

Digital Skills Acquired through Entrepreneurship Education Programme by Business Education Students in Delta State Owned Tertiary Institutions

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Abstract

This study focused on the Assessment of digital skills acquired through Entrepreneurship Education Programme by Business Education Students in Delta State Owned Tertiary Institutions. Two research questions, specific objectives and hypotheses guided the study respectively. Descriptive survey research design was adopted; the population was 821 of Business Education Students with a sample size of 265 in Delta State Tertiary Institutions, using Krechie and Morgan Table for determining a sample of a known population. Self-developed questionnaire of four point rating scale was used and was validated using the opinions of three experts with trial-test on 20 Business Education students of Rivers State University which were not part of the study. Data collected were analyzed using Cronbach's Alpha and a coefficient value of 0.789 was obtained which signifies the reliability of the instrument. The 265 copies of questionnaire distributed, were correctly filled, retrieved, and used for data analysis. Arithmetic mean and standard deviation were used to analyze data from research question and broaden in respondents views. Inferential statistics of Analysis of Variance (One-way ANOVA) was used to test the null hypothesis.

Findings revealed that Business Education Students acquired digital skills in web design, business analytics, social media management, E-commerce platforms and digital marketing skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions to a high extent. It was recommended that students should ensure that they go into private certificates programmes in ICTs with root in digital marketing and social media skills for decent works while in tertiary institutions in Delta State. Finally, this study aims to bridge the existing knowledge gap in the field of digital skills acquisition among Business Education students in the context of Entrepreneurship education programmes.

Keywords: Digital Skills, Skills Acquisition, Business Education, Entrepreneurship Education

INTRODUCTION

The word "assessment" describes a range of techniques or resources used by teachers to gauge the proficiency of their students. According to Chukwugbo (2014), assessment is the methodical gathering, analysis, and use of data on educational initiatives with the goal of enhancing students learning. Similar to this, Ezenwafor and Achugamonye (2019) described assessment as the information-gathering procedure used to enhance educational initiatives and show the efficacy of students learned abilities. Thus, it is essential to evaluate the digital competencies learned in university business education pupils who ultimately contribute to their employability after

graduation. Digital literacy has been essential to teaching and learning because technology helps students acquire foundational knowledge, exposes them to real-world job environments, and reinforces and expands upon what they learn in textbooks.

When educators evaluate students' gained skills, they employ a range of approaches or instruments, together referred to as assessment. In order to enhance students' learning, Chukwugbo (2014) described assessment as the methodical gathering, analysis, and use of data on educational programs. Because technology helps students acquire fundamental skills, exposes them to the real-world workplace, and reinforces and expands upon what they study in textbooks, digital skills have become increasingly important in education.

Digital skills are business skills acquired during education that enable individuals to function effectively in changing business environment as entrepreneurs. Entrepreneurs are the organizers and coordinators of the major factors of production, such as land, labour, and capital. Entrepreneurs are resourceful and creative and contribute greatly to the economy by developing new markets, discovering new sources of materials, mobilizing capital resources, introducing new technologies, and generating employment. Entrepreneurs are equipped through digital skills acquisition for students. Digital entrepreneurial skills are globally acknowledged as an instrument for achieving economic growth and development through employment creation for decent work. Consequently, digital entrepreneurship skills development is emphasized in many parts of the world, such as the USA, UK, Malaysia, Japan, China, Singapore, and a host of others (Ukata & Amini, 2022).

Digital entrepreneurship skills are crucial in a place like Nigeria, where poverty and unemployment are at an all-time high. The capacity to turn ideas into actions is referred to as digital entrepreneurial abilities. It includes the capacity for goal-oriented planning and directing as well as innovation, inventiveness, and measured risk-taking (Ken, 2016). With the use of digital skills, business owners may sell their goods and services anywhere, at any time, and on any day by locating, assessing, using, sharing, and creating material via information and communication technology and the Internet.

