

DIGITAL ENTREPRENEURSHIP READINESS OF BUSINESS EDUCATION GRADUATES: IMPLICATION FOR CURRICULUM RE-ORGANIZATION AND DIVERSIFICATION

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ABSTRACT

The need to enhance the acquisition of digital skills for self-reliance among business education graduates necessitated this study. The study revealed relevant literature regarding the digital entrepreneurship readiness of business education graduates and its implication for curriculum re-organization and diversification. The literature reviewed that business education graduates need wide range of digital entrepreneurship skills such as cyber security, data analysis, digital accounting and marketing among others to meet their self-employment and self-reliance needs. Based on the disclosure from the study, the researcher concluded that business education graduates are still not digital ready to integrate digital technologies in their entrepreneurship ventures. It was recommended that business education programme should review its curriculum to incorporate digital entrepreneurship programmes in the curriculum. This will enhance the training of students in digital entrepreneurship skills.

Keywords: *Digital Entrepreneurship Readiness, Business education graduates, Curriculum, Re-organization*

Introduction

Unemployment is a significant macro-economic issue in Nigerian society. Majority of school graduates lack the necessary skills to find job or engage and manage small scale businesses successfully (Onojaife, 2019). The issue of youths and graduates unemployment has given the government, businesses, families and educators serious concern (National Bureau of Statistics (NBS), 2020). That about 50 million Nigerian graduates of various educational institutions are unemployed (National Bureau of Statistics, 2022).

The corona virus (COVID-19) outbreak had a very serious negative impact on the world economy, the state of people's health and their way of life. In addition to the harm done to people, there are huge economic and commercial losses worldwide. According to Seth et al 2020), the COVID-19 pandemic would undoubtedly have a negative effect on

entrepreneurial endeavours because businesses are now performed digitally global. Due to firm closures in numerous countries, many entrepreneurs are observing a significant decline in commercial activities. Due to these difficulties, scholars and researchers from all over the world have started to recognize digital entrepreneurship as a legitimate tool for preventing business failures and joblessness on a global scale. Entrepreneurs are currently under pressure to digitize and change their company models to fit the new reality, (Kohli & Melville, 2019).

Discovering and taking advantage of new business opportunities made possible by modern media and internet technologies is referred to as “digital entrepreneurship”. Vineela (2018) defined it as a type of entrepreneurship that employs technological tools to do business. Digital entrepreneurship is a technological advancement in infrastructure that creates various prospects for entrepreneurs. It gives business owners the chance to conduct operations with the aid of ICT tools including social networking sites, cloud computing, online accounting and software for artificial intelligence (Oestreicher-Singer & Zalmanson, 2013). These tools make venture creation easier and faster. Entrepreneurs could use these digital infrastructures to capture, evaluate or customize more entrepreneurial ideas, opportunities, or even funds (Garrigos-Simon, et al, 2021). Therefore, aspiring business owners must be able to use digital technology to generate income if they want to succeed in the extremely competitive business sector. Hence, business education programme seeks to fill that gap.

In Nigeria, the main aim of business education is to equip students with skills for self-reliance. The more digital entrepreneurship skills business education students possess on graduation in today’s digital age, the better equipped they will be to handle the obstacles that may confront their businesses. Umezulike and Charles-Ibezim (2022) maintained that business education is a productive and functional form of education that boasts employment generation, students’ self-reliance and self-actualization and as well under immense pressure to equip students with digital entrepreneurship for self-reliance in the modern era. Umezulike and Charles-Ibezim also noted that business education is considered relevant in preparing the youths for productive living. It is a dynamic skill-based education programme designed to prepare students by equipping them with requisite skills for self-reliance upon graduation, hence, a vital instrument for nation building and in achieving governmental youths’ and graduates’ employment generation objectives.

