

DIGITAL ENTREPRENEURIAL SKILLS: A TOOL TO EQUIP AND PROMOTE SELF-RELIANCE AMONG STUDENTS' IN COLLEGES OF EDUCATION, OYO STATE, NIGERIA

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Abstract

The clarion call for students to be highly equipped with digital entrepreneurship skills prior to graduation to promote their self-reliance in the twenty-first century has become imperative. The study therefore, examined the digital entrepreneurial skills that would prepare the students for self-reliance in a technology-driven world. The descriptive survey research design was adopted. 238 students and lecturers comprised the study population and no sampling was done because it was a manageable size. Structured questionnaire was used for data collection which was validated by three experts and tested to be highly reliable with a co-efficient value of 0.87 using Cronbach Alpha. The arithmetic mean and standard deviation were used to analyze the data gathered. The null hypotheses were tested using t-test inferential statistics. The findings revealed among others the need for ICT proficiency in order to stimulate innovativeness and creativity for self-sufficiency. The findings revealed a non significant difference in the mean rating of respondents' abilities in relation to information and communication technology. However, there is a significant difference in the mean rating of respondents' abilities relating to their innovative/creative skills and marketing skills needed to support themselves and contribute their quotas to national economic development. It was therefore recommended among others that business educators should ensure that students acquire sufficient ICT, creative and innovative skills as well as marketing skills prior to graduation.

Keywords: Digital Entrepreneurial Skills, Innovative, Marketing and marketing skills

Introduction

The National Policy on Education emphasized the purpose of Business Education curriculum as a tool to equip students with relevant skills that would make them have more competitive advantage in the labour market. Business education, according to Koyosaki (2013), is one of the most significant types of education for the twenty-first century economic development. Among the various topics it covers are accounting, investments, marketing, office processes, law, insurance, information and communication technology aimed to equip students in becoming proficient in the world of work. Business education is a specialized curriculum that aims to provide students with the skills, values, and information necessary to successfully traverse society (Ubulom & Ogwunte, 2017; Ore, 2022). Chinwokwu (2013) claims that the primary cause of Nigerian vocational school graduates' inability to successfully launch and manage their own small businesses for self-sufficiency, particularly those with a background in business, is a lack of sufficient knowledge and experience in digital entrepreneurship. According to Chinwokwu (2013), graduates of business schools are not equipped with the core skills of digital entrepreneurship, which include ICT, marketing, leadership, financial

management, and self-management. These skills are necessary to run the chosen enterprises. He concluded that this may be the reason behind the high percentage of business failure, joblessness, and poor employment opportunities.