It was reported that digital marketing skills such as data analytics and social media marketing digital entrepreneurial skills are needed by graduates for the successful operation of business enterprises Iloeje and Okolocha (2018). Therefore, entrepreneurship is seen as a graduate empowerment strategy which enables students to develop an entrepreneurial mindset for venture creation. Entrepreneurship Education exposes students to the characteristics and qualities of entrepreneurs that enhance business success. The curriculum contents and learning experiences provided develop students' inclination to create jobs for themselves and others. These characteristics include vision, identification of new opportunities, risk-taking, flexibility to change, and goal orientation among others (Akiri, Onoja, & Kunanzang, 2016). Maina (2013) maintains that entrepreneurship education enhances the job creation potentials of individuals through the identification of local needs, production and provision of goods and services for the local economy. Generally, entrepreneurship education provides students with training in business ventures such as bread bakery, table water packaging, waste disposal and refused collection agency, editorial work and printing press, computer repairs; maintenance and programming, car washing stand, restaurant and catering services, home laundry services, potting and decorative ceramics works, soap making, furniture production, aluminium fittings, and installation, etc. (Magaji, 2019). These business

venture areas provide numerous job creation opportunities that can be maximized by graduates. Therefore, effective implementation of entrepreneurship education in higher institutions has the potential of equipping graduates with adequate training that enable them to be self-employed and self-reliant.

Industry experts share entrepreneurial experiences with students, and their experiment results suggest that entrepreneurial training can enhance entrepreneurial intention in students, (Hamidi, Wennberg, & Berglund, 2018). Entrepreneurship has been proven to be a veritable instrument in stimulating economic growth and a means of employment generation especially in developing countries (Afolayan, 2016). Entrepreneurial Education seeks to provide students especially those in tertiary institutions with the knowledge, skills, and motivation to encourage entrepreneurial studies in a variety of settings (Ubulom & Ogwunte, 2017). This means that entrepreneurship is the type of education that prepares the recipient to adequately acquire the needed skills that make him saleable to manage his business or to be relevant in paid employment. Entrepreneurship education, therefore, is that education which assists students to develop positive attitudes, innovation, and skills for self-reliance rather than depending on the government for employment. Entrepreneurship education seeks to provide students with skills, knowledge, and motivation, as well as to effect attitudinal changes, necessary to encourage self-reliance through involvement in entrepreneurial activities. These skills are listed regularly in the top 10 most in-demand by employers on LinkedIn. Having a portfolio of projects demonstrating your coding skills can also help to validate your knowledge and expertise and help you land your dream role. Examples of mobile and responsive web development experience will give you an edge over other candidates (Martinez, 2021).

The businesses that refused to embrace the use of social media and technology will lose revenue in the short and long run and may also lose their clients or customers to other competitors. It is therefore imperative to note that social media as a digital skill aid better entrepreneurial activities by making provision for both graduates and students to sell product and render services online even when they cannot afford the rent of a physical shop. The concept of social media has made it easier for people to buy and sell product and services from the comfort of their houses which has bridge the gap of distance in business or entrepreneurial activities. Social media is defined as a computer mediated technology that gives room and enhances the sharing and transfer of information, communication and other form of expression through virtual network and communities (Olaore, Adejare & Udofia. 2021). Social media has played a very major and crucial role in enhancing the expansion of many businesses, creating easy access for customers and client to easily communicate with different businesses and opportunities for businesses to also easily reach their target audience at lesser or cheaper cost. Businesses now use these social media platforms to create persuasive marketing content that will appeal to their customers thereby persuading them to purchase their product or service leading to improved sales for the businesses and also a means to increase their profit margin. As internet penetration in Nigeria has increased over the years, it has also led to the increased use of social media by Nigerians in all works of life. Social media platforms like Facebook, Whatsapp, Twitter etc. remains popular and has over 16 million registered users in Nigeria visiting this social media platform on a monthly basis which form a great market place for entrepreneurs. Social media differs from the print media that has to

be carried in a physical form unlike social media that is easily accessible on the go through the use of Smartphone's creating a large community of social media followers and a viable ground for businesses in Nigeria to reach out to target audience and also an opportunity to get more customers and buyers of their product and services Agichtein, Castillo, Donato, Gionis & Mishne, (2018) as cited by Oladipo, Onaolapo, & Ekpenyong, (2020).