Graduates of business education should not only understand how technology can benefit new enterprises, they should utilize new technologies effectively to strengthen and potentially even expand the businesses in future (Khan, 2021). Business education graduates that want to succeed as a digital entrepreneurs need to possess the right digital entrepreneurship skills to help them gain new venture traction and become a reputable player in the industry. Focusing on improving these particular skills is crucial for business education graduates to ensuring that the business operations are efficient, and that customers’ needs are met with ease. The composition of the digital entrepreneurship skills that a business education graduate should possess is quite extensive and diverse (Baidi & Suyatno, 2018). These skills include: cloud computing, cyber security, data analysis and digital marketing skills (Martinez, 2021). Similarly, e-accounting, online communication, automation, web design, brand development, digital marketing and online networking skills as important digital entrepreneurship skills (Khan, 2021). Others are information and

data literacy, communication and collaboration, digital content creation, safety and problem solving skills (Carretero, Vuorikari and Punie, 2017). However, the issue of national discourse is; are the current business education graduates digitally ready to become successful entrepreneurs and compete with other entrepreneurs in the digital world?

Digital entrepreneurship readiness simply refers to the ability of business education graduates to use digital tools in establishing and carrying out small scale businesses. It basically assesses business education graduates' readiness to accept new procedures, software and technologies in order to begin the process of digital transformation. According to Horrigan (2016), the definition of digital readiness highlights three crucial points: digital skills, trust and technology use. Business education entrepreneurship digital skills refer to their ability to establish an online session, surf the internet and distribute content online to boost their businesses. Business education graduates' trust is their ability to judge the trustworthiness of materials online and preserve personal information, whereas use is the extent to which they utilize digital tools in the course of carrying out office tasks. Each of the three components of digital readiness can be measured or evaluated, according to Horrigan. Integrating digital skills into business education is an important aspect of curriculum re-organisation in the digital age. Hence, it is imperative to have a cursory look at these three components of digital readiness as important aspects of business education curriculum re-organisation and diversification. It is against this background that this study was carried out to gauge business education graduates digital entrepreneurship readiness and its implication for curriculum re-organization and diversification.

Conceptual Review

Digital Entrepreneurship Skills

Digital entrepreneurship refers to business activities in the digital media and information and information and communication technologies. It encompasses entrepreneurial pursuits in areas such as artificial intelligence, blockchain, internet of things and augmented reality among many more. E-entrepreneurship is the term used to describe entrepreneurial activity carried out online (Mohammad & Mohammed, 2018). Digital entrepreneurship can be defined as entrepreneurial opportunities being created and pursued through the use of technological platforms and other information communicating equipment (Giones & Brem, 2017). Therefore, digital entrepreneurship may fall within many categories of business, such as: marketing, sales, products, distribution, stakeholder management, operations. Digital entrepreneurship reconciles traditional entrepreneurial activities through creative and digitized entrepreneurial activities, monetizing business opportunities, occupying niches, and establishing innovative, risk taking, and rational attitudes (Le Dinh, et al 2018).

Digital entrepreneurship readiness involves graduates possessing basic digital skills that will allow them to pursue their business idea or grow their existing business. Digital entrepreneurship skills are skills that give entrepreneurs the ability to find, evaluate, utilize, share and create contents using information and communication technologies and the internet anywhere, anytime and any day to sale their products an services (Ukata, 2022). Digital entrepreneurship skills involve the use of automation in managing to achieving

effective communication, branding, marketing and getting the targeted audience for the supply of products and services (Afrodigital, 2021). Digital entrepreneurship skills are core part of business owner's toolkit, whether they are in charge of multi-national corporation or operating a local business from home. According to Ukata and Amini (2022), digital entrepreneurial skills give entrepreneurs the ability to find, evaluate, utilize, share and create contents using information and communication technologies and the internet anywhere, anytime and any day to sale their products and services. Graduates who successfully prepare for the future or workplace will be able to survive in the workplace with those skills (Putra, et al, 2021). The faster the skills or provisions that are prepared, the faster they will be in exploring the workplace.

Business Education Programme

Business education is a sub-field of vocational education that focuses on imparting knowledge and skills to recipients for gainful employment or self-employment. Nwokike, et al (2018) defined it as a skill-oriented programme concerned with imparting knowledge, abilities, and attitudes required for a prosperous career in the office and business world. According to Azuka and Nwosu (2018), business education is an important component in training the young for productive life and living. The primary purpose of business education is to provide students with the core skills they will need in their future careers. FRN (2014) noted that one of the goals of business education is to provide students with the technical knowledge and vocational skills needed for agricultural, commercial and development work. This goal, according to FRN suggests that business education is crucial for any nation's sustainable economic development.

