



## **Digital Entrepreneurial Skills Acquired By Business Education Undergraduates For Decent Works In Tertiary Institutions In Rivers State**

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### **ABSTRACT**

This study investigated digital entrepreneurial skills acquired by Business Education undergraduates for decent works in tertiary institutions in Rivers State. Descriptive survey research design was adopted. The population was 1,013 with a sample size of 279, using Krechie and Morgan Table for determining a sample of a known population. Self-developed questionnaire of five point rating scale was used. Face and contents validity were established using the opinions of three experts with trial-test on 20 Business Education students. Data collected were analyzed using Cronbach Alpha with a coefficient values of .87. Out of 279 copies of questionnaire distributed, 250 were correctly filled, retrieved, and used for data analysis. Arithmetic mean and standard deviation were used to analyze data from research question and spread in respondents' views. Inferential statistics of Analysis of Variance (One-way ANOVA) was used to test the null hypothesis. A Tukey Post Hoc Test of multiple comparisons was further conducted. Findings revealed that the level of digital marketing and social media skills acquired was at a very low level. Also, Business Education undergraduates differed in their mean rating due personal factors like good ICT background before admission, digital entrepreneurial skills experience and funding; and government's factors such as good policies and implementation, conducive teaching and learning environment and funding. Among other things, 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 Rivers state.

**Keywords:** Digital entrepreneurial skills, Business Education, undergraduates, decent works, tertiary institutions in Rivers State

### **INTRODUCTION**

Entrepreneurial skills are globally acknowledged as an instrument for achieving economic growth and development through employment creation for decent works. Consequently, entrepreneurship skills development are emphasized in many parts of the world such as USA, UK, Malaysia, Japan, China,

Singapore and a host of others. In a country like Nigeria where unemployment and poverty are extremely high, the importance of entrepreneurial skills cannot be undermined. Entrepreneurial skills are the individual's ability to translate ideas into action. It encompasses creativity, innovativeness and calculated risk taking, as well as ability to plan and direct action towards the achievement of goals (Ken, 2013).

Akpotohwo, Watchman and Ogeibiri (2016) saw it as the process where people bring together creative and innovative ideas, combining them with management and organizational competencies in order to combine people, money and resources to meet an identified need and thereby create wealth via decent works.

Business Education as an integral part of vocational education aimed at equipping the students to become entrepreneurs with relevant digital entrepreneurial skills for purpose of making them functional in the society. Business education focuses on skills acquisition in different areas such Office Technology and Management, Management Information System, Management, Marketing, Digital Marketing, Entrepreneurship, Cooperative Studies, Insurance, Accounting among others. It is therefore expected that the various components of Business Education courses that formed different skills are effectively delivered to the learners to become entrepreneurs via digital entrepreneurial skills (Oyerinde, Onajite and Aina, 2020).

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. Digital entrepreneurial 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 entrepreneurial skills are core part of business owner's toolkit, whether you are in charge of a multinational corporation or operating a local business from home. The five (5) 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). However, the contents scope of this study is limited to data analysis and social media marketing digital entrepreneurial skills.

Social media marketing digital entrepreneurial skills (SMMDDES) 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 contents. These are done through the five pillars of social media marketing vis-a-vis social strategy in determining the goals, selecting social media platforms and contents mix. The next is planning and publishing the contents, listening and engaging customers, be analytic and reporting to management for decision making, and finally do advertising (LaFleur, 2022). These digital entrepreneurial skills always enable undergraduates to acquire decent works upon graduation if properly equipped with the skills. Decent employments or decent works are "productive works for women and men with conditions of freedom, equity, security and human dignity" (International Labour Organization, 2022). Decent employments involve opportunities for work that are productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. Decent employments can easily be gotten via digital entrepreneurial skills of graduates (International Labour Organization, 2022).

