Journal of African Education (JAE) ISSN: 2633-2922 (Print) ISSN: 2633-2930 (Online)

Indexed by EBSCO, COPERNICUS and SABINET

Volume 5, Number 1, April 2024

Pp 267 - 286

Assessment of Entrepreneurial Digital Skills, Knowledge, and Use among Business Education Undergraduates in the Federal University Oye-Ekiti, Nigeria

DOI: https://doi.org/10.31920/2633-2930/2024/v5n1a12

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Abstract

Entrepreneurship is vital for national development as it facilitates the provision of employment opportunities, usage of the factors of production, and the provision and rendering of services for meeting the various needs of man. This study assessed entrepreneurial digital skills, knowledge, and usage among undergraduates of business education at the Federal University Oye-Ekiti, Nigeria. The descriptive survey research design was used for the study. This study targeted all undergraduates of the university as its population. The sample of the study was purposively drawn from the Business Education Unit of the Faculty of Education. All students in the Unit were purposively adopted for the study. In all, the sample was 250 undergraduates. Data was collected using a questionnaire tagged " Students' Entrepreneurial Digital Skill, Knowledge and Utilization Questionnaire" with Cronbach Alpha values of 0.62. 0.75, and 0.90 respectively for the three sections, and analysed using descriptive statistics: frequency counts and percentages, mean and standard deviation. Results revealed that students in the university have a moderate level of entrepreneurial digital skills, and a high level of entrepreneurial digital knowledge, and utilises entrepreneurial skills and knowledge to a very good extent. The study recommends that universities provide an enabling environment that promotes the development and application of digital skills among students and that special and compulsory courses on digital education be enshrined into the university's curriculum.

Keywords: *Digital skills**;** Digital Knowledge; Digital use, Entrepreneurship; University.*

Introduction

Entrepreneurship is a vital component of a nation, which brings about its development in terms of provision of employment opportunities, usage of the factors of production as well as the provision and rendering of services for meeting the various needs of the citizenry. Today, it forms an integral part of any society towards making provision for the availability of different goods and services for human use and consumption. As such, citizens' possession of entrepreneurial digital skills, knowledge, and use might help in empowering them with efficient and increased service delivery in their daily endeavours. Modern industrial and company leaders (including university students who are to transition into the labour force) can be more innovative and creative with the help of entrepreneurship education (Boldureanu et al. 2020; Okpokwasili, 2019). Students who receive this type of education are taught the entrepreneurial skills necessary to launch and grow their businesses,

thereby addressing the issues associated with unemployment (Francis & Moneblaise, 2016; Okpokwasili, 2019). These portray the importance of entrepreneurship to individuals'/national well-being and development.

Entrepreneurship, according to Osiesi and Fajobi (2019), is the capacity of a person to put ideas into practice. It comprises the ability to come up with ideas or be creative, to innovate, to take risks, and to organize and manage projects to accomplish goals. Since starting a business is regarded as essential to fostering competitiveness, innovation, and economic growth in many parts of the world, encouraging young people (especially students in universities) to have an entrepreneurial spirit, interest in business, and positive attitudes toward digitilisation support the development of new and robust businesses. The authors emphasize the import of digital skills and knowledge that could accrue from entrepreneurial education.

Anckar (2016) asserts that the development of technology brings about digital skills, experiences, knowledge, and transformations that are useful for entrepreneurial development and self-reliance. It does instill in individuals, entrepreneurial digital skills, knowledge, and their applications to daily activities, thereby, enhancing their capacity for adequate service delivery and in meeting societal needs (Anckar, 2016). The author further added that the invention of information and communication technological tools and gadgets into the everyday production process has helped a lot in increasing the quest for and acquisition of digital skills by individuals within the online marketing, shopping, or digital economy. To the expectations of the Fourth Industrial Revolution, individuals, students most especially, should have some fundamental digital skills and abilities to learn, work, and participate actively in modern society (IDRE 2019). According to the European Commission (2018), developing entrepreneurial digital skills is crucial for starting a business and allows everyone, but notably entrepreneurs, to benefit from online opportunities and possibilities. Entrepreneurial digital skills, knowledge, and utilization enable the use of computerized technology as tools for workplace/business communications.