A more interconnected and interdependent world has resulted from the disruption of traditional practices and the transformation of numerous industries by the process of globalization. Beyond schooling, the advent of Information and Communication Technology (ICT) has also had an impact on the economic sector. Employers state that candidates need to be proficient in digital skills and have a strong aptitude for information and communication technology (ICT). As a result, it is expected of prospective employees to possess the core digital entrepreneurial skills necessary for success in the 21st-century business sectors. Undoubtedly, digital skills are very adaptable and are transforming how people live in the twenty-first century. Along with opportunity, they also have issues. Consequently, the advancement of digital entrepreneurial skills hinges on the implementation of a carefully designed Business Education curriculum that integrates digital literacy with the technological know-how of Business Educators/teachers. Like other nations, Nigeria strives to attain the economic prosperity stated in the now-evolved Sustainable Development Goals (SDGs) from the original Millennium Development Goals (MDGs). This endeavor tackles societal problems including low living standards and poverty. All Nigerian universities have reformed and refocused their academic curricula to prioritize teaching entrepreneurship skills in order to have the greatest possible impact on national growth. Similar to this, preparing students and equipping them with the necessary skills to become economically independent is the primary goal of TVET, the vast academic curriculum for business education. According to Okute *et al.* (2019), self-sustenance is the ability of a person to rely on their own abilities and efforts in order to become independent. The optimum conditions for self-sustenance are those in which people have the required abilities. The ability of a person to contribute significantly to society and to oneself is referred to as skill in this context. In order to do this, post-secondary education, the highest degree of education, should make sure that graduates have these abilities so they can live meaningful lives in society (Ben, 2020). The main focus of this study is to evaluate entrepreneurial competencies, including leadership, marketing, ICT (information and communication technology), creativity and innovation, and interpersonal skills. The primary objective of business education is to encourage self-sufficiency, which is what these competencies are designed to achieve. Thus, these abilities are crucial for students, particularly those who are enrolled in colleges as undergraduates. Based on Bassey's (2015) definition, entrepreneurship can be defined as an ongoing process initiated and managed by individuals with the aim of creating new value in the market through creative means of meeting particular requirements. Okute and Olom (2012) assert that there is a close relationship between innovation and entrepreneurship. Entrepreneurship is a process of having the capability to acquire the resources needed to explore new business opportunities. It denotes the action of starting a worthwhile project with the goal of making enough money to support oneself. This implies that uniqueness on a national and international level is not always required for creative endeavors. According to Olajumoke (2021), taking risks, being innovative, creating value, identifying opportunities, stabilizing the market, managing a business effectively, allocating resources, maximizing profits, and having the capacity to correct unbalanced situations are all crucial elements of entrepreneurship. The main goal of entrepreneurship is to find and seize business opportunities in order to increase earnings. The study looks at the three key domains of entrepreneurial abilities that are needed: marketing, innovation and creativity, and ICT. The capacity to complete tasks effectively is known as skill, and it can be developed through training and experience. According to Okute (2013), skill is the capacity to carry out a task in a methodical and efficient manner after undergoing a demanding training program. Skill is the result of the integration of affective (feelings, emotions, and attitude expression), psychomotor (actions, and the beginning of conscious mental movement) and

capacity to absorb new information with sound cognitive knowledge. The ability to be an entrepreneur is essential to a nation's economic progress. As such, it is imperative that people take advantage of opportunities to become self-sufficient. For this reason, entrepreneurship skills should be required of graduates in higher education, according to the National University Commission (NUC). An entrepreneurship curriculum in higher education will provide graduates with improved understanding and knowledge of entrepreneurship, enabling them to create their own jobs rather than just looking for them. Ememe (2012) highlighted the adoption of business plan contests in tertiary universities, the creation of small and medium-sized resource centers, the launching of networking activities, and the establishment of entrepreneurial development centers within colleges. Students that performed very well in their practical assignments while under site observation should be formally acknowledged and given prizes for their creative efforts. Business education as a component of vocational education aims to equip students with digital entrepreneurial skills which they need for self support and contribute to society development and students can start business after graduation. Business education places high premium on the acquisition of skills in management information system, office technology and management, marketing, entrepreneurship, digital marketing, cooperative studies, accounting, insurance among others. As a result, it is expected that the various components of Business Education courses, which foster specific skills, be effectively taught to students so that they can become digital entrepreneurs (Ernest, 2011; Ezeani, Ifeonyemetalu, & Ezemoyih, 2012; Iloeje & Okolocha, 2018); Oyerinde, Onajite, & Aina, 2020; Futurelearn, 2020). Digital entrepreneurship skills enable business owners to use information and communication technology and the internet to efficiently find, evaluate, distribute, and create material for marketing their goods and services at any time or place. One aspect of digital entrepreneurial skills is the ability to use automation to manage branding, marketing, communication, and reaching the target market for the supply of goods and services (Afro-digital, 2021). Being adept at digital entrepreneurship is a crucial skill for any business owner, whether they manage a small home-based business or a large global corporation. The key digital entrepreneurial competencies needed to succeed in today's business environment and land good jobs are social media marketing; cloud computing, cyber security, data analysis, and user experience and (UX) design abilities (Martinez, 2021). Nevertheless, the curriculum here primarily emphasizes data analysis and the growth of digital entrepreneurship in the social media marketing industry.

In marketing, the term "digital entrepreneurial skills" refers to the use of social media platforms as promotional tools for online goods and services. Companies can interact with their target audience using these social media platforms, which helps them to develop their brand, boost sales, enhance website traffic, and create a community of followers who can interact with and share their material. These responsibilities, which include choosing pertinent social media channels, putting together a diverse content mix, and developing a social plan with objectives, are addressed by the five fundamental ideas of social media marketing. The next phase is planning and distributing the content, actively engaging with and listening to customers, utilizing analytical methods to provide reports that support managerial choices, and finally carrying out marketing campaigns (LaFleur, 2022). If they are properly prepared with the required skills, undergraduates with these digital entrepreneurial qualities have a higher chance of landing great jobs after graduation. The recipients of business education might become more self-sufficient with the help of these digital entrepreneurship abilities.