Chinwokwu (2013) bewailed that graduates of vocational education (including business education) in Nigeria are not establishing and running their own small businesses for self-reliance as expected due to inadequate digital entrepreneurial skills. Chinwokwu (2013) further stated that business education graduates lacked 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 cause of the high rate of business failure, unemployment and lack of decent works. Ernest (2011) noted that digital marketing skills are required for marketing Agricultural products and services by Business Education graduates. Iloeje and Okolocha (2018) reported that digital marketing skills such data analysis and social media marketing digital entrepreneurial skills are needed by graduates

for successful operation of business enterprises. According to Ezeani, Ifeonyemetalu and Ezemoyih (2012), digital marketing entrepreneurial skills are needed by business related graduates for successful operation of a business enterprise.

Ezeani (2012) stated that digital data analysis and social media marketing entrepreneurial skills are marketing skills that keep the entrepreneur informed, knowledgeable and confident so as to determine the most efficient method of physical distribution of produced products and services globally.

The moderating factors for this study are undergraduates personal and governments factors. The undergraduates personal factors are those factors that emanated from the students (undergraduates) which may affect and influence their digital entrepreneurial skills. They are factors that may or may not be under their control but are related to them and their family background. Factors such as commitment, personal training, provision of laptop, data, good ICT background before admission may influence and affect students' digital entrepreneurial skills. Also, personal factors such as age, gender, education, vicarious experience, funding, and experiences may influence conviction and digital entrepreneurial skills intentions (Amofah and Saladrignes, 2022; & Trivedi, 2017). The government's factors are those factors that are cause either by the state or federal governments. They also include factors from the managements of the state and federal universities, polytechnics and colleges of education. The governments factors include provision of good policies and implementation, adequate funding, good quality teachers, provision of digital entrepreneurial skills facilities such as laboratories, classrooms, equipment, hardware and software, good working conditions, better job security, training and retraining with certifications programmes. The institutions management factors include providing enabling teaching and learning environment, shaping entrepreneurial intention among students, nurturing with specific entrepreneurship education (digital entrepreneurial skills), sponsorships in conference, certifications, workshops, and training the trainer programmes among others. The role of tertiary institutions (universities, polytechnics, and collages of education) as provider and enabling conducive environment to nurture entrepreneurial intention, leading to new venture creation cannot be overstressed (Amofah and Saladrignes, 2022; & Trivedi, 2016).

The government's roles and factors are prominent in acquiring digital entrepreneurial skills. This may be the reason US government has driven innovation and data economy via open government data, data security, and Google's search engine. The recent violation of data privacy by Facebook, among other major platforms, and the frequent hacking of customers' information of major corporations are heightening awareness of the tradeoffs and risks involved in leaving the cyber space unprotected and unregulated for entrepreneurs with digital entrepreneurial skills and their customers (Mazzucato, 2013). Also, for emerging economies, the digital economy that is based on digital skills and competencies presents similar challenges where governments play varying activist roles, not only in innovation and adaptation of new waves of digital technologies but also in the assimilation and diffusion of these technologies across the whole economy in partnership with business, to promote a dynamic ICT ecosystem, create a highly networked system of actors, and invest in the platforms and human capital required for the digital economy for entrepreneur with digital skills to acquire decent works (Hanna, 2018). There is historical evidence that these governments have broaden and deepened their entrepreneurial and innovation roles, harnessing successive strategies and patient investments to build a dynamic digital transformation ecosystem, ubiquitous internet access, digital platforms, digital literacy, digital leadership, and sustained commitment to transform (Mazzucato, 2013). The features of Singapore e-transformation journey are openness of the economy, openness to global knowledge, committed political and public service leadership, cumulative institutional learning, public-private collaboration, investment in a competitive information infrastructure, early attention to ICT literacy and user learning capability, clear cyber policies, and dynamic governance based on results orientation and accountability (Hanna and Knight, 2011). Singapore adopted a holistic approach to developing and using ICT for its economic transformation. For example, ICT applications in the public sector have been planned and evolved, supported by complementary developments in information infrastructure. IT literacy and capability development, ICT industry sector, and ICT governance and institutions. E-government programs have been also based on a common foundation of shared infrastructure and services and

deepened by sector-specific ICT-enabled transformations through e- logistics, e-business, e-education, and e-health (Hanna, 2018).

The justification for this topic "Digital entrepreneurial skills acquired by Business Education undergraduates for decent works in tertiary institutions in Rivers State "was because the study addressed the types, level as well as the influencing factors of digital entrepreneurial skills acquired by Business Education undergraduates for decent works which have not been exactly addressed before with exact moderated factors. So, digital entrepreneurial skills is a brand new path of study in the body of knowledge.