Entrepreneurial digital skills and knowledge in businesses have an overall favorable and considerable influence, according to Eurostat (2018). Students of Business Education, who are being trained in the nitty-gritty of business enterprises, establishment, administration, and management need to have adequate digital skills and knowledge and be able to apply these duos for their future business improvements, such as

lowering running costs, boosting the efficiency and effectiveness of the enterprise, enhancing decision-making in the business, and raising market competitiveness. More so, building financial resilience is mostly dependent on developing digital skills and competencies (Kass-Hanna, Lyons, & Liu, 2022). Kiyosaki (2013) emphasized the need for entrepreneurial digital skills in this 21st century, which has a built-in mechanism for developing accounting, investment, marketing, and information communication and technology (ICT) skills among individuals.When students (young entrepreneurs) internalise these qualities thoroughly, their attitude to and talent in entrepreneurship enhance their possibilities for future production and usefulness (Osiesi & Fajobi 2019).

Dada et al.(2023) claim that the Nigerian educational system frequently prioritises theoretical knowledge over entrepreneurship and practical application, which might make it difficult for graduates to move into the workforce. According to Ibidunni et al. (2020), one strategy to support the growth of the Nigerian economy is to help students develop their entrepreneurial qualities before they graduate. In recent years, entrepreneurship at universities has drawn a lot of interest and significance (Jami & Gökdeniz 2020). Universities regularly support and promote entrepreneurship education as part of their academic and research programmes because they understand how important it is to help students develop an entrepreneurial attitude (Jami & Gökdeniz 2020). According to Boldureanu et al. (2020), these universities provide entrepreneurship programmes and courses, including Business Education, to equip students with the knowledge, abilities, and mindset needed to launch and run enterprises.

A course in business education is intended to provide students with the academic knowledge and practical skills they need to succeed in the corporate world. According to Emeasoba (2022), it is one of the vocational curricula studied in Nigerian universities. According to Emeasoba and Muo (2018), business education is a three-part curriculum that equips students with the knowledge, abilities, attitudes, and values needed to become business educators, office employees, or entrepreneurs. Research suggests that even though students belong to the generation that grew up in the digital age, they still struggle greatly with using digital tools (Liesa-Orús et al., 2016). Adequate empirical data on the levels of digital proficiency, even among university students are lacking (Sharp, 2022; Bashir & Miyamoto, 2020). Universities that are supposed to play a critical role in developing students' entrepreneurial attributes (digital skills, knowledge, and use) needed for their future

socio-economic successes seem not to be doing enough (Dada et al., 2023; McKellar 2020).These calls for a regular assessment of the entrepreneurial digital skills, knowledge, and use among students of universities especially in the Nigerian Space. It is against this backdrop that this current study assessed the extent of entrepreneurial digital skills, knowledge, and use among Business Education students at the Federal University Oye-Ekiti, Nigeria.

Entrepreneurial digital skills, knowledge, and use are of great importance for the development of new ideas in students for the world of work, and is expected to result in functional and improved living for individuals. Unfortunately, these entrepreneurial digital skills, knowledge, and use have not been well appropriated by Nigerian students, especially those in tertiary institutions, upon graduation. An assessment of these entrepreneurial digital skills, knowledge, and use is necessary for improved and innovative instruction and students' adequate preparedness for the world of work. It is for this reason that this study investigates the levels of undergraduates' entrepreneurial digital skills, knowledge, and use in a Nigerian public university. The study answered the research questions, namely,

- To what extent do undergraduates of Business Education possess entrepreneurial digital skills?
- To what extent do undergraduates of Business Education possess entrepreneurial digital knowledge?
- To what extent do undergraduates of Business Education utilise entrepreneurial digital skills and knowledge?