Role of Business Education in Enhancing Entrepreneurship Skills

The field of business education for entrepreneurship skills is a dynamic one, with the positions of both business and business schools constantly changing with regard to 21st century digital skills (Abdullahi, 2020). An overarching trend, however, is a move away from accepting the pedagogical patterns of the past and toward innovation-seeking to meaningfully contribute to graduate entrepreneurship potentials. Business education plays a significant role in students' acquisition of entrepreneurship skills by providing knowledge and skills to students to enable them become job creators, enabling them to handle sophisticated office technologies and information systems required of any graduates for successful entrepreneurs. Ajisafe, et al (2015) stated that business education skills and competencies are crucial successful factors in the actualization of self-employment by business graduates. The authors posited that business education holds the prospect of contributing to increase in job creation and self-employment of citizens. A gainfully self-employed graduate contributes to GDP per capital of a nation and business education contributes to employment generation.

Anyaneh and Negwu (2015) explained that as a result of the impact of business education on the development of human resources, productivity and economic growth, it has become inherent in the national development strategies of Nigeria. to ensure that students are prepared to fit into the digital entrepreneurship environment. Attention should be paid to strengthening the bridge between education and preparation for the world of work with respect to improving business education in Nigeria. Okoye (2021) asserted that

business education is a programme of study that is geared towards self-reliance. It is a laudable programme prepared to meet the present job creation needs of the people and future generations when adequately and effectively handled and implemented.

Business education is a programme of study that is established to focus on education concerning ICT technology. Business education emphasizes personal development in the areas of teamwork, leadership, communication, practical problem-solving, critical thinking and analytical skills. This type of education is vital to the technological growth and development of any country. There is no nation that can grow and develop technologically without business education. It is important to note that business education is designed to blend theory and practice in order to solve real-life problems for the benefit of the society. Business education provides students with hands-on practical entrepreneurial experience, skills and knowledge that meet their job creation needs. In other words, business education students are trained to fit into wide varieties of businesses. Business education graduates are marketable. This is because they are equipped with employability skills that are needed to solve practical or real-life problems. This makes them highly marketable in the labour market. Additionally, business education students are prepared to become self-employed. They are equipped with creative skills necessary to create jobs for themselves and for other people, thus contributing to the economic growth and development of their country.

Dimensions of Digital Entrepreneurship Skills

Digital entrepreneurship skills are advantageous whether or not business education graduates envision themselves by opening an online store in the future because they may be applied to both their personal and professional lives (Nwaukwa et al., 2018). Business education graduates are expected to possess digital entrepreneurship skills so that they can succeed in fields such as digital technologies, online business executives, e-marketing operations, e-accounting services, data analysis and network technologies (Okoye, 2017). Nwaukwa et al. further stated that possessing digital entrepreneurship can help business education graduates launch and flourish in small scale businesses that will enable them to contribute to GDP per capita, reduce poverty and unemployment rate, which are some indicators of a country's sustainable economic development.

There are many digital entrepreneurship skills that the graduates of business education programme should possess to enhance their entrepreneurial potentials. According to Ukata and Amini (2022), the five top digital entrepreneurial skills needed to succeed by today's entrepreneurs and acquire decent works are cloud computing, cyber security, data analysis, social media marketing and user experience (UX) design skills (Martinez, 2021).

- **Cloud Computing:** cloud computing is the on-demand availability of computer system resources, including data storage and computing power, without direct active management by the user. It relies on sharing resources to achieve coherence and typically use a pay-as-you-go model, which can help in reducing capital expenses but may also lead to unexpected operating expenses for users.
- **Cyber Security:** It is the practice of protecting systems, networks, and programs from digital attacks. It is a broad term that encompasses a wide range of activities,

from developing secure software to protecting critical infrastructure from cyberattacks.

- **Data Analysis:** data analysis is the process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, and is used in different business, science, and social science domains.
- **Social Media Marketing:** Social Media Marketing (SMM) is the use of social media platforms to connect with customers and promote a business. It is a form of digital marketing that uses social media to build brand awareness, generate leads, and drive sales and as well gather customer feedback.
- **User Experience:** user experience (UX) is the overall experience of a user when interacting with a product, system, or service. It encompasses all aspects of the user's interaction, including the look and feel, the usability, and the functionality. UX is the process of creating a product or service that provides a positive user experience.

