based on responses among students of the Department of Business Education, examining the relationship between social media marketing skills and entrepreneurial start-up among Business Education students in Rivers State Universities. The table indicates a calculated r value of 0.833, this result signifies that there is a positive and very strong relationship between social media marketing skills and entrepreneurial start-up among Business Education students in Rivers State Universities in line with our decision rule table in chapter three.

There is no significant relationship between social media marketing skills and entrepreneurial start-up among Business Education students in Rivers State Universities

From the result in Table 1.1, it is shown that a positive, very strong and significant relationship exists social media marketing skills and entrepreneurial start-up among Business Education students. The calculated coefficient (r) value 0.833 indicates a positive, very strong and significant relationship, it is also significant at $p.0.002 < 0.05$. Therefore, based on empirical findings, the null hypothesis earlier stated (i.e. H_{01}) is hereby rejected. Thus, there is a positive, very strong and significant relationship between social media marketing skills and entrepreneurial start-up among Business Education students in Rivers State Universities.

Research Question 2 and Hypothesis 2

What is the relationship between digital communication skills and entrepreneurial start-up among Business Education students in Rivers State Universities?

Table 1.2: Calculated r of the Relationship that exists between digital communication skills and entrepreneurial start-up among Business Education students in Rivers State Universities (N= 712)

		Entrepreneurial start-up among Business Education students	
		Digital communication skills	students
Digital communication skills	Pearson Correlation	1	0.704**
	Sig. (2-tailed)		0.001
	N	712	712
Entrepreneurial start-up among Business Education students	Pearson Correlation	0.704**	1
	Sig. (2-tailed)	0.001	
	N	712	712

Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 21.0 Data Output, 2026

Table 1.2 revealed that there is a positive and strong relationship between digital communication skills and entrepreneurial start-up among Business Education students in Rivers State Universities. The Pearson Product Moment Correlation coefficient (r) of 0.704 indicates a strong positive association between the two variables. This implies that as Business Education students improve their digital communication skills, their entrepreneurial start-up tendencies also increase. The relationship is statistically significant with a p-value of 0.001, which is less than the 0.05 level of

significance. Therefore, digital communication skills are strongly associated with entrepreneurial start-up among Business Education students in Rivers State Universities.

There is no significant relationship between digital communication skills and entrepreneurial start-up among Business Education students in Rivers State Universities

The analysis in Table 1.2 showed that the Pearson correlation coefficient between digital communication skills and entrepreneurial start-up among Business Education students was $r = 0.704$ with a corresponding p-value of 0.001. Since the p-value (0.001) is less than the stipulated significance level of 0.05, the null hypothesis is rejected. This indicates that there is a statistically significant positive and strong relationship between digital communication skills and entrepreneurial start-up among Business Education students in Rivers State Universities. Hence, digital communication skills significantly influence entrepreneurial start-up among Business Education students.

Discussion of Findings

It is reiterated that the current study uses inferential statistical methods powered by SPSS. The results of this study revealed a positive and significance association between collaborate intrapreneurial traits and effective job performance of business education students in Rivers state university. This was confirmed from the output of the Pearson Product Moment Correlation tool powered by SPSS version 21.0 data output 2025. The interpretation of the current research results is itemized accordingly as shown below:

Relationship between Social Media Marketing Skills and Entrepreneurial Start-up among Business Education Students

The finding of this study revealed a positive, very strong and statistically significant relationship between social media marketing skills and entrepreneurial start-up among Business Education students in Rivers State Universities ($r = 0.833$, $p = 0.002 < 0.05$). This implies that students with higher levels of social media marketing skills are more likely to initiate entrepreneurial ventures. The finding suggests that competencies such as content creation, digital advertising, customer engagement, social media analytics, and online promotion enhance students' ability to identify business opportunities, attract customers, and successfully establish new businesses. The result further indicates that social media platforms have become indispensable entrepreneurial tools for modern business operations, making social media marketing skills essential for prospective entrepreneurs. This finding is consistent with the study by Odoemelam (2024), which found that university student entrepreneurs extensively utilize social media as an effective platform for advertising products, creating market awareness, and expanding business opportunities in South-South Nigeria. Similarly, Sanusi and Olanihun (2024) reported that student entrepreneurs who effectively deploy social media platforms for marketing activities experience improved business visibility, customer engagement, and profitability. Furthermore, Mbaegbu, Shaibu and Okpe (2025) found a significant positive relationship between social media marketing skills and employability among university students, emphasizing that digital marketing competencies enhance entrepreneurial readiness and self-reliance. These studies support the present finding that social media marketing skills are fundamental drivers of entrepreneurial start-up in the digital economy. The researcher is of the view that social media marketing skills have become one of the most influential competencies required for entrepreneurial success in the contemporary digital economy. The very strong positive relationship observed suggests that students who are proficient

in creating digital content, promoting products online, engaging customers, and utilizing social media analytics are better positioned to recognize business opportunities and establish sustainable enterprises. Therefore, Business Education programmes should place greater emphasis on practical social media marketing training to equip students with relevant entrepreneurial competencies for self-employment and wealth creation.