Theoretical Framework

The present investigation is grounded in the entrepreneurial intention model (EIM) developed by Boyd and Vozikis (1994), building upon the original model of entrepreneurial intentionality proposed by Bird (1988). A person forms intentions toward entrepreneurship based on contextual and personal factors, according to Bird's (1988) model. Undergraduates (especially Business Education students with entrepreneurial courses enshrined into their curriculum) should have the enabling context and possess the personality traits that would facilitate entrepreneurship amongst them. Boyd and Vozikis (1994) model also included the self-efficacy factor as derived from the social cognitive theory (Bandura, 1986). These factors (students' contextual characteristics-their

academic discipline, personal characteristics-gender and socio-economic status and self-efficacy-the ease with which they can use digital devises) could impact students' entrepreneurial digital skills, knowledge, and use. Students' contextual factors depict the learning environment in which students are to be equipped with the learning and mastery of digital skills. This was measured in the study by selecting only students were offering an entrepreneurial digital course (Business Education). Students' personal characteristics were considered along the lines of their gender and their social economic background. Could there be gender difference in students' attitudes toward entrepreneurial skills? Or are males more competent than their female counterparts? Cases abound where students are unable to afford digital devices, which invariably impact negative on their attitudes and competencies in entrepreneurial digital skills.

Concept of Entrepreneur

The word "entrepreneur" comes from the verb "entreprende," which in French means "to undertake" (Akanni, 2010). This term denotes initiating a business, recognizing opportunities, allocating resources, managing, and undertaking the risk of ventures or businesses. It is also used to characterise people who oversee projects and ensure their successful completion while providing significant benefits. To put it another way, an entrepreneur is someone who can handle uncertainty surrounding a business and make sure the business succeeds even in the face of overwhelming obstacles. It is a person who generates income from launching or operating enterprises, particularly when doing so requires taking financial risks. Entrepreneurs use innovation to recognise market opportunities, raise capital and managerial expertise, and take measured risks to create new products, services, and processes.

An entrepreneur, according to Drucker (2015), is a person who moves financial resources to locations with higher yields and productivity. An entrepreneur attempts to achieve equilibrium in the distribution of wealth by making appropriate use of the factors of production. According to Akanni (2010), an entrepreneur is a person who views change as natural and beneficial. The author also emphasised that entrepreneurs are driven by a desire to succeed independently, add value, support their families and communities, get wealthy, or, most of the time, avoid unemployment. According to Stephens (2012), an entrepreneur presents a differentiator or something unique that, from the perspective of their buyers, consumers, or clients, represents value.

Concept of Entrepreneurship

The term 'entrepreneurship' is a core part of the development of every society and nation at large (Maheshwari et al., 2022). It deals with the process of growing a business venture or an enterprise, making use of the factors of production and thereby providing services to satisfy human wants. The process of using personal initiative to develop a business idea into a new venture or to expand and diversify an already-existing venture or enterprise with significant growth potential is known as entrepreneurship. The act of being an entrepreneur, or "one who undertakes innovations, finances, and displays business acumen to transform innovations into economic goods," is what Shane (2010) defines as entrepreneurship. The most visible type of entrepreneurship is founding new companies, also known as startup companies. Nevertheless, in more recent times, the term has come to encompass social and political forms of entrepreneurship.

According to Garba (2010), the definition of entrepreneurship varies depending on the individual and their conceptual framework. The author claims that taking risks, being creative, being independent, and reaping rewards are the common elements of entrepreneurship. According to Akanni (2010), innovation is a prerequisite for entrepreneurship. Thus, the process of starting a novel economic venture to make money or expand under risky or uncertain circumstances is known as entrepreneurship.