### **Statement of the Problem**

The unemployment rate without decent works among Nigerian graduates has continued to escalate. Therefore, the need for appropriate measures to curb the menace especially among Business Education graduates through digital entrepreneurial skills for them to acquire decent works.

Chinwokwu (2013) reported that graduates of vocational education (including Business Education) in Nigeria are not establishing and running their own small businesses and without decent works for self-reliance as expected due to inadequate digital entrepreneurial skills and competences. 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 medial digital marketing , and data analysis needed to operate their chosen businesses. The problems assumed here are that, the Business Education undergraduates seemed not to have been adequately and sufficiently prepared with digital entrepreneurial skills to enable them acquire decent works. The problem of this study is that, despite the fact that entrepreneurship training and education have been included in Business Education programme for years now, the rate of unemployment of Business Education graduates without decent works is very high. This is the reason this study "Digital entrepreneurial skills acquired by Business Education undergraduates for decent works in tertiary institutions in Rivers State" was conceived.

### **Purpose of the Study**

The main purpose of this study was to investigate digital entrepreneurial skills acquired by Business Education undergraduates for decent works in tertiary institutions in Rivers State. The specific objective of this study is to ascertain:

1. Level of digital marketing and social media skills acquired by Business Education undergraduates for decent works in tertiary institutions in Rivers State.

### **Research Questions**

The following research question guided the researcher, from the perception of Business Education undergraduates:

1. What is the level of digital marketing and social media skills acquired by Business Education undergraduates for decent works in tertiary institutions in Rivers State?

### **Research Hypothesis**

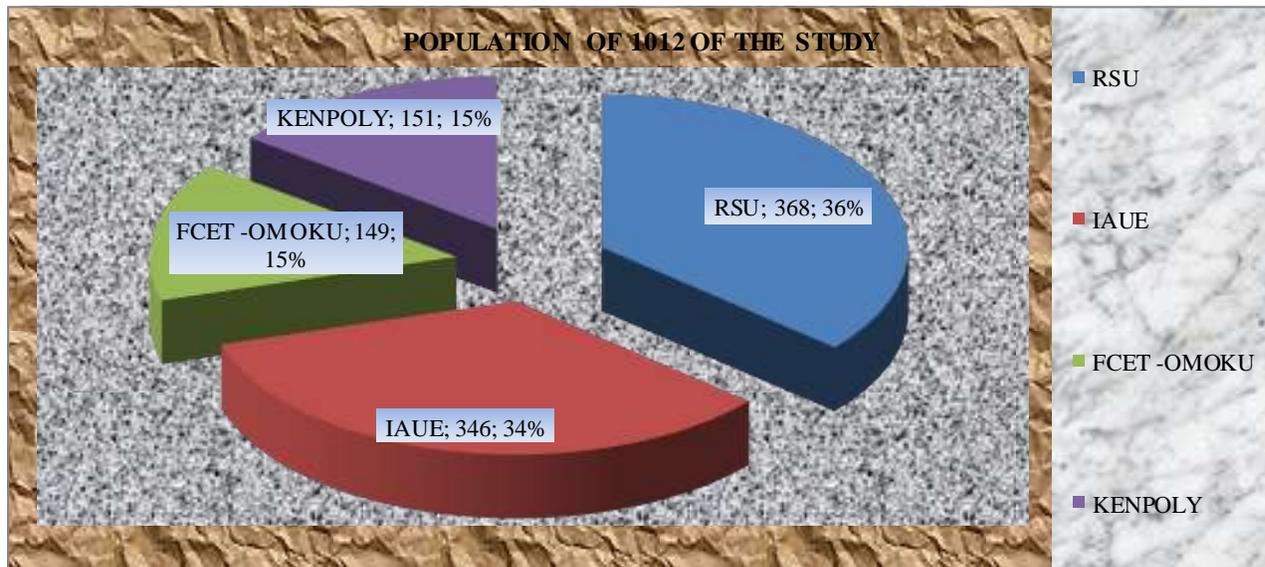
The following research hypothesis was raised and tested at 0.05 level of significance:

1. Business Education undergraduates do not statistical significantly differ in their mean rating on the level of digital marketing and social media skills acquired for decent works based on governments factors such as (good policies and implementation, conducive teaching and learning environment, and funding ) in tertiary institutions in Rivers State.