Relationship between Digital Communication Skills and Entrepreneurial Start-up among Business Education Students

The study found a positive, strong and statistically significant relationship between digital communication skills and entrepreneurial start-up among Business Education students in Rivers State Universities ($r = 0.704$, $p = 0.001 < 0.05$). This finding indicates that students who possess effective digital communication skills are more capable of building customer relationships, negotiating with clients, collaborating with business partners, and promoting their businesses through digital platforms. Effective communication through emails, instant messaging applications, social networking platforms, video conferencing, and other online communication channels provides entrepreneurs with greater opportunities to establish and sustain business ventures. The finding agrees with Mbaegbu, Shaibu and Okpe (2025), who reported that digital communication skills significantly enhance students' employability and entrepreneurial competencies by improving collaboration, customer interaction, and digital business operations. Likewise, Okpara et al. (2024) found that social media-supported communication significantly improved entrepreneurs' communication competence, marketing effectiveness, creativity, leadership, and business performance. These studies affirm that digital communication competencies are indispensable for entrepreneurial success in today's technology-driven business environment. The researcher believes that digital communication skills constitute a fundamental entrepreneurial competency that facilitates effective interaction with customers, suppliers, investors, and business partners. The strong positive relationship found in this study indicates that students who communicate effectively through digital platforms are more likely to establish and sustain entrepreneurial ventures. Consequently, Business Education curricula should integrate practical digital communication technologies that will enhance students' entrepreneurial readiness and competitiveness in the digital business environment.

Conclusion

This study concluded that social media entrepreneurship skills play a significant role in promoting entrepreneurial start-up among Business Education students. The findings demonstrated that E-commerce integration skills, innovation skills, and branding skills all have positive and statistically significant relationships with entrepreneurial start-up. This indicates that students who possess these digital entrepreneurial competencies are more likely to identify business opportunities, establish new ventures, and sustain entrepreneurial activities in the increasingly digital business environment. Specifically, the study established that social media marketing skills had the strongest relationship with entrepreneurial start-up, followed by innovation skills, digital communication skills, branding skills, and E-commerce integration skills. These findings suggest that while all the identified skills contribute meaningfully to entrepreneurial start-up, proficiency in social media marketing provides Business Education students with a greater advantage in reaching customers, promoting products and services, creating business awareness, and expanding market opportunities through digital platforms.

The study therefore concludes that equipping Business Education students with practical social media entrepreneurship skills is essential for preparing them to become successful entrepreneurs rather than job seekers. Integrating these competencies into Business Education curricula through practical training, digital business projects, entrepreneurship incubation programmes, and industry-based experiences will enhance students' entrepreneurial readiness and contribute to employment generation and sustainable economic development in Rivers State and Nigeria at large.

Recommendations

Based on the findings made in this study, the researcher recommends that:

1. Business Education departments in Rivers State Universities should strengthen the integration of social media marketing skills into the curriculum through practical training, workshops, and digital business projects to enhance students' entrepreneurial start-up capabilities.
2. University management and Business Education lecturers should provide regular hands-on training in digital communication tools and online business communication strategies to improve students' readiness for entrepreneurial start-up.

References

- Adaba, G. B., Frimpong, F., & Mwainyekule, L. (2025). Empirical analysis of social media influencers' effect on consumer purchase intentions and behavior. *Platforms*, 3(3), 1–15.
- American Psychological Association. (2023). *Social media use in the digital age*. Washington, DC: Author
- Blank, S. (2019). *The four steps to the epiphany: Successful strategies for products that win*. Pescadero, CA: K&S Ranch.
- European Commission. (2023). *Digital economy and society index (DESI) 2023 report*. Brussels: European Commission.
- Fatima, T., Ahmed, W., & Khan, M. A. (2025). Social media usage and its impact on communication and engagement in the digital era. *Journal of Digital Communication*, 12(2), 45–60.
- Findyartini, A., Greviana, N., & Werdhani, R. A. (2024). The role of social media in enhancing collaborative learning among students. *BMC Medical Education*, 24(1), 1–10. <https://doi.org/10.1186/s12909-024-05222-7>
- Graham, P. (2018). *Startup = growth*. Retrieved from <http://www.paulgraham.com/growth.html>
- Kotler, P., & Keller, K. L. (2023). *Marketing management* (16th ed.). Pearson Education.
- Mbaegbu, R. E. V., Shaibu, O. G., & Okpe, A. (2025). Exploring the digital and entrepreneurship skills required by marketing students of Ignatius Ajuru University of Education for employability. *UNIZIK Journal of Marketing*. 5(3),44-53
- Mitchelmore, S., & Rowley, J. (2020). Entrepreneurial competencies: A literature review and development agenda. *International Journal of Entrepreneurial Behavior & Research*, 16(2), 92–111. <https://doi.org/10.1108/13552551011026995>
- Montesino, M. U. (2002). Strategic alignment of training, transfer-enhancing behaviors, and training usage: A post-training study. *Human Resource Development Quarterly*, 13(1), 89–108.
- Morris, M. H., Webb, J. W., Fu, J., & Singhal, S. (2019). A competency-based perspective on entrepreneurship education: Conceptual and empirical insights. *Journal of Small Business Management*, 51(3), 352–369. <https://doi.org/10.1111/jsbm.12023>
- Odoemelan, C. C. (2024). Disrupting advertising models: How social media are used as new business frontiers among student entrepreneurs in some universities in South-South Nigeria. *Journal of Central and Eastern European African Studies*, 4(1), 96–120. <https://doi.org/10.59569/jceeas.2024.4.1.249>
- Okpara, J. O., Nwankwo, S., & Okeke, T. C. (2024). Digital marketing capabilities and business performance in emerging markets. *Journal of General Management*.
- Olalekan, O.O., Adeleye, D.A. & Srivastava, V.K. (2024) Social media and entrepreneurial competence: the impact of LinkedIn on boosting entrepreneurial engagement of Gen-Z. *International Journal of Management & Entrepreneurship Research*. 6(10), 3300- 3313.
- United Nations Conference on Trade and Development. (2024). *Digital economy report 2024: Shaping an inclusive digital future*. Geneva: United Nations.
- United Nations Educational, Scientific and Cultural Organization. (2024). *Digital literacy and skills: Frameworks for lifelong learning*. Paris: UNESCO.
- World Economic Forum. (2024). *Future of jobs report 2024 update*. Geneva: World Economic Forum