E-commerce platforms skills play a crucial role in developing the e-commerce competency for entrepreneurship education. Entrepreneurial 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 called e-commerce as a compromise between traditional business and creativity and innovation in the digital era. 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.

Statement of the Problem

Business Education aims to produce competent, skilled, and dynamic individuals such as entrepreneurs, administrators, and consultants. In the modern business environment, entrepreneurial activities have shifted from traditional face-to-face interactions to digital platforms, where goods and services are ordered online, often without physical visits to stores. Some of the benefits include: Graduates with digital skills are more competitive in the job market, as these skills are increasingly in demand across various industries; Digital proficiency allows students to leverage technology for innovative solutions and creative business strategies; Digital skills enable students to participate in the global marketplace, providing access to international business opportunities; Digital literacy is essential for modern entrepreneurship, from digital marketing and e-commerce to online networking and business analytics.

Notwithstanding these benefits, several challenges thwart the effective acquisition of digital skills through entrepreneurship education programmes in Delta State tertiary Institutions in the sense that the existing curriculum may not adequately cover essential digital skills or integrate them effectively into entrepreneurship education; many institutions lack access to modern digital tools and technologies, which are necessary for practical learning experiences; Insufficient institutional policies and inadequate infrastructure support for digital learning can impede the effective delivery of digital skills education.

To address this pressing issue, the researcher aims to assess the digital skills acquired by business education students enrolled in entrepreneurship education programmes offered by tertiary institutions in Delta State. The study will provide insights into the current state of digital skills acquisition, identify gaps and challenges, and propose solutions to enhance the digital entrepreneurial competencies of business education students. This is essential to equip students with the necessary skills to start and successfully run digital businesses, thereby addressing the growing graduate unemployment crisis.

Purpose of the Study

The purpose of this study is to assess digital skills acquired by Business Education students through Entrepreneurship Education Programmes in Delta State Tertiary Institutions. Specifically, the study seeks to assess:

1. The extent Business Education students have acquired social media management skills acquired through Entrepreneurship Education Programmes in Delta State Tertiary Institutions.
2. The extent Business Education students have acquired E-commerce platforms skills acquired through Entrepreneurship Education Programmes in Delta State Tertiary Institutions.

Research Questions

The following research questions raised guided the study:

1. To what extent have Business Education Students acquired social media management skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions?
2. To what extent have Business Education Students acquired E-commerce platforms skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions?

Hypotheses

The following hypotheses guided the study:-

1. There is no significant difference in the mean ratings Business Education Students in four Delta State tertiary institutions on the extent to which social media management skills are acquired through entrepreneurship education programmes.
2. There is no significant difference in the mean ratings Business Education Students in four Delta State tertiary institutions on the extent to which E-commerce platforms skills are acquired through Entrepreneurship education programmes.

Methodology

The study adopted descriptive survey research design; aimed at providing opinions from the respondents on entrepreneurial skills required of Business Education Students in four Delta State Tertiary Institutions to establish small and medium scale enterprises. Descriptive research is the research design in which data is collected in a qualitative manner and analyzed using quantitative procedures (Nassaji, 2015). Hence, the design was chosen because all necessary information will be gathered using questionnaire upon which inferences will be drawn for the study. Populations of this study comprised 821 Business Education Students in four Tertiary Institutions in Delta State which are Delta State University Abraka, University of Delta, Agbor, College of Education, Warri and Delta State Polytechnic, Ogwashi-Uku. These Institutions were chosen for this research because they offer Business Education or Office Technology and Management programme as a course. Stratified sampling technique was used in selecting the sample while Krejcie and Morgan's sample size determination table, which is a commonly accepted method in academic research, was used to derive the sample size. The suitable sample size established by applying the prescribed technique was 265 Business Education students from Delta State tertiary institutions. The research instrument that was used for the study is a self – structured questionnaire which was designed by the researcher. The instrument is titled “Digital Skills Acquired through Entrepreneurship Education Programmes by Business Education Students in Delta State Tertiary