Entrepreneurial Digital Skills, Knowledge and Use

Entrepreneurial digital skills, knowledge, and use are of great importance in today's information age as well as in meeting the various needs of the users. In this study, we have termed entrepreneurial digital skill as same with students' computer literacy, since our sample comprised of entrepreneurial (Business education) students. According to Kotler and Armstrong (2014), entrepreneurial digital skills help entrepreneurs and business owners meet the needs of their customers through efficient service delivery. It involves the process of incorporating digital skills and knowledge into the daily activities of a business. According to Osiesi and Fajobi (2019), the possession and application of entrepreneurial skills and knowledge resulted in enhanced abilities in business and human resource management, goal-setting and planning, marketing, finance, accounting, customer relations, quality control, negotiation, business establishment,

business expansion management, and regulatory compliance. The authors further argued that general entrepreneurial skills are a blend of information, experience, and know-how required for professional business management and that students' (young entrepreneurs') attitudes towards and aptitude for entrepreneurship improve when they fully internalise this skill. Since they gain the many essential skills required for everyday living, acquiring these skills improves students' marketability and relevance (Deursen, 2018; Osiesi & Fajobi 2019).

Technical operations in technology, information management, communication, collaboration, creativity, critical thinking, and problem-solving are examples of 21st century entrepreneurial digital skills (van Laar & Deursen, 2018). Entrepreneurial digital skills and knowledge help in energizing the business environment, especially for online and/or information and communication technology (ICT) enabled services. The possession of these skills also brings about research development and better business communications (Anckar, 2016; Muhlbacher, 2016).
Beuermann et al. (2015) and Fairlie (2012) assessed a programmes' impact on students' digital skills mastery. Findings showed that high digital skills mastery among students. Osiesi and Fajobi (2019) assessed the ability and attitudes of Polytechnic students toward entrepreneurial education in Oyo State, Nigeria. Results indicate that students possess a high degree of entrepreneurial aptitude and positive outlooks. The entrepreneurial skills and competencies that library and information science (LIS) students in Enugu State, Nigeria, were expected to possess were evaluated in the Okpokwasili (2019) study. The results of the study showed that students' entrepreneurial competencies and skills are lacking. Emeasoba, Akudolu, and Agbo (2022) looked into how business education is taught and learned in public universities in the South-South region of Nigeria using digital skills. The study's conclusions showed how widely digital tools and abilities are used in business education instruction. The study conducted by Ukwueze and Onyia (2014) also discovered that students' use of digital tools is low. Adeoye and Adeoye (2017) investigated undergraduates' proficiency with digital literacy in southwest Nigerian federal universities. The results showed that students were confident in their use of digital skills and possessed sufficient knowledge of them.

Amesi and Allison (2022) evaluated business education students' digital skills for employability at Rivers State. The results showed that students studying business education have sufficient digital skills to be employable. Ukwoma, Iwundu, and Iwundu (2016) looked into the level of digital literacy among University of Nigeria, Nsukka students as well as

how much they applied it to their academic writing. According to the study, some of the students are proficient in digital literacy and apply it regularly. Abdullahi (2020) investigated the digital literacy skills of undergraduates at Bayero University in Kano. The research also looked into how much students use digital information resources in their learning and academic activities. The study's findings revealed that the majority of undergraduate students at the university use digital information resources for academic purposes, are not fully aware of the digital resources available at the university, and that the digital resources were not adequately utilised due to students' low digital literacy and competence. Ramakanta (2020) study investigated the level of digital literacy and its use among pre-service teachers. The study found that the majority of trainees have a good level of digital skills, as well as knowledge. From the literature reviewed, very little is known about the extent of entrepreneurial digital skills, knowledge, and usage in federal public universities in Nigeria; it is this gap that this current study intends to fill.

Methodology

Research Design

The descriptive survey research design was employed for this investigation. It comprises the methodical gathering and reporting of information about the facts or features of a specific population (Nworgu, 2011; Punch, 2012).