Digital Accounting Skills

Digital accounting refers to creating, transferring, managing, and storing financial information in an electronic format. It involves the use of software solutions to digitize and automate many of the manual processes accountants deal with on a regular basis (Clark, 2022). Digital accounting solutions remove much of the manual work involved in an accountant's operations, from data entry to reporting and everything in between. This enables accountants to save time and focus instead on more analytical and insights-driven tasks. The accounting profession is changing rapidly, and accountants must keep up with the latest changes in technology to remain relevant and competitive.

. Digital skills are critical for today's accountants. These skills include abilities to: use spreadsheet software tool to enter, sort, calculate, manipulate and analyze sets of financial data, use advanced excel package, quick book and Peachtree accounting software among others for stock control, financial records or in assisting management with budgetary control or sales analysis, use spreadsheet accounting program to carry out yearly account report, analyze financial ratio/understand accounting report and make effective cash flow management (Tripopsakul & Carupongsopon, 2017). To make sure one remains competitive, it is crucial to get ahead with the technologies that are currently being implemented (Tien, 2023). However, the more technology is introduced, the more time accountants will have on their hands. This ultimately leads to a stronger demand for skills such as problem solving, critical thinking and relationship building. According to Tien, the six accounting skills currently in highest demand include:

1. **Cloud-based accounting software:** cloud computing enables data to be accessed from anywhere. The use of cloud computing in accounting goes beyond accounting software as well. Firms are using cloud technology internally for enterprise resource planning (ERP), inventory management, project management and for general communication. More tech-first firms are also advising on suitable software for clients and sometimes helping with implementation.

2. Intelligent accounting automation: Cloud computing enables businesses to better automate their processes. The importance of automation became clearer as finance teams were forced to close their books remotely during the pandemic. The demand for those with skills in automation is significantly higher now. In particular, firms are looking to take advantage of automated data entry, payroll, A/P and A/R, and audits. For example, an accounting professional working with an e-commerce client can benefit from understanding how to connect e-commerce platforms to accounting solutions through accounting integrations that can automate data entry.
3. Budgeting, forecasting and reporting tools: Now that cloud computing and automation have made keeping the books accurate a lot easier, there is now a greater opportunity to use the data in budgeting, forecasting and reporting tools.
4. Blockchain technology: Blockchain has been making waves in the news for years now. The technology is a great representation of where the accounting industry wants to move. Blockchain uses peer-to-peer technology, allowing users to keep up-to-date contracts and asset registers, and process real-time transactions without the need for a bank. This model supports standardization, verification, authentication and privacy.
5. Data analytics and critical thinking: As technology speeds up processes for accounting professionals in a range of ways, the need for data analytics increases, particularly for early career accountants. Being able to use different software and tools is only one part of the equation. Accountants need to be able to find patterns, draw conclusions and analyze data strategically.
6. Relationship building and communication: One interesting development we've seen is the increased need for accountants who can communicate through online channels as well as traditional channels. Unfortunately, confident and strong communication skills are underdeveloped in many accounting organizations. Similarly, accountants need to be able to build strong relationships. Internally, this helps with collaboration and motivation. Externally, accountants can better understand their clients' needs and hence provide a more tailored service. Despite technology taking over many accounting processes, building rapport is still in the hands of accountants themselves.

Digital Marketing Skills

Digital marketing is a global and current development in business strategy, and a departure from the traditional method of connecting and reaching a diversified audience through conventional media like radio, television, new paper, and magazines. Digital marketing according to Barne (2020) is the use of internet, mobile devices, search engines, and other channel, to reach consumers. Dawada (2019) outlined the following as the reasons why digital marketing is important in today's business:

- Reduce higher conversion rates
- increase trust in brands
- create longer growth options for any business
- brings about cost effective marketing

- targeting and getting connected to mobile consumers.

Online marketing has opened up new avenues for business opportunities to both the seller and buyer. Digital marketing skills include social media management, search engine optimization, content marketing, pay-per-click ads and influencer marketing skills among others. Other are ability to search and meet online customers, use business goals to improve performance, carry out product promotion and merchandising online and use digital tools such as analytics and web scanners for success (Olaniyi, 2022). These are skills that can help spread the word about one's business.