## **METHODOLOGY**

Descriptive survey research design was adopted for the topic, " digital entrepreneurial skills acquired by Business Education undergraduates for decent works in tertiary institutions in Rivers State". Survey research design was deemed appropriate since it sought to obtain the views of Business Education undergraduates on the level of digital entrepreneurial skills acquired for decent works. The population of this study was numbered 1,013 which consisted of Year 4 students (undergraduates) of Rivers State University, Ignatius Ajuru University of Education, Federal College Technical Omoku and Ken Saro-wiwa polytechnic, Bori (Higher National Diploma (HND 2).

Rivers State University had a total of 368 and Ignatius Ajuru University of Education was 346, Federal College Technical Omoku (FCTOMOKU) was 149 and Ken Saro-wiwa Polytechnic (KENPOLY), Bori had 150 (Departments of Business Education (FCTOMOKU, 2022); OTM Dept. KENPOLY, 2019; & Ukata, 2019). Below is the displayed population of the study using exploded pie in 3 D, including their percentages:



**Figure 1.1: Population of 1,013 for the study**

The targeted population was chosen from the four tertiary institutions in Rivers State offering Business Education programme as course or option in Office Technology and Management (OTM). Years 1, 2, 3; Higher National Diploma Year 1, and National Diploma Years 1 and 2 students of the four tertiary institutions were not included in the population of this study because they may not be able to provide a fair assessment on the level of digital entrepreneurial skills acquired for decent works. Captain Elechi Amadi Polytechnic runs Office Technology and Management but was not included because it does not have Higher National Diploma Programme. The sample size was 279, using Krechic and Morgan Table of 1979 for determining a sample of a known population of 1013. The instrument for data collection was a self-developed questionnaire based on the reviewed related literature and research question posed. The instrument was titled: "Digital entrepreneurial skills acquired by Business Education undergraduates (DESABEU)", with five point rating scale of the following options: Very High Level (5), 4.50 - 5.00, High Level (4), 3.50-4.49, Moderate Level (3), 2.50-3.49, Low Level (2) 1.50-2.49 and Very Low Level (1) 0.50-1.49. The face and contents validity of the instrument were established using the opinions of three experts from the departments of Business Education of Rivers State University and Ignatius Ajuru University of Education. The questionnaire was trial-tested using 20 Business Education students of University of Uyo. Data collected were analyzed using Cronbach Alpha which yielded coefficient value of .87. The high reliability value indicated that the instrument was reliable for the study. The researchers personally administered copies of the questionnaire to the respondents in their schools with the help of four research assistants. The research assistants were adequately briefed on the modalities for administration and collection of the questionnaires. On the spot completion and time gap of one week were used for those who could not fill the questionnaire immediately. Out of 279 copies of questionnaire distributed, 250 were correctly filled, retrieved, and used for data analysis.

The arithmetic mean and standard deviation were used to analyze data from research question and determine the homogeneity and heterogeneity of respondents' views, while the inferential statistics of Analysis of Variance (One-way ANOVA) was used to test the only null hypothesis. The justification for adopting Analysis of Variance (One-way ANOVA) was because the null hypothesis has one categorical

independent variable. A null hypothesis was rejected where the calculated significant (Sig.) value, (p-value) was greater than or equal to ( $\geq$ ) the alpha value of 0.05. Otherwise, the null hypothesis was not rejected. The data analysis was carried out using Statistical Package for Social Sciences (SPSS) version 25.

A Tukey Post Hoc Test of multiple comparisons was further conducted. The motivation for advancing a Tukey Post Hoc Test of multiple comparisons was to show if there was a honest statistical significant difference in the means and significant (sig.) values. A Tukey Post Hoc Test of multiple comparisons also indicated where the difference actually existed between good policies and implementation, and conducive teaching and learning environment, good policies and implementation, and funding, conducive teaching and learning environment and funding which was not indicated by ANOVA results conducted. Tukey Post Hoc Test of multiple comparisons was additionally helpful to take a definite decision about the result analysis and interpretation.