Population, Sampling Technique, and Sample

This study targeted all Business education students in the Federal University Oye-Ekiti, Ekiti State, Nigeria as its population. The samples of the study were purposively drawn from the Business Education Unit of the Faculty of Education of the university, as these were students whose curriculum majorly centers on entrepreneurship and digital skill acquisition. In all, the sample was 250 students.

Instrument for Data Collection

The instrument used to collect data for this study was a questionnaire tagged " Students' Entrepreneurial Digital Skill, Knowledge and

Utilisation Questionnaire (SEDSKUQ)". The instrument was validated by experts in the field of educational evaluation in the faculty of education, Federal University Oye-Ekiti, Nigeria; checking for the accuracy, relevance, and correctness of the instrument. Corrections and inputs were integrated to enhance the quality of the instrument. The reliability of the three sections of the instrument yielded Cronbach alpha values of 0.62. 0.75, and 0.90 respectively, indicating that the instrument is internally consistent with the study's concern.

Method of Data collection

The data for this study was self-administered by the researchers and were retrieved after the respondents had fully responded. There was a 93% return rate of the questionnaires.

Procedure for Data Analysis

The data collected for this research was analyzed using descriptive statistics: frequency counts and percentages, mean and standard deviation.

Results

Table 1 shows the demographics of respondents regarding their gender, and the ICT devices owned. Respondents who are males were 107 (40.8%), and female respondents were 148 (59.2%). More so, 17 respondents (6.8%) agreed that they owned desktop computers, 106 (42.4%) owned laptop computers, 114 (45.6%) owned Smartphone devices, 6 (2.4) owned tablet devices, and 7 (2.8%) owned other devices.

Table 1: *Demographic Information of Respondents*

Variable	Frequency	Percent
Male	102	40.8
Gender		
Female	148	59.2

ICT Device Owned		
Desktop Computer	17	6.8
Laptop Computer	106	42.4
Smartphone Device	114	45.6
Tablet Device	6	2.4
Other ICT Devices	7	2.8

Research Question 1: To what extent do undergraduates of Business Education possess entrepreneurial digital skills?

The responses in Table 2 show the extent to which undergraduates in the sampled university possess entrepreneurial digital skills. The results generally indicated a moderate level of entrepreneurial digital skills by the respondents. Similarly, as indicated by the pooled mean value (1.09) which is below the criterion mean (1.50), it can be inferred that the level of entrepreneurial digital skills possessed by the study's respondents was moderate.

Table 2: *The extent to which students in FUOYE possess entrepreneurial digital skills*

S/N	Items	True of Me Freq (%)	Not True of Me Freq (%)	Mean	Standard Deviation
1.	Typing of texts	230 (92.0%)	20 (8.0%)	1.08	.272
2.	Cutting, copying, pasting, and editing documents	236 (94.4%)	14 (5.6%)	1.06	.230
3.	Saving documents in storage devices	227 (90.8%)	23 (9.2%)	1.09	.290
4.	Retrieving files from the storage devices	216 (86.4%)	34 (13.6%)	1.14	.343
5.	Creating and editing tables and shapes	172 (68.8%)	78 (31.2%)	1.31	.464
6.	Cutting, copying, and pasting icons	199 (79.6%)	51 (20.4%)	1.20	.404
7.	Inserting borders and shades in documents	194 (77.6%)	56 (22.4%)	1.22	.418
8.	Using the correct fingers on the keyboards	206 (82.4%)	44 (17.6%)	1.18	.382
9.	Adjusting document margins	184 (73.6%)	66 (26.4%)	1.26	.442

10.	Aligning texts in a document	183 (72.5)	65 (25.3%)	1.26	.442
11.	Changing font types, styles, and sizes	212 (84.8%)	38 (15.2%)	1.15	.360
12.	Inserting page numbers and symbols in a document	211 (83.8%)	37 (14.2%)	1.15	.360
13.	Printing documents	215 (86.0%)	35 (14.0%)	1.14	.348
14.	Previewing documents before printing	221 (88.4)	29 (11.6%)	1.12	0.321
Pooled Mean = 1.09			**Moderate Level**		

***Criterion Mean = 1.50**

Research Question 2: To what extent do undergraduates of Business Education possess entrepreneurial digital knowledge?