Digital marketing skills are used for a better connect with the markets; boost online relation and preserve and help stay ahead of competition. Unemployed people who have acquired entrepreneurial skills stand the opportunity to show case their products and services to potential customers and consequently grow their businesses through such platforms. Digital media marketing has a high success rate because they have the potential to create a quick and secure channel to contract with the customers. Also, a larger audience can be reached at a less cost. Again it offers the opportunity to build trust and relationship with customers, creates forum to question and make recommendations. Companies, organizations, including individuals are leveraging the opportunities to attract potential markets to their goods and services. The benefits of digital media marketing are numerous, and interesting, the business outlets are growing rapidly. Online advertisements, sales, purchases and e-payment make interactions less cumbersome for the business community. Describing the relevance of digital marketing Matta (2019) explained that the role of digital marketing is spreading beyond brand awareness and hard cost advertising and those companies; businesses have realized its importance in the present scenario. Most businesses around the world are becoming more conscious and moving towards sustainable means of marketing and advertising.

Data Analysis Entrepreneurship Skills

Data analysis is the process of cleaning, analyzing, and visualizing data, with the goal of discovering valuable insights and driving smarter business decisions. In the digital age that we live in, in order to be able to run a business, either a start-up or large company, it is really important to acquire strong analytical skills; collecting, organizing, analyzing and interpreting data plays a key role in running successfully a business (Martinez, 2021). It is clear to all entrepreneurs of all ages that data is a powerful weapon and, if used wisely, it can help them achieve their goals faster and more effectively and outrun the competition. Analytical skill is the ability to visualize, articulate, and solve both complex and uncomplicated problems and concepts and make decisions that are sensible and based on available information. Such skills include a demonstration of the ability to apply logical thinking to gathering and analyzing information, designing and testing solutions to problems, and formulating plans.

Data analysis entrepreneurial skills are technical entrepreneurial skills that business education graduates need as data analysts to report insights and analyze data in an organization (Indeed Editorial Team, 2022). Today, data is the heart of modern business strategy. Businesses need to know what their customers need, so that they can increase customer retention and attract new customers. But to know exactly what customers need and what their pain points are, businesses need to deep-dive into their customer data.

Data analyst with data analysis entrepreneurial skills extracts trends, statistics and actionable insights from raw data. Data analysis entrepreneurial skill is used to set pricing strategy, forecast demand, measure marketing effectiveness, reduces costs and inefficiencies, and inform other business decisions acquire decent works (Martinez, 2021). Data analysis entrepreneurial skills enable the data analyst organizes, analyses and retrieve data to enable the entrepreneurs improve on production, efficiency and other valuable aspects of its operations. Ukata (2022) listed data analysis entrepreneurial skills as follows:

- a. ability to recognize data and their types.
- b. ability to present data for decision making
- c. ability to analyze data
- d. ability to interpret data
- e. ability to report insights about data to management
- f. ability to extract data from primary and secondary sources
- g. ability to use excel and SPSS
- h. ability to use t-test statistical tool
- i. ability to use ANOVA statistical tools
- j. ability to secure data for future use
- k. ability to make informed recommendation with data
- l. ability to exhibit good data management skills.

Social Media Marketing Digital Entrepreneurship Skills (SMMDES)

The ergonomics of marketing have changed drastically in the last decade. With social media dominating the entire planet, the world of business is now dependent on social media and apps. Internet and technology have taken over every aspect of a business. Social media digital entrepreneurial skills (SMMDES) are forms of internet marketing skills that use social media apps as marketing tools for products and services. These social media platforms enable brands to connect with their audience to build a brand, increase sales, drive traffic to a website, and build a community of followers to share and engage with the business strategy in determining the goals, selecting social media platforms and content mix. The next is reporting to management for decision making and finally do advertising (LaFleur, 2022). These entrepreneurial skills always enable business education graduates to become successful entrepreneurs in the modern age (Ukata and Amini, 2022).

Cyber Security Skills

Cyber criminals' illicit actions have seriously harmed people, organizations, enterprises, institutions and the government. Nigeria's national security and sustainable economic development are seriously threatened by cyber crime (Onyema, et al, 2021). Spamming, credit card fraud, ATM fraud, phishing and identity theft are examples of cyber crime in Nigeria (Makeri, 2017). Long-term internet use can make business education graduates more vulnerable since it exposes them to dangers and risks that exist online. According to Topham, et al (2016), business education graduates are frequently the weak link since they lack the necessary abilities to counteract cyber threats. Assessing computer hazards, keeping an eye on network activity for potential breaches, comprehending wireless networks, analyzing malware and using critical thinking, communication, and teamwork are all examples of cyber security skills (Sussman, 2021). Others include the

ability to manage vast amounts of data and knowledge of the many sorts of data bases and how they operate.