## RESULT PRESENTATION, ANALYSIS AND DISCUSSION

### Research Question 1

*What is the level of digital marketing and social media skills acquired by Business Education undergraduates for decent works in tertiary institutions in Rivers State?*

**Table 1: Respondents` mean ratings on the level of digital marketing and social media skills acquired by Business Education undergraduates for decent works**

		N = 250		
SN	Item on data analytical skills	$\bar{X}$	SD	Remarks
1	Ability to use ICT hardware	1.01	.40	Very Low Level
2	Ability to use ICT software	1.00	.45	Very Low Level
3	Ability in internet marketing	1.00	.41	Very Low Level
4	Ability in using social media apps as marketing tools	1.01	.46	Very Low Level
5	Ability in posting products and services	1.00	.50	Very Low Level
6	Using social media platforms build brands	1.00	.43	Very Low Level
7	Using social media platforms to increase sales,	1.00	.50	Very Low Level
8	How to manage website	1.00	.52	Very Low Level
9	How to build a community of followers	1.01	.45	Very Low Level
10	How to share and engage in business contents.	1.02	.46	Very Low Level
11	How to use the five pillars of social media marketing	1.00	.47	Very Low Level
12	Ability to select appropriate marketing platforms	1.01	.48	Very Low Level
<b>Cluster Mean</b>		<b>1.00</b>		<b>Very Low Level</b>

Table 1 shows that all the 12 listed items have mean scores ranged within 1.00 to 1.02. This means very low level. The cluster mean was 1.00, meaning very low level as well. This means that the level of digital marketing and social media skills acquired by Business Education undergraduates for decent works was at a very low level. The standard deviations for the 12 listed items ranged within 0.40 to 0.52 which shows that respondents were homogeneous in their views that the level of digital marketing and social media skills acquired by Business Education undergraduates for decent works in tertiary institutions in Rivers State was at a very low level.

### Testing of Null Hypothesis

#### Hypothesis 1

Business Education undergraduates do not statistical significantly differ in their mean rating on the level of digital marketing and social media skills acquired for decent works based on governments factors (good policies and implementation, conducive teaching and learning environment, and funding ) in tertiary institutions in Rivers State.

**Table 2: Summary of ANOVA on the level of digital marketing and social media skills acquired by Business Education undergraduates for decent works.**

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal.	Sig. (P-value)	Decision
Between Groups	9.682	2	5.641	5.633	.084 Significant	H <sub>01</sub> Rejected
Within Groups	75.980	247	2.248			
<b>Total</b>	<b>84.062</b>	<b>249</b>				

Data on Table 2 shows a calculated F-value of 5.63 with a significant (sig.) p-value of 0.08 which is greater than the alpha value of 0.05 ( $0.08 > 0.05$ ) at degrees of 2 and 247. Therefore, the null hypothesis (H<sub>01</sub>) was rejected. This means that Business Education undergraduates statistical significantly differed in their mean rating on the level of digital marketing and social media skills acquired for decent works based on governments factors (good policies and implementation, conducive teaching and learning environment, and funding) in tertiary institutions in Rivers State. The descriptive statistics table showed good policies and implementation with means score of 1.17, conducive teaching and learning environment was 1.20 and funding was 1.11, all indicated very low level. The total mean was 1.24, also signifying very low level. This shows that the level of digital marketing and social media skills acquired by Business Education undergraduates for decent works based on their based on governments factors (good policies and implementation, conducive teaching and learning environment, and funding) was at a very low level. The standard deviations for good policies and implementation, conducive teaching and learning environment, and funding were 0.64, 0.65 and 0.63. This means that the respondents on good policies and implementation, conducive teaching and learning environment, and funding governments factors were homogeneous that their digital marketing and social media skills acquired was at a very low level.