Table 3 shows the extent to which undergraduates in the sampled university possess entrepreneurial digital knowledge. The value of the pooled mean (2.00) which is above the criterion (1.50), depicts that the students in the university have high entrepreneurial digital knowledge.

Table 3: *The extent to which students in FUOYE possess entrepreneurial digital knowledge*

S/N	Items	True of Me Freq (%)	Not True of Me Freq (%)	Mean	Standard Deviation
1.	Typing of texts	230 (92.0%)	19 (7.6%)	1.08	.292
2.	Cutting, copying, pasting, and editing documents	288 (91.2%)	21 (8.4%)	1.09	.303
3.	Saving documents in storage devices	216 (86.4%)	33 (13.2%)	1.14	.359
4.	Retrieving files from the storage devices	197 (78.8%)	53 (21.3%)	1.21	.410
5.	Creating and editing tables and shapes	195 (77.4%)	54 (21.6%)	1.22	.412
6.	Cutting, copying, and pasting icons	188 (75.2%)	61 (24.4%)	1.25	.444
7.	Inserting borders and shades in documents	181 (72.4%)	68 (27.3%)	1.28	.459
8.	Using the correct fingers on the keyboards	196 (78.4%)	53 (21.2%)	1.22	.425
9.	Adjusting document margins	205 (82.0%)	45 (18.0%)	1.18	.385

10.	Aligning texts in a document	204 (81.6%)	46 (18.4%)	1.18	.388
11.	Changing font types, styles, and sizes	210 (84.0%)	39 (15.6%)	1.16	.382
12.	Inserting page numbers and symbols in a document	201 (80.4%)	49 (19.6%)	1.20	.398
13.	Printing documents	208 (83.2%)	41 (16.4%)	1.17	.389
14.	Previewing documents before printing	186 (74.4%)	62 (24.8%)	1.27	.479
Pooled Mean = 2.00					

*__Criterion Mean =1.50__

Research Question 3: To what extent do undergraduates of Business Education utilise entrepreneurial digital skills and knowledge?

Table 4 indicates the extent to which undergraduates in the sampled university utilise entrepreneurial digital skills and knowledge. The value of the pooled mean (2.58) which is above the criterion (1.50), depicts that the students in the federal university Oye-Ekiti utilise entrepreneurial digital knowledge to a very good extent.

Table 4: *The extent to which students in the federal university Oye Ekiti utilise entrepreneurial digital skills and knowledge*

S/N	Items	VP	P	G	VG	Mean	Std. Dev	Rank
1.	Word processor (e.g word, pages, Google Docs)	93	43	71	43	2.26	1.133	1st
2.	Spreadsheet (e.g, Excel, numbers, Google spreadsheet)	53	48	115	31	2.48	.974	8th
3.	Presentation tools (e.g, Powerpoint, Keynote, Google presentation)	46	45	123	36	2.60	.949	10th
4.	Image processing	38	69	100	43	2.59	.945	12th
5.	Video editing	46	59	93	51	2.61	1.021	6th
6.	Digital collaborative writing tools system for cloud storing of files	38	73	96	43	2.58	.946	11th

7.	Social media	30	31	106	83	2.97	.969	9th
8.	Email	34	30	90	96	2.99	1.026	4th
9.	Online discussion groups	31	38	111	70	2.88	.958	13th
10.	Learning management systems (e.g canvas, its learning, moodle)	36	73	100	41	2.58	.929	14th
11.	Tools for creating content tools for interactive whiteboards (e.g smartboard, Promethean)	48	87	69	46	2.45	1.002	7th
12.	Tools for creating graphical representations	57	79	71	43	2.40	1.022	5th
13.	Educational games	66	59	82	43	2.41	1.057	3rd
14.	Students' response systems (e.g kahoot, socrative)	88	54	65	43	2.25	1.114	2nd
				Pooled Mean		**2.58**		