Developing digital entrepreneurial abilities has been motivated by the concept of self-sustenance, sometimes known as self-sustainability. The ability of a single household or a community to meet basic necessities (safety, security, food, water, shelter, health, business, and education) in a dignified and sustainable way is known as self-sustainability (Anukan, 2013). According to Ogbonna (2017), self-sustainability is the capacity to rely on one's own resources, judgment, and abilities to carry out the appropriate actions. It is a condition in which an individual or business owner need little to no

assistance from or engagement with other people.

Business education undergraduates are expected to acquire digital entrepreneurial skills that will help them become self-sufficient, which would significantly contribute to the growth of the economy and reduce the graduation unemployment rate, which has been a distinguishing characteristic of the Nigerian economy (Ediagbonya et al., 2024). Despite owning cellphones and laptops, the majority of these undergraduates do not seem to be very business-minded. The two most important gadgets for digital entrepreneurship are laptops and smartphones, and the majority of these students seem to be more interested in other amusing apps than in ones that can help their firms grow. The majority of these undergraduate students do not seem to have the necessary digital entrepreneurship abilities to transit from the classroom to running their own firm with ease (Chinwokwu, 2013). This is primarily the result of insufficient knowledge and expertise in digital entrepreneurship. This supports the earlier claim made by Ekpenyong and Ojo (2018) that graduates of business education lack critical digital entrepreneurship competencies and skills related to information and communication technology (ICT), marketing, leadership, social media digital marketing, and data analysis, all of which are critical for operating their chosen businesses. In order to advance understanding and self-sustenance, academics have kept up their studies in this area.

The study conducted by Wogboroma and Amesi (2021) revealed that business education postgraduate students acquired moderate level of entrepreneurial accounting skills for sustainability. Ile and Wogboroma (2021) and Amuah and Amaewhule (2019) findings also revealed that postgraduate business education students acquired moderate innovation skills. Wogboroma and Adiele (2022) in their study on entrepreneurial marketing skills acquisition for self-sustainability by postgraduate business education in River State found that the participants (business education postgraduate students) acquired moderate level of entrepreneurial marketing skills. Similarly, Amaewhule and Wolugbom (2018) found that entrepreneurial marketing skills are required by business education students. The study by Amaewhule and Abung (2020) found that graduating students of business education acquired ICT usage skills. Despite the numerous empirical studies that have been done in the area of entrepreneurial skills, there is still a gap. Most of the studies reviewed focused on entrepreneurial skills and not digital entrepreneurial skills which is crucial in the 21st century digital world. This obvious gap needs to be filled and this study attempt to address it.

Research Questions

1. What ICT skills are required by students in business education prior to graduation to promote their self-reliance?
2. What innovative/Creative skills are required by students in business education prior to graduation to promote their self-reliance?
3. What marketing skills are required by students in business education prior to graduation to promote their self-reliance?

Objectives of the study

The study intends to:

1. determine the Information and Communication Technology (ICT) acquired by business education students prior to graduation to promote their self-reliance;
2. ascertain the innovative and creative skills required by students in business education prior to graduation to promote their self-reliance; and
3. assess the marketing skills required by business education students to promote their their self-reliance.

Hypotheses

- H0₁:** Lecturers and students in business education do not differ significantly on the ICT skills required to promote their self-reliance in the study area.
- H0₂:** Lecturers and students in business education do not differ significantly on the innovative and creative skills they require to promote their self-reliance in the study area.
- H0₃:** Lecturers and students in business education do not differ significantly on the marketing skills required to promote their self-reliance in the study area.