Digital Entrepreneurship Skills and Business Education Graduates Readiness

Despite the rising importance of digital entrepreneurship, graduates of business education seem not to be digitally enterprise ready. Akpomi and Ikpesu (2020) observed that currently, the theoretical delivery model of business education programme has been deemed insufficient to prepare graduates for self-reliance in the digital age. Chinwokwo in Ukata and Amini (2022) lamented that graduates of vocational education (business education inclusive) are not establishing and running their own small businesses for self-reliance as expected due to inadequate digital entrepreneurial skills. Ukata and Amini asserted that business education graduates lack relevant digital entrepreneurship competencies in the areas of financial management, self management, ICT, marketing and leadership needed to operate their chosen businesses. The authors concluded that this is the cause of high rate of business failure, unemployment and lack of decent works among business education graduates. This supports the earlier position by Ekpenyong and Ojo (2008), that business education graduates lacked relevant digital entrepreneurship skills and competencies in the areas of financial management, self-management, ICT, marketing, leadership, social media digital marketing and data analysis needed to operate their chosen businesses. Ekpenyong and Ojo concluded that this was the cause of high rate of unemployment among them. McGuinness and Ortiz (2016) viewed digital entrepreneurship skills for graduates of tertiary institutions in Nigeria as insufficient or inadequate to use ICTs for entrepreneurial ventures.

Iloeje and Okolocha (2018) reported that digital marketing skills such as data analysis and social media marketing digital entrepreneurial skills are needed by business education graduates for successful operation of business enterprises. Ukata and Amini (2022) regretted that graduates of vocational education in Nigeria including business education lag behind in terms of digital self-reliance, which has an impact on their possibilities of making a contribution to the country's economic progress. According to Ukata and Amini, business education graduates lack the necessary digital entrepreneurship skills to launch and successfully run e-small enterprise, which contribute to a high rate of failure, unemployment and economic under-development. To this, Garba, et al (2020) found that majority of Nigerian higher institutions do not have active cyber security awareness programmes in place which means that Nigerian business education graduates do not have enough cyber security awareness and abilities upon graduation. According to Onyemah, et al (2021), majority of Nigerian university graduates are not aware of how to defend themselves from cyber threats and attacks. Onyema et al expressed sadness that many school programmes in Nigeria (business education programme inclusive) do not include cyber security in their curriculum and that those that do frequently lack the necessary knowledge to teach cyber security courses. Despite having over 92 million internet users, a sizeable portion of the Nigerian graduates lacks knowledge about and skills in cyber security (Njoku, Nwokorie, Okolie and Odii, 2019).

Conclusion

The policy thrust of business education programme in tertiary institutions in Nigeria is to equip the business education undergraduates with employability skills to enable them go into any work and earn a living on graduation. The achievement of this goal implies that business education graduates should possess digital entrepreneurship skills that will enable them succeed as entrepreneurs in this digital age. The findings of the literature reviewed showed that business education graduates inadequately possess digital entrepreneurship skills like cyber security skills, data analysis skills, digital accounting and digital marketing skills because they do not reflect or enshrined in business education curriculum. Based on these findings, the researcher concluded that business education graduates are not still digital-ready to use digital technologies for entrepreneurship.

Recommendations

Based on the findings of this study, the researchers made the following recommendations”

1. Business education graduates should seek for additional digital entrepreneurship skills acquisition training programmes to update their digital entrepreneurship upon graduation.
2. Business education lecturers should lay more emphasis on teaching digital entrepreneurship skills to students so as to adequately prepare them for digital entrepreneurship upon graduation.
3. The curriculum of business education programme should constantly be reviewed to reflect the current development and technological changes in the country.
4. With increasing emphasis on digitalization and global market, there is need for policy makers to inculcate the spirit of digital entrepreneurship on the youths who are mostly affected. Therefore efforts should be made towards providing basic training in digital entrepreneurship as part of school curriculum.
5. There should be provision for periodic retraining of the teachers to update their knowledge in the various areas of digital entrepreneurship and in the use of information and communication technology across the globe and enhance effective teaching.

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