The Levene's Test of Homogeneity of Variances shows that there was no variances in the samples to account for possible means differences. Since the p-values (sig.) of 0.08, 0.08, 0.85 and 0.85 were greater than 0.05 alpha level, this possibly accounted for the rejection of the null hypothesis. Also, since the ANOVA value of F was 5.63, with a significance p-value or (sig. of 0.08) was greater than the 0.05 alpha level, this further supported the rejection of the null hypothesis. Nonetheless, the ANOVA test did not indicate which pair of the means of the personal factors that had statistical significant difference. This as well necessitated a Tukey Post Hoc Test of multiple comparisons which showed that there was no honest statistical significant difference in means of good policies and implementation and conducive teaching and learning environment. Their P-values were 0.98 and 0.98, which were greater than 0.05 alpha level. The Tukey post hoc test furthermore showed that there was a honest statistical significant difference between good policies and implementation and conducive teaching and learning environment with p-value of 0.31, or between good policies and implementation and funding with p-value of 0.15.

## DISCUSSION OF FINDINGS

### Digital marketing and social media skills acquired by Business Education undergraduates for decent works

Findings of the study in Table 1 showed that the level of digital marketing and social media skills acquired by Business Education undergraduates for decent works was at a very low level. Finding of this study agrees with the views of Chinwokwu (2013) who averred that graduates of vocational education (including business education) in Nigeria are not establishing and running their own small businesses for self-reliance as expected due to inadequate digital entrepreneurial skills. Chinwokwu (2013) further stated that Business Education graduates lacked relevant digital entrepreneurship competencies in the areas of financial management. Others are self-management, ICT, marketing and leadership needed to operate their chosen businesses. The authors concluded that this is cause of the high rate of business failure, unemployment and lack of decent works. The fact that all the (12) listed as digital marketing and social media skills acquired by Business Education undergraduates for decent works indicated a

very low level and the cluster mean also showed a very low level. It implies that learners may not be able to acquire decent works and that the high rate of unemployment will continue.

The findings from the null hypothesis disclosed that Business Education undergraduates statistically significantly differed in their mean rating on the level of digital marketing and social media skills acquired for decent works based on governments factors (good policies and implementation, conducive teaching and learning environment, and funding) in tertiary institutions in Rivers State. This findings agrees with the study of (Mazzucato, 2013) which revealed that government's roles and factors are prominent in acquiring digital entrepreneurial skills. This may be the reason US government has driven innovation and data economy via open government data, data security, and Google's search engine.

The responsibilities of institutions management which include shaping entrepreneurial intention among students, nurturing with specific entrepreneurship education (digital entrepreneurial skills), sponsorships in conference, certifications, workshops, and organizing training the trainer programmes, play great role in acquiring digital marketing and social media skills for decent works.

### **Summary of Findings**

From the results of the analysis presented, findings of the study are summarized as follows:

1. The level of digital marketing and social media skills acquired by Business Education undergraduates for decent works was at a very low level.
2. Business Education undergraduates statistical significantly differed in their mean rating on the level of digital marketing and social media skills acquired for decent works based on governments factors (good policies and implementation, conducive teaching and learning environment, and funding).

### **CONCLUSION**

From the summary of the findings, it was concluded that the level of digital marketing and social media skills acquired by Business Education undergraduates for decent works was at a very low level. Also, Business Education undergraduates differed in their mean rating based on governments factors such as (good policies and implementation, conducive teaching and learning environment, and funding ) in their level of digital marketing and social media skills acquired for decent works.

### **RECOMMENDATIONS**

Based on the findings of this study, the following recommendations were made:

1. Students should ensure that they go into private certificates programmes in ICTs with root in digital marketing and social media skills. Good experience should be acquired to create room for decent works. Parents should ensure that learners have good ICT foundation with root in digital marketing and social media skills. Parents should as well provide funds Business Education undergraduates to pave way for experience so that they can acquire a very high level of digital marketing and social media skills for decent works.
2. Management of tertiary institutions, States and federal governments should ensure that there are good policies and adequate implementation, conducive teaching and learning environment and funding of digital marketing and social media skills for learners. More so, adequate hardware, software facilities, laboratories, standard offices and welfare packages should be provided to support teaching and learning of ICTs as a soft skills for learners to acquire for decent employments.

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**Table for Determining the Sample of a Known Population 1,013**

Table 3.1

*Table for Determining Sample Size of a Known Population*

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*