EVALUATING STRATEGIES FOR ENHANCING DIGITAL ENTREPRENEURSHIP EDUCATION AMONG BUSINESS EDUCATION STUDENTS IN DELTA STATE UNIVERSITY, ABRAKA

ITO, Fidelia Mamezi[1] and UTOWARE, Jude Daniel Amakaino[2]

[1]Department of Business Education, Delta State University, Abraka.
[2]Department of Educational Management and Business Studies, Federal university Oye-Ekiti
Corresponding author: email: fito@delsu.edu.ng' mobile number: +2347064965707

Abstract
This study evaluates the current strategies for digital entrepreneurship education among undergraduate Business Education students at Delta State University, Abraka. It investigates the extent to which digital entrepreneurship content is integrated and explores the challenges students encounter in acquiring relevant digital skills. The study is grounded in the need to align higher education outputs with the demands of the Fourth Industrial Revolution, especially in regions where infrastructure and access to digital resources remain uneven. Adopting a descriptive survey design, the research engaged all 205 students from 200 to 400 levels in the Business Education department through census sampling. A validated structured questionnaire served as the primary instrument for data collection, with items developed on a 4-point Likert scale. The internal consistency of the instrument was confirmed using Cronbach's Alpha. Data was analyzed using both descriptive and inferential statistics via SPSS Version 25. The study's findings revealed that while digital business tools such as e-commerce and social media marketing are moderately integrated into the curriculum, there is limited emphasis on hands-on training and practical assignments involving contemporary digital tools like Canva and Google Analytics. The study concludes that although progress has been made in integrating digital entrepreneurship into the curriculum, significant gaps remain in practical application, infrastructure, and instructional quality. Recommendations include curriculum enrichment with real-life digital projects, regular digital training for lecturers, investment in digital infrastructure, and strengthened partnerships with tech industry stakeholders to bridge the theory-practice divide.

***Keywords**: Digital entrepreneurship, strategies, business education, Delta State University, Nigeria.*

Introduction

The rapid advancement of digital technologies has fundamentally transformed the way individuals communicate, conduct business, access information, and participate in economic activities. This digital transformation has also reshaped labour market expectations, requiring graduates to possess not only disciplinary knowledge but also digital competencies, entrepreneurial capabilities, creativity, and innovation. Consequently, higher education institutions across the world are increasingly expected to prepare students for a digitally driven economy through curricula that promote technology-enabled entrepreneurship and innovation (Nambisan, 2017).

Digital entrepreneurship has emerged as one of the most significant outcomes of this technological transformation. It refers to the creation, development, and management of new business ventures through the strategic application of digital technologies such as websites, mobile applications, social media platforms, cloud computing, artificial intelligence, and digital payment systems. Beyond the mere adoption of technology, digital entrepreneurship involves transforming traditional business models through technology-driven innovation, thereby creating new opportunities for value creation, employment, and economic growth (Nambisan, 2017). As digital technologies continue to redefine business operations globally, digital entrepreneurship has become an essential component of entrepreneurship education and an indispensable skill for graduates seeking to remain competitive in the contemporary labour market.

The growing importance of digital entrepreneurship is particularly evident in developing economies such as Nigeria, where persistent youth unemployment and economic uncertainty have increased the demand for entrepreneurial alternatives to paid employment. Oyelaran-Oyeyinka (2023) argues that

digital entrepreneurship has become a powerful driver of inclusive economic development in Nigeria by enabling young entrepreneurs to establish businesses using digital platforms such as Instagram, WhatsApp Business, Flutterwave, and Paystack. These technologies have lowered entry barriers for business creation, allowing entrepreneurs to engage in e-commerce, digital marketing, financial technology, online education, and other digitally enabled ventures. Consequently, equipping university students with digital entrepreneurial competencies has become increasingly important for promoting self-employment, innovation, and sustainable economic development.

Recognising this emerging reality, the Nigerian government has introduced several policy initiatives aimed at strengthening digital skills development within higher education. The National Information Technology Development Agency (NITDA), in collaboration with the National Universities Commission (NUC), has initiated reforms designed to integrate digital competencies, including artificial intelligence, cybersecurity, software development, and digital entrepreneurship, into university curricula (NITDA, 2024). These reforms seek to position Nigerian graduates to participate effectively in the Fourth Industrial Revolution by ensuring they possess both entrepreneurial and technological capabilities required in the digital economy.