***VP = Very Poor; P = Poor; G = Good; VG = Very Good. Criterion Mean = 1.50**

Discussion

This study assessed the extent of entrepreneurial digital skills, knowledge, and use among Business Education students at the Federal University Oye-Ekiti, Nigeria. The study aimed to investigate the extent to which these students possess entrepreneurial digital skills and knowledge, as well as their utilization. The findings of the study have revealed that the level of entrepreneurial digital skills possessed by the sampled Business education undergraduates is moderate. This implies that more enlightenment and training of these students in entrepreneurial digital skills acquisition need to be pursued and encouraged. This stems from the fact that upon graduation, these students would depend upon these acquired entrepreneurial skills for future living, job placements, and survival. This finding agrees with those of Ramakanta (2020), Amesi and Allison (2022), Ukwoma et al. (2016), Akudolu, and Agbo (2022), and Adeoye and Adeoye (2017); whose findings revealed an appreciable level of digital skills among students. Still, the finding disagrees with the findings of Abdullahi (2020) who found that students possess low digital literacy competencies. This is understandable, as the said study was carried out in the Northern region of Nigeria, where there are perceived

"educational disadvantages" that might have hindered the possession of entrepreneurial digital skills among the study's sample.

Findings also show that the sampled students in the university possess high entrepreneurial digital knowledge. This may have been a result of the recent clamour for online/blended learning in several Nigerian universities (especially the current sampled university), in the wake of COVID-19. Consequently, students might have engaged themselves in the self-learning of these skills, knowing that it would later on impact their overall academic/learning outcomes, especially in entrepreneurial-oriented courses. This finding supports those of Beuermann et al. (2015), Fairlie (2012), and Ukwoma et al. (2016), whose findings showed that college students have high computer skills mastery, and Ramakanta (2020) findings that found that students have a good level of digital knowledge. The findings of Okpokwasili (2019) that revealed inadequate degrees of entrepreneurial skills and competencies among students are not consistent with the findings of this present study. Findings have revealed that Business Education students in the sampled university utilise entrepreneurial digital skills and knowledge to a very large extent. These students may have been exposed to a functional entrepreneurial digital skills acquisition curriculum of the university, as this has impacted their motivation, skills, and knowledge concerning entrepreneurship. The utilisation of these entrepreneurial digital skills and knowledge would to a great extent, positively impact these students' entrepreneurial capabilities and general business acumen. This supports the findings of Emeasoba et al. (2022), Ukwoma, et al. (2016), and Adeoye and Adeoye (2017) which indicated that students have a good grasp of the use of digital skills and knowledge. However, the findings of Ukwueze and Onyia (2014), and Abdullahi (2020) that there is low utilisation of digital appliances among students, are not in agreement with this study's findings.

Conclusion and Recommendations

This study investigated the level of entrepreneurial digital skills, knowledge, and use among Business Education students at the Federal University Oye-Ekiti, Nigeria. Based on the findings and discussions of the study, students have a moderate level of digital skills, and high digital knowledge, and utilises these entrepreneurial digital skills and knowledge to a very good extent. It is recommended, therefore, that universities provide an enabling environment that promotes the development and

application of digital skills and knowledge among students; a special and compulsory course on digital education vis-à-vis entrepreneurship be enshrined into the university curriculum, and students be reassured of the import of these vital entrepreneurial digital skills and knowledge, for a successful transition into the world of work. Education planners and curriculum developers should infuse entrepreneurship and digital literacy into all levels of the education system in the country, as well as her curriculum.

The Study's Limitations

We acknowledge the few limitations of this current study, such as potential bias in self-reported measures or limited generalizability due to the defined target population, small sample size, as well as the study's context. We did not also consider the ages and academic levels of the sample, which may have impacted on the results. Further research could improve upon these, especially using either the qualitative or mixed methods research.

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