Literature Review

It is crucial to acquire Information and Communication Technology (ICT) skills through training. The term "information and communication technology" refers to a broad range of technologies that are used in communication, including wireless networks, computers, cell phones, and the internet. According to Ukwungwu and Oyedepo (2012), using computers can help students develop their cognition, coordination, creativity, commercial, communication, and math skills. Communication and information sharing are essential to the growth of entrepreneurship. Human progress has benefited greatly from technology (Oluka & Onyebuenyi, 2017; Ediagbonya & Aghatise, 2023). According to Okute (2013), communication is the process of producing, disseminating, deciphering, and applying information. Guile & Unwin (2022) claim that integrated, interconnected work environments bolstered by intangible assets have consistently produced and recognized occupational competence.

Information and communication technology (ICT) is essential for promoting sustainable development in developing countries, according to research done by Saidu *et al.* (2014). In a similar vein, Ibelegbu (2017) investigated the ICT competencies required of business studies lecturers and discovered that these educators were supposed to be experts in all areas linked to computers. Furthermore, the results showed that faculty members teaching business lack access to contemporary ICT and have not gotten enough training, the latter of which is not relevant to the current curriculum. The ICT skills that students pursuing vocational and technical education gain in order to become self-sufficient were examined by Ofili and Idris (2022). Furthermore, the results showed that faculty members teaching business lack access to contemporary ICT and have not gotten enough training, the latter of which is not relevant to the current curriculum.

Denicolo and Zanchetlin (2016) contend that growth and innovation are intertwined. An idea, practice or object that is perceived as new by an individual or other unit of adoption is understood by innovation and creativity (Daugherty *et al.*, 2021). Therefore, innovation is the process of transforming chances into new concepts with wide applicability especially as it relates to creative inspiration. Innovation is the successful introduction of a new procedure or product. Ezeanwu (2020) examined six distinct categories of inventive behavior, including; creating a new product, expanding into untapped markets, creating new ways to deliver services and developing new ways of organizing business activities. Okpara (2019) investigated the impact of innovativeness on the survival of businesses in a hostile business climate using 161 businesses from various developing economies. The outcomes demonstrated that the essential component of entrepreneurial skills, such as innovativeness, significantly contributes to an organization's ability to survive in a dynamic business climate. In a similar study, Fadahusi (2022) found positive strategies through innovativeness and enterprises survival. The researcher postulated that for businesses to survive, and to adapt to a fast changing external environment, businesses require unique talents and ongoing development, as well as the ability to reconfigure their skills and abilities. The Nigerian university system's current policy, which emphasizes gaining entrepreneurial skills as a prerequisite for graduation, is further strengthened by this conclusion.

Novel concepts have been categorized by some scholars as either administrative or technological. Modifications to business rules, how resources are distributed, and other factors are all part of administrative innovation. On the other hand, technological innovation refers to the adoption of new ideas that directly impact the provision of essential utilities (Deaton, 2019). Innovation encompasses the processes through which businesses create and implement new designs and processes (Desai, 2021). Innovation is important because it can make a country self-sufficient. Entrepreneurs can significantly contribute to their country's economic success by embracing innovation (Ediagbonya, 2023a, 2023b). The study's conclusions demonstrated that students in business schools believe that inventive and entrepreneurial skills are necessary for success after graduation. According to Mbanefo (2015), the variables mentioned in the study by Mbanefo and Ebukab (2014) contribute to the increased likelihood of success for entrepreneurial enterprises. Nevertheless, there is still a requirement for a thorough elucidation of success in this context (Di Zhang & Bruning, 2021). Nwafo (2013) asserts that prominent Nigerians do not provide a platform for engaging with emerging entrepreneurs and providing guidance, nor do they fulfil the role of mentors.

Critical competencies that have a direct bearing on an organization's success or failure are marketing skills. Among the skills covered by this list are salesmanship, organization, self-motivation, creativity, leadership, communication, and personal skills. Marketing as a systematic process develops, offers and exchange products and services that benefit clients and the society at large which cuts across a wide range of organizations and projects. According to Ajaero (2019), marketing skills are essential since if you don't have them, you could be tricked or exploited. To become self-sufficient, business education students need to get familiar with these marketing skills. Additionally, marketing is the process of creating and offering consumers goods and services that are appealing, as stated by Scarborough (2021). Eze *et al.* (2016) conducted a study at Delta State University to look at the particular entrepreneurial skills graduates of business education need to be successful as independent contractors. The findings indicated that a reasonable level of marketing proficiency is required for business education graduates to operate for themselves. In order to investigate what skills Nigerian students studying business education need to be self-sufficient, Akpotohwo *et al.* (2016) conducted a study in Bayelsa State University. The researchers used data from a sample of 180 students in the business education unit. According to the survey, having marketing expertise is crucial for running a profitable organization. Furthermore, after finishing their courses, students will find it more difficult to launch a business if they lack marketing skills. Marketing proficiencies are essential for businesses, according to the research.