Despite these policy efforts, evidence suggests that the integration of digital entrepreneurship into Business Education programmes remains inadequate. Business Education is expected to equip students with the knowledge, practical competencies, and entrepreneurial mindset required to establish and manage successful ventures in an increasingly digital business environment. However, many Business Education programmes continue to rely heavily on conventional teaching approaches that emphasise theoretical knowledge while providing limited opportunities for practical engagement with digital technologies and entrepreneurial activities. Consequently, graduates often experience difficulties translating classroom knowledge into practical digital business solutions (Ore & Hassan, 2023).

Scholars have identified several factors responsible for this challenge. These include outdated curriculum content, inadequate digital infrastructure, insufficient integration of emerging technologies, limited opportunities for experiential learning, inadequate staff capacity in digital pedagogy, and weak implementation of educational policies aimed at promoting digital transformation (Eze & Okafor, 2024). Furthermore, the persistent digital divide in Nigeria characterised by unequal access to reliable internet services, digital devices, and modern technological facilities continues to limit students' ability to acquire practical digital entrepreneurial skills, particularly in underserved communities (Wahab, 2024). These constraints not only reduce students' exposure to digital technologies but also undermine their confidence, creativity, innovativeness, and readiness to exploit entrepreneurial opportunities in the digital economy.

Addressing these challenges requires deliberate curriculum reforms that move beyond traditional classroom instruction towards competency-based and experiential learning approaches. Previous studies have recommended the integration of digital marketing, coding, e-commerce, business analytics, and other emerging digital competencies into Business Education curricula to improve students' entrepreneurial preparedness (Iheanachor et al., 2021). Similarly, the establishment of university business incubation centres, digital innovation hubs, industry partnerships, digital internships, entrepreneurial simulations, and continuous professional development for lecturers has been identified as essential for strengthening digital entrepreneurship education (Agboola & Ojo, 2023; Chigbu & Ekene, 2023). Such strategies are expected to enhance students' practical experiences while improving the relevance of Business Education programmes to the evolving demands of the digital economy.

Statement of the Problem

The digital age is changing the world of business faster than ever before. Today’s entrepreneurs need more than just traditional business knowledge. They need digital skills, creativity, and the confidence to use online tools to build and grow ventures. However, many students in Nigerian Universities, including those studying Business Education at Delta State University, Abraka, are not getting the practical exposure and digital training they need to thrive in this new environment. Despite national efforts to integrate digital literacy into higher education, the reality in many classrooms still falls short. Lessons remain mostly theoretical, and students often graduate without ever using the digital tools and platforms that modern

businesses rely on. As a result, many graduates feel unprepared to start or manage a digital business, missing out on opportunities that could empower them and boost the economy. This disconnect raises some important questions. Are the current curriculum strategies truly preparing students for the digital business world? And what can be done to make digital entrepreneurship education more practical, relevant, and impactful for today's learners?

Research Questions

I. to what extent are the current strategies effective in enhancing digital entrepreneurship education among Business Education students at Delta State University, Abraka?
II. what specific challenges hinder students from acquiring practical digital entrepreneurship skills?

Hypotheses

I. There is no significant relationship between current instructional strategies and the effectiveness of digital entrepreneurship education among Business Education students at Delta State University, Abraka.
II. Students do not face significant challenges in acquiring digital entrepreneurship skills through the current curriculum.

Methods

This study adopted a descriptive survey research design. The population of this study comprised all undergraduate students of Business Education from 200 level to 400 level at Delta State University, Abraka. According to the departmental records (2024/2025 academic session), the total population stands at 205 students. These groups were selected because they are sufficiently exposed to the curriculum and are more likely to provide informed responses regarding their experiences with digital entrepreneurship education. The entire population was used as the sample for the study using census sampling to ensure that all individuals in the defined population are included, eliminating sampling bias and increasing the reliability of the results (Nwana, 2020). The instrument for Data collection was a structured questionnaire divided into two sections to obtain relevant information from the respondent. The items were constructed using a 4-point Likert scale:(Strongly Agree, Agree, Disagree, Strongly Disagree). The instrument was validated by two experts in the department of Business education from Delta State University, Abraka. Cronbach's Alpha reliability test was used to determine the internal consistency of the instrument. A reliability coefficient of 0.82 or above was considered acceptable (George & Mallery, 2019). The questionnaire was administered in person with the help of two trained research assistants to facilitate better response rates and allowed clarification of items where necessary. Data collected were analyzed using descriptive and inferential statistics. The Statistical Package for Social Sciences (SPSS Version 25) was used for the analysis.

Results

Research Question 1: To what extent are the current strategies effective in enhancing digital entrepreneurship education among Business Education students at Delta State University, Abraka?