Institutions.(DSEEPBES)” The instrument consisted of two sections, A and B. Section A will be used to obtain demographic information of the respondents while section B will be used to elicit information from the respondents on the research questions posed in chapter one. The instrument which consists of 25 items in five clusters will be structured in a four point rating scale with response options of Very High Extent (VHE) 4-points, High Extent (HE) 3-points, Moderate Extent (ME) 2-points and Low Extent (LE) 1-point respectively. The instruments were subjected to face and content validation. The research instruments were validated by two Business Educators and an expert in Measurement and Evaluation, all in the Faculty of Education in Rivers State University, Port Harcourt. The research instruments were checked restructured and the relevance as well as the appropriateness and clarity of the instruments for collection of needed information for the study. All the corrections and inputs from the experts were used to modify the research to suit instruments.

In order to establish the reliability of the instrument, test-retest method was adopted. The instrument was administered to twenty (20) Business Education students in Rivers State University who are not part of the population of study. The reliability of the instrument was determined using Pearson product moment correlation coefficient (PPMCC) and the result was 0.89 which revealed that the research instrument is reliable to measure what it is meant to measure.

Data collected were analyzed using mean ratings and standard deviation to answer the two (2) research questions posed for the study, while the two (2) null hypotheses using one-way ANOVA statistical tool at 0.05% level of significance. The criterion decision rule was that any mean score above 2.50 was accepted as high extent, while the mean score below 2.50 was regarded as low extent. A null hypothesis was rejected where the calculated significant (Sig.) value, (p-value) is greater than or equal to (\geq) the alpha value of 0.05. The data analysis was carried out using MS Excel Data Analysis.

Results

Research Question 1: To what extent have Business Education Students acquired social media management skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions?

Table 1 Mean Response on the extent Business Education Students acquired social media management skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions

(N=265)

S/No	ITEMS	DELSU \bar{x}	SD	DSPOG \bar{x}	SD	COEW \bar{x}	SD	UNIDEL \bar{x}	SD	\bar{x}	S.D	REMARK
1.	I can advertise my goods and services using social media tools	3.38	0.59	3.32	0.62	4.00	0.00	44.00	0.00	3.44	0.60	HE
2.	It helps me to build customer relations.	3.17	0.37	2.99	0.10	3.00	0.00	3.53	0.52	3.11	0.32	HE
3.	I can resolve complain at any time	4.00	0.00	3.99	0.10	4.00	0.00	3.47	0.52	3.97	0.18	HE
4.	I can communicate with customers from different destinations.	3.89	0.40	3.92	0.31	3.14	0.36	3.00	0.00	3.79	0.45	HE

5.	I can sell products from other stores with the aid of social media	3.70	0.52	4.00	0.00	4.00	0.00	4.00	0.00	3.85	0.40	HE
Grand Mean & S.D										3.32	0.40	HE

Source: MS Excel Data Analysis (Field Surey)

The results in table 1.1 shows Business Education Students acquired social media management skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions with the grand mean and standard deviation 3.32 and 0.40 which are obviously above the criterion mean of 2.50. this indicates that Business Education Students acquired social media management skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions to a high extent.

Research Question 2: To what extent have Business Education Students acquired E-commerce platforms skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions?

Table 2 Mean Response on the extent Business Education Students acquired E-commerce platforms skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions

(N=265)

S/No	ITEMS	DELSU		DSPOG		COEW		UNIDEL		\bar{x}	S.D	REMARK
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD			
6.	E-commerce platforms enable me to sell my product easily	3.64	0.56	3.85	0.35	3.00	0.00	3.00	0.00	3.63	0.52	HE
7.	E-commerce platforms educate me on how to do business successfully	3.35	0.48	3.14	0.34	4.00	0.00	4.00	0.00	0.36	0.48	HE
8.	E-commerce platforms educate me on how to do online businesses	4.00	0.00	3.99	0.10	4.00	0.00	3.47	0.52	3.97	0.18	HE
9.	I prefer E-commerce platforms than physical store	3.17	0.37	2.99	0.10	3.00	0.00	3.53	0.52	3.11	0.32	HE
10.	I can review customer feedback provided in reviews, survey from E-commerce platforms	3.70	0.52	4.00	0.00	4.00	0.00	4.00	0.00	3.85	0.40	HE
Grand Mean & S.D										3.25	0.48	HE

Source: MS Excel Data Analysis (Field Survey)

Data contained in table 1.2 shows that Business Education Students acquired E-commerce platforms skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions to a high extent. with all the items above 2.50, the grand mean scores of 3.25 and Standard Deviation 0.48 respectively.