Methodology

The study employed a descriptive survey design. The study's design was deemed appropriate by the researchers, who were keen to find out what respondents believed students studying business education should know about digital entrepreneurship. 238 respondents comprised the population (38 business educators and 200 undergraduate) which were selected from the Oyo State College of Education, Lanlate and Federal College of Education (Special), Oyo. The data is shown below in Table 1.

Table1: Population/Sample Distribution of Colleges of Education in Oyo State

S/N	Institution	No. of lecturers	No. of students
1	Oyo state college of education, Lanlate	18	80
2	Federal College of Education (SP), Oyo	20	120
	Total	38	200

Source:Field study, 2024

The instrument was a set of questionnaire developed by the researcher titled “*Digital Entrepreneurial Skills Questionnaire (DESQ)*”. The instrument was made up of two parts, Part 1 and Part 2. The Part 1 was created with the purpose of gathering data on demographic factors including gender and institution name. To find out how the entrepreneurial skill required for self-sustenance of undergraduate business education students in Oyo State's education colleges affected their ability to support themselves, Part 2 of the questionnaire featured 24 items that centered on the independent variables of ICT skills, marketing skills, and innovation and creativity skills. The Likert scale was utilized to arrange the items onto a 4-point answer scale. A total of 24 items were used with 8-items in each of the clusters. The rating for the items was designed to reflect Highly Required (4), Required (3), Slightly Required (2) and Not Required (NR). The instrument was validated by three lecturers from the Faculty of Education at Kwara State University, Malete. One of them was from the Measurement and Evaluation section, and two from Business education. Similarly, the appropriate methodology was used to evaluate the instrument's reliability. The Cronbach alpha was used in conducting the reliability of the instrument after administering the instrument to 12 lecturers and eight students. The following reliability coefficients were arrived at from each of the Cluster: ICT cluster (.78); Innovation/creativity skill cluster (.81); and marketing skill cluster (.82). The overall reliability analysis yielded a coefficient of .80. The researchers personally gave copies of the questionnaire to each respondent in their particular school, helped by four research assistants. The research assistants received adequate explanations on how to distribute and collect the instrument from the respondents. Respondents have one week to finish the questionnaire if they were unable to do so at that time. Of the questionnaires administered, 238 were accurately filled out, gathered, and examined. The single null hypothesis was tested using the inferential statistics of the t-test, while the data from the research question were answered using the mean and standard deviation to determine the homogeneity and heterogeneity of respondents' opinions. The null hypothesis was rejected in cases where the computed significant (Sig.) value, also known as the p-value, was greater than or equal to the alpha value of 0.05. If not, the null hypothesis was not rejected. The data was analyzed using SPSS (Statistical Package for Social Sciences) version 25 software.

Estimation of Results

Table2: Mean Response on ICT Skills Required Students in Business Education for Self-reliance in Colleges of Education, Oyo State

S/N	Information and Communication Technology Skills:- Ability To:	Mean	S.D	Remarks
1	Make use of the internet as a vital source of knowledge and communication.	3.69	0.69	Required
2	Use technology to your advantage to run your online business and connect with clients in a clear and concise manner.	3.34	0.84	Required
3	Use social media to effectively communicate business-related information.	3.32	0.86	Required

4	Send ideas via voice over the internet and information via email to raise brand awareness for a company.	3.03	1.02	Required
5	Transmit ideas using voice on the internet	3.01	0.96	Required
6	Send ideas via voice over the internet and information via email to raise brand awareness for a company.	3.10	0.92	Required
7	Speak in a language that will attract online shoppers.	3.19	0.89	Required
8	Interpret business concepts that are sent via email.	2.97	0.86	Required

Source: Field study, 2024

Note: S.D means Standard Deviation

In Table 2, the result indicated that, when considered separately, the cutoff mean of 2.5 is exceeded by the mean values of 3.68, 3.34, 3.32, 3.02, 3.00, 3.04, 3.18, and 2.97 for items 1 through 8. Furthermore, the resulting mean of 3.20, upon aggregate, remains higher than 2.5. This shows that knowledge and communication skills are necessary for Oyo State's education colleges' undergraduate business education majors to be self-sufficient.