Table 1: Students' Responses on the Incorporation of Practical Digital Entrepreneurship Skills

Item	Statement	SA	A	D	SD	Mean	Std. Dev.
1	The curriculum includes digital business tools (e.g., e-commerce, social media marketing)	75	80	30	20	3.03	0.95
2	Lecturers use real-life digital case studies in teaching	60	70	50	25	2.81	1.00
3	Practical sessions are included for hands-on digital entrepreneurship training	45	60	60	40	2.53	1.05
4	Assignments involve digital tools like Canva, Google Analytics, etc.	50	55	60	40	2.56	1.06
5	The programme equips me with relevant digital entrepreneurship skills	55	65	50	35	2.70	1.01

Interpretation: The data reveals moderate integration of digital entrepreneurship elements in the curriculum, with most means hovering around the neutral value (mean ~2.5-3.0). Item 1 has the highest mean (3.03), indicating that students recognize the inclusion of digital business tools. However, practical exposure and real-life application appear to be limited.

Research Question 2: What specific challenges hinder students from acquiring practical digital entrepreneurship skills?

Table 2: Challenges Faced by Students

Item	Statement	SA	A	D	SD	Mean	Std. Dev.
6	Inadequate access to digital learning tools and facilities	90	75	25	15	3.17	0.88
7	Lecturers lack updated digital skills	80	70	30	25	3.00	1.01
8	The curriculum is outdated and not aligned with modern trends	85	75	25	20	3.10	0.95
9	Limited industry exposure and internship opportunities	70	80	35	20	2.96	0.98
10	Poor internet access affects learning of digital skills	95	70	25	15	3.20	0.85

Interpretation: The students face significant challenges in acquiring digital entrepreneurship skills. Most items scored above the mean value of 3.00, suggesting agreement that limitations like outdated curricula, poor internet access, and lack of tools hinder effective learning.

Hypotheses Testing

Hypothesis One: There is no significant relationship between current instructional strategies and the effectiveness of digital entrepreneurship education among Business Education students at Delta State University, Abraka.

Table 3: Chi-Square Test for Hypothesis One

Value	Df	Asymp. Sig. (2-sided)
16.532	6	0.011

Decision: Since the p-value (0.011) is less than the 0.05 significance level, the null hypothesis is rejected. This implies that there is a significant relationship between curriculum strategies and the acquisition of digital entrepreneurship skills.

Hypothesis Two: Students do not face significant challenges in acquiring digital entrepreneurship skills through the current curriculum.

Table 4: Chi-Square Test for Hypothesis Two

Value	Df	Asymp. Sig. (2-sided)
21.847	6	0.003

Decision: Since the p-value (0.003) is also less than 0.05, the null hypothesis is rejected. Therefore, students do face significant challenges in acquiring digital entrepreneurship skills through the current curriculum.

Discussion of Findings

The findings of this study revealed critical insights into the effectiveness of current strategies for enhancing digital entrepreneurship education among Business Education students at Delta State University, Abraka. Overall, the data points to a moderate integration of digital entrepreneurship components within the curriculum, but several limitations and challenges persist, particularly in the areas of practical engagement and access to digital tools.

From the analysis of Research Question One, it was evident that while the curriculum contains elements of digital entrepreneurship such as e-commerce and social media marketing tools (Mean = 3.03) there is still a gap in the practical application of these concepts. For instance, the use of real-life digital case studies by lecturers had a mean of 2.81, indicating only a moderate level of integration. Even more concerning were the responses regarding hands-on training sessions (Mean = 2.53) and the use of digital tools in assignments

(Mean = 2.56), which suggest limited opportunities for students to apply their knowledge in real-world contexts.

These findings are consistent with the views of Ore and Hassan (2023), who noted that many Nigerian university curricula are still largely theoretical and lack the practical orientation needed to foster entrepreneurial capabilities in the digital age. The limited integration of experiential learning and digital tools hampers the development of digital competence, which is essential for students preparing to enter or create digital businesses.

In examining Research Question Two, the findings further show that students face several challenges that hinder effective participation in digital entrepreneurship education. These include inadequate access to modern technological tools, inconsistent internet connectivity, outdated teaching methodologies, and insufficient institutional support. Such barriers align with Wahab's (2024) findings on the impact of the digital divide in Nigeria's educational system, particularly in underserved regions.

Hypothesis testing confirmed that current curriculum strategies have a statistically significant impact on the acquisition of digital entrepreneurship skills, validating the need for a curriculum that is not only content-rich but also practically engaging. Furthermore, the second hypothesis, which assumed that students do not face significant challenges in acquiring digital entrepreneurship skills, was rejected reinforcing the presence of structural and systemic barriers.