Testing of Hypotheses

Hypotheses were tested using ANOVA statistics and the results are presented in the table that follows: Example of details of F-ratio computation

Hypothesis 1: There is no significant difference in the mean ratings Business Education Students on the extent to which social media management skills are acquired through entrepreneurship education programmes in Delta State Tertiary Institutions.

Table 3: ANOVA on the Mean Ratings of Business Education Students four Delta State Tertiary Institutions on the extent to which social media management skills are acquired through entrepreneurship education programmes.

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
DELSU	133	482.20	3.63	0.03
DSPOG	96	349.80	3.64	0.02
COEW	21	76.20	3.63	0.01
UNIDEL	15	54.00	3.60	0.00

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F-Cal</i>	<i>P-value</i>	<i>F crit</i>	<i>Remark</i>
Between Groups	0.03	3	0.01	0.46	0.71	2.64	Accepted
Within Groups	6.39	261	0.02				
Total	6.43						

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
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Source: MS Excel Data Analysis ANOVA 2024

From table 1.3 the F-calculated value of 0.46 is less than the F-critical table value of 2.64 at 0.05% levels of significance. Thus, the null hypothesis of no significant difference in the mean ratings Business Education Students on the extent to which social media management skills are acquired through entrepreneurship education programmes in Delta State Tertiary Institutions was accepted.

Hypothesis 4: There is no significant difference in the mean ratings Business Education Students on the extent to which E-commerce platforms skills are acquired through Entrepreneurship Education Programmes in Delta State Tertiary Institutions.

Table 4: ANOVA on the Mean Ratings of Business Education Students on in four Delta State Tertiary Institutions the extent to which E-commerce platforms skills are acquired through Entrepreneurship Education Programmes.

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
DELSU	133	474.80	3.57	0.05
DSPOG	96	345.00	3.59	0.00
COEW	21	75.60	3.60	0.00
UNIDEL	15	54.00	3.60	0.00

ANOVA							
<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F-Cal</i>	<i>P-value</i>	<i>F crit</i>	<i>Remark</i>
Between Groups	0.04	3	0.01	0.53	0.66	2.64	Accepted
Within Groups	7.28	261	0.03				
Total	7.32						

Source: MS Excel Data Analysis ANOVA 2024

From table 1.4, the F-calculated value of 0.53 is less than the F-critical table value of 2.64 at 0.05% levels of significance. Thus, the null hypothesis of no significant difference in mean ratings of Business Education Students on the extent to which E-commerce platforms skills are acquired through Entrepreneurship Education Programmes in Delta State Tertiary Institutions was rejected.

Summary of the Findings

The following are the summary of the findings of the result of the data analysis on the topic entrepreneurial skills acquired by Business Education students through entrepreneurship education programmes in Delta State tertiary institutions indicates that:

1. Business Education Students acquired social media management skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions to a high extent. Thus, there is no significant difference in the mean ratings Business Education Students on the extent to which social media management skills are acquired through entrepreneurship education programmes in Delta State Tertiary Institutions was accepted.
2. Business Education Students acquired E-commerce platforms skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions to a high extent. Thus, there is no significant difference in the mean ratings Business Education Students on the extent to which E-commerce platforms skills are acquired through Entrepreneurship Education Programmes in Delta State Tertiary Institutions was accepted.

Discussion of Findings

Findings from research question one revealed that Business Education Students acquired social media management skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions to a high extent. The students agreed that they advertise their goods and services using social media tools, social media helps me to build customer relations, customers complain can be resolve on time, customers at different destination can be attended to, and they can sell products from other stores with the aid of social media. The findings is supported by Harris, Ray, Graham, & Houston, (2019) Social media is that mean that employs mobile and web-based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content, and aid the selling of goods and services, it also help in rendering of services.