Table3: Mean Response on Innovative and Creative Skills required by students in Business Education for Self-reliance in Colleges of Education, Oyo State

S/N	Innovative and Creativity Skills:- Ability To:	Mean	S.D	Remarks
1	Identify business opportunities where others see risk	3.28	0.92	Required
2	Learn how to constructively use failure as a teaching tool.	3.08	0.90	Required
3	Extending the concepts of others to produce fresh work.	3.07	0.92	Required
4	Translate ideas into wealth-creating ventures	3.17	0.92	Required
5	Manage people effectively.	3.17	1.00	Required
6	Create creative, fresh methods for tackling the novel idea.	3.20	0.93	Required
7	Come up with original, valuable concepts.	3.52	0.79	Required
8	Provide useful ideas that will bring innovation.	3.52	0.72	Required

Source: Field study, 2024

Note: S.D means Standard Deviation

According to the result in Table 3, the mean values of 3.28, 3.08, 3.07, 3.17, 3.20, 3.52, and 3.52 for items 1 through 8 are higher than the cutoff mean of 2.5 when considered separately. Furthermore, after aggregation, the 3.25 mean that was achieved is still higher than 2.5. This suggests that in order for undergraduate students in education colleges to be self-sufficient, they must possess inventive and creative talents.

Table4: Mean Response on Marketing Skills required by students in Business Education for Self-reliance in Colleges of Education, Oyo State

S/N	Marketing Skills:- Ability To:	Mean	S.D	Remarks
1	Encourage consumers to purchase the organizational goods	3.18	0.95	Required
2	Develop stronger ties with clients	3.23	0.87	Required
3	Identify the interest of both sides	3.06	0.94	Required
4	Capture and retain the attention of customers	3.20	0.96	Required
5	Analyze demand and supply situation	3.09	0.93	Required
6	To the satisfaction of both parties, identify the areas of disagreement.	3.12	0.99	Required
7	Control your feelings while negotiating.	3.22	0.91	Required
8	Determine which of your clients' wants can be met.	3.26	0.89	Required

Source: Field study, 2024

Note: S.D means Standard Deviation

The result in table 4 indicates that, when considered separately, the cut-off mean of 2.5 is exceeded by the mean values of 3.18, 3.23, 3.06, 3.20, 3.09, 3.12, 3.22, and 3.26 for items 1 through 8 of the instrument. Furthermore, even after aggregating, the mean of 3.17 that was obtained is higher than 2.5. This implies that graduates of Oyo State institutes of education's business education programs need to be adept at marketing in order to be self-sufficient.

H0₁:There is no significant difference in the mean rating of business education lecturers and students on Information and Communication Technology (ICT)skills acquired by business education undergraduatestudents for self-sustenance.

Table5: Independent t-test Analysis on the differences between business education lecturers and students on the Information and Communication Technology (ICT) skills required for self-sustenance

Entrepreneurial skills	Status	N	Mean	Std.Deviation	Df	t-cal	p-val
ICT Skills	Lecturer	38	25.29	3.76	236	-0.120	0.905
	Students	200	25.39	4.21			

Source:Field study, 2024

The mean ratings of business school lecturers and students are the independent variables, and the dependent variables are the ICT skills required for self-sustenance. The study employed the independent t-test to investigate the hypotheses. The findings shown in Table 5 indicate that there is significant difference between the mean ICT abilities of lecturers ($X=25.29$) and students ($X=25.39$) with respect to these abilities. When mean differences were evaluated, the t-test revealed that ($t=0.120$, $p>0.05$). There is no significant difference in the information and communication technology (ICT) abilities that undergraduate students in business education need for self-sustenance; this is demonstrated by the P-value being greater than the 0.05 level of significance. Consequently, the null hypothesis is true.