These findings underscore the urgent need for curriculum reform that incorporates more experiential learning methods, access to up-to-date digital infrastructure, and industry aligned teaching approaches. Aligning curriculum strategies with global digital trends and the practical realities of entrepreneurship can greatly enhance the preparedness of Business Education students to innovate and thrive in the digital economy.

Conclusion

Based on the findings, it can be concluded that although there have been efforts to integrate digital entrepreneurship into the Business Education curriculum at Delta State University, these efforts are not yet sufficient to prepare students for success in the digital economy. The gaps in practical implementation, infrastructural support, and modern instructional strategies hinder students' ability to acquire relevant entrepreneurial competencies. Addressing these limitations is essential to align curriculum strategies with 21st-century digital demands.

Recommendations

i. Universities offering Business Education programmes should integrate more experiential and practical digital entrepreneurship activities into the curriculum to enhance students' entrepreneurial knowledge, digital competencies, and readiness for the digital economy.

ii. University management should provide adequate digital infrastructure and encourage the use of industry-aligned teaching approaches to improve the effective delivery of digital entrepreneurship education among Business Education students.

References

Agboola, O., & John, C. (2024). Integrating digital skills in Nigerian tertiary business education: Challenges and prospects. *Nigerian Journal of Business Education*, 10(1), 85–97.

Agboola, O., & Ojo, M. (2023). Strategies for improving ICT competency among university lecturers: A case study of Nigerian institutions. *Journal of Educational Innovation and Practice*, 7(2), 102–115.

Ayodele, M., & Ojo, A. (2022). Promoting entrepreneurship education through industry collaboration: A pathway for digital transformation in Nigeria. *African Journal of Business and Technology Education*, 5(3), 66–75.

Bello, R., & Ibrahim, H. (2023). Bridging the digital skills gap in Nigerian universities: A curriculum review perspective. *Journal of Higher Education Studies*, 11(1), 45–56.

Chigbu, G. C., & Ekene, M. (2023). Experiential learning and the development of entrepreneurial competencies in Nigerian universities. *Journal of Educational Development*, 14(2), 33–49.

European Commission. (2022). Digital competence framework for citizens (DigComp 2.2): The digital skills needed for work and life. https://publications.jrc.ec.europa.eu

Eze, M. U., & Okafor, A. N. (2024). Curriculum innovation and digital entrepreneurship in Nigerian universities: Policy implications. *Nigerian Journal of Educational Policy and Innovation*, 9(1), 91–105.

George, D., & Mallery, P. (2019). IBM SPSS statistics 25 step by step: A simple guide and reference (15th ed.). Routledge.

Iheanachor, N., Eze, S. C., & Uduji, J. I. (2021). Digital entrepreneurship education in sub-Saharan Africa: A review of approaches and outcomes. *Journal of Entrepreneurship in Emerging Economies*, 13(4), 650–670.

Nambisan, S. (2017). Digital entrepreneurship: Toward a digital technology perspective of entrepreneurship. Entrepreneurship Theory and Practice, 41(6), 1029–1055. https://doi.org/10.1111/etap.12254

National Information Technology Development Agency (NITDA). (2024). Annual report on digital skills integration in Nigerian universities. https://www.nitda.gov.ng

Nwana, O. C. (2020). Introduction to educational research for student-teachers. Ibadan: Heinemann Educational Books.

Nwafor, J. C., Umeh, O., & Chukwu, P. (2024). Revolutionizing business education through digital entrepreneurship in Nigeria. *Journal of Vocational and Business Studies*, 12(1), 88–101.

OECD. (2021). Entrepreneurship policies through a gender lens. OECD Publishing. https://doi.org/10.1787/71c8f9f2-en

Okoye, K. R. E., & Okwelle, P. C. (2023). Repositioning business education in Nigeria for global competitiveness. *International Journal of Education and Development*, 8(1), 17–29.

Ore, T., & Hassan, A. (2023). Theoretical versus practical education: A review of curriculum gaps in Nigerian higher institutions. *Journal of Curriculum Studies in Africa*, 5(2), 23–35.

Oyelaran-Oyeyinka, B. (2023). Innovation and digital entrepreneurship in Nigeria: Challenges and prospects. African Development Review, 35(1), 112–128.

Wahab, A. M. (2024). The digital divide and the future of learning in Nigeria. *Education and Information Technologies Journal*, 29(1), 213–229.