The results from hypotheses 1 shows that the null hypotheses of no significant difference in the mean ratings Business Education Students on the extent to which social media management skills are acquired through entrepreneurship education programmes in Delta State Tertiary Institutions was accepted.

Findings from research questions two revealed that Business Education Students acquired E-commerce platforms skills through Entrepreneurship Education Programmes in Delta State Tertiary Institutions to a high extent. Respondents indicated that E-commerce platforms enable them to sell more products easily, E-commerce platforms educate them on how to do business successfully, E-commerce platforms educate them on how to do online businesses and customer feedback provided in reviews, survey from E-commerce platforms. The findings are supported by Agus, Yudoko, Mulyono, & Imaniya, (2020) E-commerce has helped in globalizing business through buying and selling of goods and services from different countries.

The results from hypotheses 2 shows that the null hypothesis of no significant difference in the mean ratings Business Education Students on the extent to which E-commerce platforms skills are acquired through Entrepreneurship Education Programmes in Delta State Tertiary Institutions was accepted.

Summary of the Work

The purpose of the study was to investigate digital skills acquired by Business Education students through Entrepreneurship Education Programmes in Delta State Owned Tertiary Institutions. Five (2) research questions and five (2) null hypotheses were formulated and tested at 0.05% levels of significance for the study. The study adopted descriptive research design; the area of the study was in Delta State tertiary institutions. The population of the study consists of eight hundred and twenty-one (821) Business Education undergraduate students in four higher institutions in Delta State. While the sample size of the study consists of eight hundred and twenty-one (821) Business Education undergraduate students of Delta State tertiary institution, Krejcie and Morgan's sampling was used to reduce the population to 265 Business Education students. The study focused on variables namely digital skills: web design, Digital marketing, digital business analytics, social media management and E-commerce skills acquired through Entrepreneurship Education Programme by Business Students in Delta State Tertiary Institutions.

The instrument for data collection for the study was a self-structured questionnaire titled Digital Skills Acquired through Entrepreneurship Education Programmes by Business Education Students in Delta State Tertiary Institutions. (ADSEEPBES) which was divided into five sections, each section addresses one research questions accordingly. The instrument was validated by three

experts. The reliability of the instrument was determined using Pearson product moment correlation coefficient (PPMCC) and the result was 0.89 which revealed that the research instrument is reliable to measure what it is meant to measure. The researcher employed the services of two research assistants that is in the administration and retrieval of the instrument. Mean and standard deviation were used to answer the research questions while one way Analysis of Variance (ANOVA) was used to test the null hypotheses formulated at 0.05% level of significance.

Conclusion

Based on the findings of the research work, the researcher noted that Business Education students in Delta State tertiary institutions need digital marketing, digital business analytics, social media management and E-commerce skills to enable the students after graduation to be innovative, creative to establish and run their own businesses successful.

Business Education undergraduates students need to be expose to various aspect of digital skills by the tertiary institutions in Delta State to establish own businesses and create employment for others.

Thus, it was also revealed that Business Education lecturers should increase their teaching methods on digital skills required by Business Education undergraduate students for self-employment.

Recommendations

Based on the findings of the study, the researcher made the following recommendations:

- 1. Enhance Awareness of Digital Marketing:-** It is crucial to increase awareness of digital marketing among students and lecturers, highlighting its potential to foster self-reliance and the ability to operate businesses from any location. This can be achieved through workshops, seminars, and integrating relevant topics into the current curriculum.
- 2. Integrate Digital Entrepreneurship into the Curriculum:-** Curriculum planners should work towards embedding digital entrepreneurship skills into the Business Education curriculum. This can be done by adjusting existing modules to include both practical and theoretical knowledge that empowers students for self-employment, even with limited external funding.
- 3. Seek Alternative Funding for Digital Entrepreneurship Programs:-** Recognizing the potential lack of governmental support, institutions, and stakeholders should explore alternative funding sources for digital entrepreneurship programs, such as partnerships with NGOs, private sector collaborations, and community-driven initiatives, to ensure the sustainability and effectiveness of these programs.

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