H0₂:There is no significant difference in the mean rating of business education lecturers and students on the innovation/creative abilities acquired by business education undergraduatestudents for self-sustenance.

Table6: Independent t-test Analysis on the differences between business education lecturers and students on the innovative and creative skills required for self-sustenance

Entrepreneurial skills	Status	N	Mean	Std.Deviation	df	t-cal	p-val
Innovation/Creativity Skills	Lecturer	38	27.51	3.32	236	2.18	0.012
	Students	200	25.12	4.64			

Source:Field study, 2024

The lecturers' mean ratings in business education are the independent variables. The hypothesis was tested using the t-test, and the results, which are shown in Table 6, indicate that, in terms of innovation/creative abilities developed for self-sustenance, the mean value ($X=27.51$) for lecturers' responses differs from the mean value ($X=25.21$) of students' responses. This suggests that when it comes to the innovative and creative talents that graduates of business education learn for self-sufficiency, the replies of lecturers and students diverge. The t-test showed that when mean differences were compared, ($t=2.18$, $p.05$). There is a substantial difference in the mean assessments

of business education lecturers and students on the innovative/creative abilities required by business education undergraduate students for self-sustenance (.05), as indicated by the P-value being larger than 0.05 level of significance. Consequently, the hypothesis is rejected.

H₀₃: There is no significant difference in the mean rating of business education lecturers and students on the marketing skills acquired for self-sustenance by business education undergraduate students.

Table7: Independent t-test Analysis on the differences between business education lecturers and students on the marketing skills required for self-sustenance

Entrepreneurial skills	Status	N	Mean	Std.Deviation	Df	t-cal	p-val
Marketing skills	Lecturer	38	26.22	4.98	236	2.19	0.03
	Students	200	23.87	6.05			

Source: Field study, 2024

The marketing skills necessary for self-sufficiency are dependent factors, and the mean assessments of business school teachers and students are independent variables. The t-test was used to investigate the hypothesis regarding the marketing skills required for self-sustenance, and the results are shown in Table 7. There is a difference in the mean value ($X=26.54$) between the responses from instructors and students ($X=23.86$). That is, there exist disparities in the ways that instructors and learners react to the marketing skills that graduates of business school acquire in order to become self-sufficient. The mean differences were compared using an independent t-test, and the findings indicated that ($t=2.19$, $p=0.05$). Because the P-value is more than the 0.05 level of significance, there is a significant difference (0.05) between the mean ratings of business education lecturers and students about the marketing skills developed by business education undergraduate students for self-sustenance. Thus, the null hypothesis is refuted.

Discussion of Findings

The first hypothesis holds that there was no discernible difference between the lecturers and the students in the mean ratings of the ICT abilities needed for self-sustenance by undergraduate students studying business education. This could be the case because, as a result of globalization, everyone, regardless of profession, understands the significance of ICT in the Nigerian economy today. For students majoring in business education to be marketable in the workforce, regardless of their topic of study, these skills are therefore crucial. As a result, the majority of educators and business owners recognize the value of these abilities in helping their pupils secure employment or establish a venture that will increase their level of independence. The findings of the study are consistent with those of Ibelegbu (2017), who examined the ICT abilities required of business studies teachers in Adamawa's junior secondary schools. The study's conclusions led to the requirement that business studies teachers possess full computer proficiency. Based on their educational background, business teachers' mean answers to questions about information and communication technology (ICT) skills for self-sustenance did not differ statistically significantly. The study's findings are consistent with those of Ofili and Idris (2022), who examined Edo State vocational and technical education students' ICT proficiency for self-sufficiency. The findings demonstrated that, among other things, students required to understand the foundations of building websites, carrying out economic transactions, and safeguarding websites from hackers. According to the researcher, acquiring ICT skills will improve the quality of life, allow students pursuing business education attain economic growth and self-sufficiency, and support the economy. Amaewhule and Wolugbom's (2018) findings that students studying business education improved their ICT usage

skills are further supported by the data.

The second hypothesis shows no significant difference in the mean assessments of lecturers and students about the innovation and creativity needed by the respondents to be self-sustaining. According to this, when it comes to the creative abilities that students pursuing undergraduate business education need to be independent, academics score better on the mean than company owners. This may be because professors have a better understanding of the working world's dynamics and expectations for these students' post-school employment. They are also aware that this ability is necessary for the students to be both employers and employees, putting them in a position to make significant contributions to society. The study's conclusions aligned with those of Okpara (2019), who investigated the effect of inventiveness on an enterprise's ability to survive in a difficult business environment. The results of the investigation showed that a company's need for entrepreneurial skills affects its ability to survive in a changing market. Additionally, he said that companies that prioritize innovation fare better than those that take a more cautious approach. The results align with those of Fadahusi (2022), who identified advantageous tactics for business survival through innovation. The results of Ile and Wogboroma's (2021) study support this conclusion, according to which students pursuing postgraduate business education developed moderately creative skills. The results also support the findings of Egberi and Ebifakumor (2023) and Orhena, Egbule, and Utebor (2017), who highlighted the need for creative talents for self-sustenance. As a result, in order to succeed in the market, owners of creative businesses now have access to a wider array of skills and expertise that can enable them to take advantage of opportunities and overcome obstacles that could jeopardize the performance of their business. The researcher posited that in order for businesses to thrive, they must be able to adapt to an external environment that is changing quickly.

The analysis of the third hypothesis equally showed significant difference in the mean rating of the respondents on the marketing skills necessary for their self-reliance. This shows that when it comes to the marketing skills necessary for undergraduate business education students to be self-sufficient, instructors have a higher mean ranking than business operators. Given that the talent is technical and can only be demonstrated by those who have received instruction, this may be the case. It provides a variety of activities that may help the young business instructor succeed professionally, in addition to advertising. Many business education graduates may feel trapped after graduation for a variety of reasons, including having ideas but not knowing how to sell them. As such, it becomes difficult for people to go out on their own and look for work. The study's outcomes were consistent with those of Eze *et al.* (2016), who investigated the entrepreneurial abilities required of Delta State business education graduates in order to work for themselves. Regarding the survey, Delta State business school graduates must demonstrate a commendable degree of marketing proficiency in order to seek self-employment. In a similar vein, the study's conclusions align with those of Ezeanwu (2020) who examined the entrepreneurial abilities graduates in business fields need to successfully run a business. The study area was the commercial center and surrounding areas of Enugu. The survey findings indicated that companies operating in the business sector require nine (9) marketing competencies. It was discovered that the managers' money had no appreciable effect on the marketing skills required for a business to turn a profit.

Conclusion

The study's findings demonstrated that there was no appreciable variation in the average assessments of the ICT abilities required for self-sufficiency by undergraduate business education students between students and instructors. On the other hand, there was a discernible discrepancy in the average evaluations provided by educators and business owners concerning the level of marketing

and innovative/creative talents that students pursuing undergraduate business education needed to become self-sufficient. This demonstrates how important it is for business school students to have ICT, marketing, creativity, and innovation skills in order to be self-sufficient. Because it addresses the digital entrepreneurial abilities undergraduate business education students need, this study has significantly advanced understanding.

Recommendations

1. Based on the study's results and conclusion, business educators should give students' practical classes priority. Students will be able to gain communication and information skills as a result, which will improve their independence and help the economy by creating jobs.
2. Academic staff members should make sure that business education undergraduates actively participate in class and exhibit originality and innovation. By doing this, they will be able to develop their creative and innovative talents, which will improve their capacity for self-sufficiency and generate employment chances for the community.
3. In order to help undergraduate students in business education become more independent and help create jobs for society, academic faculty should expose them to marketing companies on a practical basis.
4. The management of tertiary institutions, as well as state and federal governments, should prioritize the establishment of effective policies and oversee their proper execution. Additionally, they should provide a favourable teaching and learning environment and allocate sufficient funds for the development of digital marketing and social media skills among learners. In addition, it is essential to provide sufficient hardware, software facilities, laboratories, standard offices, and welfare packages to support the teaching and learning of ICTs as a soft skill. This will enable learners to gain the necessary abilities for self-sustenance.

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